

## Validated Programme Specification

### BA (Hons) Textiles and Surface Design

1	<b>Awarding Institution/Body</b>	University of Bolton [UoB]
2	<b>Teaching Institution</b>	Bradford College
3	<b>Collaborating Organisations</b> <i>(include type)</i>	None
4	<b>Delivery Location(s)</b> <i>[if different from UoB]</i>	Bradford College
5	<b>Programme Externally Accredited by (e.g. PSRB)</b>	N/A
6	<b>Award Title(s)</b>	BA (Hons) Textiles and Surface Design
7	<b>UoB Lead School</b>	Art, Design and Media
8	<b>Additional Contributing Schools</b>	Not applicable
9	<b>FHEQ Level</b> <i>[see guidance]</i>	6
10	<b>Bologna Cycle</b> <i>[see guidance]</i>	First cycle (end of cycle) qualifications
11	<b>JACS Code and JACS Description</b>	W200 The study of design for every objects, taking into account technology and commerce as well as appearance and current art thinking. May involve the use of computers as design tools.
12	<b>Mode of Attendance</b> <i>[full-time or part-time]</i>	Full Time (3 years) or Part Time (normally 6 years)
13	<b>Relevant QAA Subject Benchmarking Group(s)</b>	Art and Design

14	<b>Relevant Additional External Reference Points</b> <i>(e.g. National Occupational Standards, PSB Standards)</i>	N/A
15	<b>Date of Production/Revision</b>	V1 - January 2017 V2 – February 2018
16	<b>Criteria for Admission to the Programme</b>	80 tariff points usually in an arts or media subject. Normally three A levels or BTEC Extended Diploma/Foundation Diploma. Foundation is normally based on the portfolio and interview.
17	<p><b>Educational Aims of the Programme</b></p> <p>‘An Honours graduate will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the graduate will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The graduate will be able to evaluate evidence, arguments and assumptions, to reach sound judgements, and to communicate effectively. An Honours graduate should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.’ (QAA, 2008)</p> <p>The aims of this award have been developed using the Quality Assurance Agency’s (QAA) qualification descriptor for Bachelor’s degree with honours, and relevant QAA subject benchmark statements.</p> <p>The overall aims of BA (Hons) Textiles and Surface Design programme are:</p> <ul style="list-style-type: none"> <li>• To provide a broad based education in Textiles and Surface Design at honours degree level, encompassing a range of cognitive, creative and subject specific skills, knowledge and understanding.</li> <li>• To enable students to realise their creative and critical potential through the development of a sustained, innovative, rigorous and reflective creative practice.</li> <li>• To develop students awareness and understanding of the demands and creative potential of professional practice in the field of Textiles and Surface Design.</li> <li>• To develop critical, evaluative and research skills and enhance the ability to communicate ideas visually and verbally.</li> <li>• to develop knowledge and understanding of professional practice in surface and textile design and a range of transferable skills, enhancing personal, social and professional development;</li> <li>• To develop deep, student-centred and self-directed learning and the ability of students to initiate, take responsibility for and evaluate their own practice.</li> </ul>	

18	<p><b>Learning Outcomes</b></p> <p>The programme will enable students to develop the knowledge and skills listed below. <b>On successful completion of the programme, the student will be able to:</b></p> <p><b>Knowledge and Understanding</b></p> <p><b>K1</b> Plan, undertake and evaluate a negotiated, self-managed major project.</p> <p><b>K2</b> Demonstrate a comprehensive understanding of the critical and contextual location of the work/practice/discipline.</p> <p>Evaluate appropriate knowledge / concepts as an aid to reflection and problem-solving.</p> <p>Synthesise, critically appraise and apply disciplinary knowledge in complex contexts.</p> <p><b>K3</b> Analyse and evaluate the impact of ethical and legal issues relevant to the generation of knowledge in the discipline.</p> <p><b>K4</b> Plan, undertake and evaluate self-managed project/s, exercising the ability to identify and solve problems.</p> <p><b>Cognitive/Intellectual Skills</b></p> <p><b>C1</b> Synthesise, appraise and evaluate information about Textiles and Surface Design, demonstrating ability to make independent judgements.</p> <p>Realise a synthesis between concept, process, realisation and presentation, showing independent critical judgement.</p> <p><b>C2</b> Question orthodoxy using balanced, logical and supported argument.</p> <p><b>C3</b> Demonstrate intellectual flexibility and openness to new ideas.</p> <p><b>C4</b> Demonstrate confidence and flexibility in defining and solving problems, managing workloads and meeting deadlines.</p>
	<p><b>Practical/Professional Skills</b></p> <p><b>P1</b> Research, evaluate and use appropriate processes / media / technologies / materials / techniques independently in the creation and presentation of work.</p> <p><b>P2</b> Ability to act autonomously with limited supervision or direction within agreed guidelines.</p> <p><b>Key Transferable Skills</b></p> <p><b>T1</b> Plan, manage and evaluate the acquisition of new knowledge and skills as part of a lifelong learning strategy.</p> <p><b>T2</b> Demonstrate both employment potential and ability to manage future professional development through career planning.</p> <p><b>T3</b> Communicate clearly, fluently and effectively using written and visual methods.</p> <p>Research, analyse and communicate ideas and concepts clearly using a range of appropriate methods.</p> <p>Engage effectively in academic discussion and present arguments in a professional manner.</p>

	<b>T4</b>	Select and evaluate the use of digital design and presentation tools.
	<b>T5</b>	Recognise and evaluate factors that promote effective team working, developing and evaluating own personal effectiveness within a team.
19.	<p><b>Key Learning &amp; Teaching Methods</b></p> <p>BA (Hons.) Surface Design &amp; Textile Innovation attracts students from a wide range of educational backgrounds and prides itself on the level of support provided to students in terms of promoting personal development and deep learning. The course is chiefly studio-based with teaching and learning taking place through a range of methods including studio practice, group work, workshop demonstrations, seminars, tutorials, lectures, group critiques, external live briefs, visits, trips, independent research and experimental practice.</p> <p>The ethos of the course encourages an active and collaborative approach to learning that is developmental; increasing in independence and self-managed learning throughout the three levels of the programme. This is facilitated through project-based learning that increases autonomy through individual research topics and negotiated, self-written briefs.</p> <p>The programme encourages a strong focus on the acquisition of technical, intellectual and creative skills, knowledge and understanding, enabling experimentation and innovation and the formulation of visual and verbal strategies and languages to generate and communicate ideas. We also foster creative, critical and reflective thinking and understanding, the ability to interrelate theory and practice and a broad understanding of the surface design and textile industries/professions.</p> <p>Ultimately, students acquire a range of transferable skills, self-awareness and self-confidence, enabling the realisation of individual potential, personal, social and professional development and strategies for professional practice and lifelong learning.</p>	
20.	<p><b>Key Assessment Methods</b></p> <p>A range of formative and summative assessment methods are used on the course, determined by the aims and learning outcomes of the programme and of individual modules. The most common method for practical modules is the presentation of a body of work in portfolio or exhibition form, supported by preparatory work, sketchbooks and learning journals. Essays, seminars, reports, critical appraisals and, at level 6, a dissertation, form the assessable work in some units.</p> <p>Detailed written and verbal feedback forms an integral part of our teaching, learning and assessment strategy. Formative feedback is delivered through tutorial support and mid-point critiques or reviews. Summative feedback is usually provided in a written format with the opportunity for further verbal clarification.</p>	

21	<b>Programme Modules</b> (additional copies to be completed for each named pathway)				
<b>Level 4</b>					
<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Status</i>	<i>Non-Compensatable</i>	<i>Compensatable</i>
HNUB40019	Creative Practice - Introduction	40	Core	X	
HNUB40018	Creative Practice - Experimentation	40	Core	X	
HNUB40020	Design Your Futures – Design Research	20	Core		X
TBA	Critical Studies 1 (TSD)	20	Core		X
<b>Level 5</b>					
<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Status</i>	<i>Non-Compensatable</i>	<i>Compensatable</i>
HNUB50021	Creative Practice – Market Focus	40	Core	X	
HNUB50022	Creative Practice – Trend & Innovation	40	Core	X	
HNUB50023	Design Your Futures – Creative Careers	20	Core		X
TBA	Critical Studies 2 (TSD)	20	Core		X
<b>Level 6</b>					
<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Status</i>	<i>Non-Compensatable</i>	<i>Compensatable</i>
HNUB60014	Creative Practice – Making & Projects	40	Core	X	
HNUB60015	Major Design Project	40	Core	X	
HNUB60010	Design Focus Dissertation	20	Core	X	
HNUB60016	Design Your Futures 3 – Promotion, Planning & Appraisal	20	Core		X

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**Programme Structure**

Overview of structure of the modules across the Academic Year.

**FULL TIME****Level 4**

<b>Semester 1</b>	<b>Semester 2</b>
Creative Practice – Introduction (40)	Creative Practice – Experimentation (40)
Design Your Futures – Design Research (20)	
Critical Studies 1 (20)	

**Level 5**

<b>Semester 3</b>	<b>Semester 4</b>
Creative Practice – Market Focus (40)	Creative Practice – Trend & Innovation (40)
Design Your Futures – Creative Careers (20)	
Critical Studies 2 (20)	

**Level 6**

<b>Semester 5</b>	<b>Semester 6</b>
Creative Practice – Making & Projects (40)	Major Design Project (40)
Design Focus Dissertation(20)	
Design Your Futures 3 – Promotion, Planning & Appraisal (20)	

**PART TIME**

**Level 4, Stage 1**

<b>Semester 1</b>	<b>Semester 2</b>
Creative Practice – Introduction (40)	
Design Your Futures - Design Research (20)	

**Level 4, Stage 2**

<b>Semester 1</b>	<b>Semester 2</b>
Creative Practice – Experimentation (40)	
Critical Studies 1 (20)	

**Level 5, Stage 3**

<b>Semester 3</b>	<b>Semester 4</b>
Creative Practice – Market Focus (40)	
Design your futures – Creative Careers (20)	

**Level 5, Stage 4**

<b>Semester 3</b>	<b>Semester 4</b>
Creative Practice – Trend & Innovation (40)	
Critical Studies 2 (20)	

**Level 6, Stage 5**

<b>Semester 5</b>	<b>Semester 6</b>
Creative Practice – Making & Projects (40)	
Design Focus Dissertation (20)	

**Level 6, Stage 6**

<b>Semester 5</b>	<b>Semester 6</b>
Major Design Project (40)	
Design Your Futures 3 – Promotion, Planning & Product (20)	

23 **Support for Students and Their Learning**

A team of well-qualified, dedicated and friendly academic, technical, administrative and support staff create our supportive teaching and learning environment. There is also a wide-ranging college system of additional and specialist student support available.

Students are supported in their learning by our teaching and learning strategies, most notably individual academic tutorial support, which is central to the programme and is constant throughout.

Students are also allocated a Personal Tutor who offers pastoral and practical support and guidance.

Students inhabit a dynamic learning environment, encompassing a wide range of facilities and resources, including:

- Extensive textile print workshop (including digital print facility)
- Constructed textile area for knitted and woven textiles
- Fashion construction and pattern cutting facilities
- Photographic studios with extensive b/w and colour darkrooms
- Spacious workshops and all purpose studio spaces
- Modern lecture theatre and seminar rooms
- Well qualified specialist technicians
- Well equipped specialist printmaking and typography workshop
- Installation area
- Ceramic and 3D workshops
- State of the art digital media suites with specialist
- Art Gallery
- Bradford Textile Archive

The Learning Resource Centre includes a large Visual Arts section, which effectively supports and responds to staff and student needs. It comprises a book collection, a large collection of journals and other visual material and subscribes to a number of electronic databases.

The Bradford Textile Archive, based at Bradford College is made available to students through study sessions, independent research and work placements. The Bradford College Textile Archive has been growing since the Bradford Technical School opened in 1882 to deliver textiles education and training to support local industry. The Archive consists of a diverse range of textiles and related materials dating from over the last 150 years. This includes unique student workbooks, pattern books and approximately 10,000 textile samples. Particular highlights within the collection include twenty-six bound volumes of Textile Fabrics of India, dating from 1868, which were donated by the Secretary of State for India and rare original samples of dress fabrics designed by Salvador Dali.

Student learning is also supported by the college VLE (Moodle).

Student learning experience is further enriched by a range of extra-curricular activities, including:

- the 'Random Lecture' series, to which both staff members and visiting speakers contribute
- a film club



	<ul style="list-style-type: none"> <li>• educational visits to galleries, exhibitions, talks and other relevant institutions and events</li> <li>• Educational visits to important cultural centres both in Britain and abroad, recent study visits have included trips to New York with visits to design museums and professional textile design studios, and a trip to Paris during which students visited <i>'Maison &amp;Objet'</i> interiors trade fair.</li> </ul> <p>Academic staff all engage in continuous professional development activities and in specialist research projects, creative practices and scholarly activity, which inform and enrich teaching and learning and contribute to ongoing critical and creative dialogue. Many part-time staff also maintain professional activities as independent designers, consultants and artists, which supports the currency of curriculum content and provides opportunities for live projects and other professional liaisons.</p>
24	<p><b>Distinctive Features</b></p> <p>BA (Hons) Textiles and Surface Design is characterised by the range of textile and surface design disciplines taught and the wealth of subject specialist knowledge and expertise on offer from the staff team of lecturers and technicians. This well-resourced programme is also distinguished by its commitment to independent, student-centred, deep learning and to widening participation. This commitment is evidenced by our teaching and learning strategies and by the diversity, flexibility and broad based provision offered by the programme.</p> <p>The programme and wider School offers a supportive, friendly and constructive environment, within which students are challenged and enabled to take responsibility for their own learning, to develop their individual profiles and interests, to realise their potential and to achieve their personal, creative, professional and academic goals.</p> <p>The course is also characterised by its support for innovative creative practice, the interrelationship of theory and practice and for enabling students to plan for future careers and destinations. The distinctive features of our course are both necessitated by, and reinforce, our commitment to widening participation. Our student body, many of whom come from non-traditional learning backgrounds, evidences this. We have a large number of mature students, as well as 18-25 year olds, and our students come from a range of social, cultural and ethnic backgrounds. This makes for a rich, diverse and dynamic student body, each member of which brings something different and valuable to the collective student experience.</p> <p>We are committed to, and recognised for, the 'distance travelled' by our students and the development of confident, diverse, critically aware and reflective creative practitioners.</p> <p>The course and the school also has access to, and productive relationships with, a number of important cultural institutions in the region, including The Bradford Textile Society, The National Media Museum, Cartwright Hall, The Yorkshire Craft Centre, South Square Gallery, Impressions Gallery and Fabric (all in Bradford), Dean Clough in Halifax and The City Art Gallery and the Henry Moore Institute in Leeds.</p>

**Stage Outcomes (Undergraduate Awards only)**

Please give the learning outcomes for interim stages of the programme for each named pathway or award, e.g. for Honours degrees programme, Stage/Level 4(1) outcomes, and Stage/Level 5(2) outcomes, and for Foundation Degrees, Stage 1/Level 4 and programme outcomes. Separate Stage/Level 6(3) outcomes are not required as it is assumed that these are consistent with the programme outcomes in the programme specification. (If there have been no significant changes made to the programme outcomes as part of the review, and then the stage outcomes from the original programme documentation can be included). Please add additional rows where necessary.

**Key:** **K** = Knowledge and Understanding **C** = Cognitive and Intellectual **P** = Practical Professional **T** = Key Transferable [see *programme specification*]

<b>No.</b>	<b>Programme Outcome</b>	<b>Stage/Level 5(2)</b>	<b>Stage/Level 4(1)</b>
<b>K1</b>	Plan, undertake and evaluate a negotiated, self-managed major project.	<p>Critically review and apply creative research methods in response to self-identified or set briefs.</p> <p>Apply the skills of research/enquiry-based approaches.</p>	Identify and apply creative research methods in response to set briefs.
<b>K2</b>	<p>Demonstrate a comprehensive understanding of the critical and contextual location of the work/practice/discipline.</p> <p>Evaluate appropriate knowledge / concepts as an aid to reflection and problem-solving.</p> <p>Synthesise, critically appraise and apply disciplinary knowledge in complex contexts.</p>	<p>Demonstrate a detailed knowledge of the critical and contextual location of Textiles and Surface Design.</p> <p>Critically analyse a variety of ideas, contexts and frameworks associated with historical and contemporary issues / marketing and organisational study.</p> <p>Apply, question and relate textiles and surface design knowledge / concepts to a range of activities.</p>	<p>Describe, explain and use key elements of foundation knowledge and key concepts of design disciplines.</p> <p>Demonstrate knowledge and understanding of the key concepts of creative practice.</p>
<b>K3</b>	Analyse and evaluate the impact of ethical and legal issues relevant to the generation	Explore legal and ethical issues relevant to the discipline.	Identify, where applicable, the role of ethics in the generation of knowledge in the

No.	Programme Outcome	Stage/Level 5(2)	Stage/Level 4(1)
	of knowledge in the discipline.		discipline.
<b>C1</b>	<p>Synthesise, appraise and evaluate information about Textiles and Surface Design, demonstrating ability to make independent judgements.</p> <p>Realise a synthesis between concept, process, realisation and presentation, showing independent critical judgement.</p>	Analyse and apply evidence, concepts, themes and processes to inform creative practice.	Gather, record and apply, with guidance, concepts, themes and processes to inform creative practice.
<b>C2</b>	Question orthodoxy using balanced, logical and supported argument.	Employ balanced, logical and supported argument in a range of contexts.	Justify conclusions in defined and limited contexts.
<b>C3</b>	Demonstrate intellectual flexibility and openness to new ideas.	Demonstrate intellectual flexibility and openness to new ideas.	Recognise the provisional and changing nature of knowledge.
<b>C4</b>	Demonstrate confidence and flexibility in defining and solving problems, managing workloads and meeting deadlines.	Demonstrate critical evaluation and the ability to solve problems.	<p>Apply planning and presentation methods accurately and carefully to a defined project/task.</p> <p>Consider and apply source material to inform creative development.</p>
<b>P1</b>	Research, evaluate and use appropriate processes / media / technologies / materials / techniques independently in the creation and presentation of work.	Investigate and develop the innovatory use of processes / media / technologies / materials / techniques in the creation and presentation of creative outcomes appropriate to context/market.	Explore and manipulate processes / media / materials / techniques in generating creative outcomes.
<b>P2</b>	Ability to act autonomously with limited supervision or direction within agreed guidelines.	Ability to act with increasing autonomy, with reduced need for supervision and direction, within defined guidelines.	<p>Is able to act with limited autonomy, under direction or supervision, within defined guidelines.</p> <p>Carry out research tasks with some direction or supervision, within defined project/task guidelines.</p>
<b>T1</b>	Plan, manage and evaluate the acquisition of new knowledge and skills as part of a	Reflect systematically on performance to further develop learning.	Identify own learning strengths and needs using feedback from assessments.

No.	Programme Outcome	Stage/Level 5(2)	Stage/Level 4(1)
	lifelong learning strategy.		Develop and implement a personal development plan to improve own learning.
<b>T2</b>	Demonstrate both employment potential and ability to manage future professional development through career planning.	Demonstrate a realistic match between career aspirations and personal aptitudes, interests and motivations through career planning.	Identify and articulate personal skills, abilities, interests and motivations and relate these to career opportunities in Textiles and/ or Surface Design.
<b>T3</b>	<p>Communicate clearly, fluently and effectively using written and visual methods.</p> <p>Research, analyse and communicate ideas and concepts clearly using a range of appropriate methods.</p> <p>Engage effectively in academic discussion and present arguments in a professional manner.</p>	<p>Select and use appropriate methods to document and communicate ideas and concepts.</p> <p>Prepare, deliver and evaluate presentations to an audience.</p>	<p>Identify and use writing and visual communication methods appropriate to the context.</p> <p>Communicate appropriately in speech in-group discussions and as an individual.</p>
<b>T4</b>	Select and evaluate the use of digital design and presentation tools.	Use digital media in the development and presentation of creative outcomes.	Use basic IT tools (e.g. word-processing; spreadsheets; information searching) in tutor-defined contexts.
<b>T5</b>	Recognise and evaluate factors that promote effective team working; developing and evaluating own personal effectiveness within a team.	Engage in effective group activity.	Engage in studio culture and engage in team activities to enhance a co-operative approach to learning and working.

## Map of Outcomes to Modules

Please provide a map for each named pathway or separate award. Insert outcomes key across the top of each column, adding in additional columns where necessary, insert module names in the left of the grid and place an “A” in the box where the programme outcome is assessed.

**For Undergraduate programmes, please provide a map for each Stage, e.g. Stages 1 and 2 and programme outcomes for Honours degrees, and Stage 1 and programme outcomes for Foundation Degrees.**

### **STAGE 1**

#### Outcome Key

Module Name	K1	K2	K3	C1	C2	C3	C4	P1	P2	T1	T2	T3	T4	T5
Creative Practice – Introduction	A	A		A		A	A	A				A		A
Creative Practice - Experimentation	A	A		A		A	A	A				A		A
Design Your Futures – Design Research	A						A		A	A	A			
Critical Studies 1 (TSD)		A		A		A				A		A		

### **STAGE 2**

#### Outcome Key

Module Name	K1	K2	K3	C1	C2	C3	C4	P1	P2	T1	T2	T3	T4	T5
Creative Practice – Market Focus	A	A		A		A	A	A				A	A	
Creative Practice – Trend & Innovation	A	A		A		A	A	A				A	A	
Design Your Futures – Creative Careers	A	A		A					A	A	A	A		
Critical Studies 2 (TSD)			A	A	A			A				A		

**STAGE 3****Outcome Key**

Module name	K1	K2	K3	C1	C2	C3	C4	P1	P2	T1	T2	T3	T4	T5
Creative Practice – Making & Projects		A		A		A	A	A				A	A	
Major Design Project	A	A		A		A	A	A				A		
Design Focus		A	A	A	A				A			A		
Design Your Futures 3 – Promotion, Planning & Appraisal		A					A		A	A	A	A		A

## Assessment Chart

Where there are more than one components of assessment, please give details of both as separate bullet points within the box.

Module Name	Formative Assessment Type and Week of Completion	Summative Assessment Type and Week of Submission (full-time students)
Creative Practice – Introduction	Tutorial feedback (ongoing)	100% portfolio (Sem 1, wk 14)
Creative Practice - Experimentation	Tutorial feedback (ongoing)	100% portfolio (Sem 2, wk 14)
Design Your Futures – Design Research	Tutorial feedback (ongoing)	100% portfolio (Sem 2, wk 14)
Critical Studies 1	Tutorial feedback (ongoing)	50% seminar presentation (Sem 1, wk 13) 50% essay (Sem 2, wk 13)
Creative Practice – Market Focus	Tutorial feedback (ongoing)	100% portfolio (Sem 3, wk 14)
Creative Practice – Trend & Innovation	Tutorial feedback (ongoing)	100% portfolio (Sem 4, wk 14)
Design Your Futures – Creative Careers	Tutorial feedback (ongoing)	100% portfolio (Sem 4, wk 14)
Critical Studies 2	Tutorial feedback (ongoing)	50% essay (Sem 3, wk13) 30% seminar presentation and literary review 20% (Sem 4, wk 13)
Creative Practice – Making & Projects	Tutorial feedback (on-going)	100% portfolio (Sem 5, wk. 14)
Major Design Project	Tutorial feedback (ongoing)	100% portfolio (Sem 6, wk 18*)
Design Focus Dissertation	Tutorial feedback (ongoing)	100% dissertation (Sem 6 wk 14)

<b>Module Name</b>	<b>Formative Assessment Type and Week of Completion</b>	<b>Summative Assessment Type and Week of Submission (full-time students)</b>
Design Your Futures 3 – Promotion, Planning & Appraisal	Tutorial feedback (ongoing)	100% portfolio (Sem 6, wk 18*)