

COURSE SPECIFICATION - BA (Hons) Textile Design



1. General information

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| Course Title | Textile Design |
| UCAS code | W222 |
| Course / Award Title | BA (Hons) |
| Awarding Institution | Leeds Arts University |
| Institution at which course is delivered | Leeds Arts University |
| Professional Accreditation (if applicable) | N/A |
| Relevant QAA Benchmark(s) | Art & Design 2017 |
| Date of most recent review/approval (for new courses) | March 2019 |

| Awards | Credits | Duration | Mode of study |
|---------------------------|----------------|----------|---------------|
| BA (Hons) Textile Design | 360 (180 ECTS) | 3 years | FT |
| BA Textile Design* | 300 (150 ECTS) | 3 years | FT |
| DipHE in Textile Design* | 240 (120 ECTS) | 2 years | FT |
| CertHE in Textile Design* | 120 (60 ECTS) | 1 year | FT |
| *Exit award only | | | |

2. Course Aims

| This course aims to provide you with: |
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| <ul style="list-style-type: none"> • A specialist curriculum in textile design, with specific focus on print and surface processes, that will introduce you to the breadth of this discipline through contemporary engagement and reflection on its context; historical, aesthetic, social, ethical and technical. • A programme of study that values your independence as a learner and allows you to navigate and negotiate your learning journey through individual engagement with briefs. • An academically rigorous experience, which interrogates and reflects on critical, practical and vocational printed textiles and surface design practices and discourses. • A learning environment that nurtures creativity, individual innovation and collaborative experiences in the process of making and design. • An opportunity to develop your creative practice through experimental engagement with materials and processes, supported by stimulating and well-resourced studios and workshops. |

- A focus on the development of transferable and employable skills in textile design through a range of contexts supported by live briefs, collaborative projects, study visits and participation in leading trade fairs, competitions and exhibitions.

3. Distinctive Features

Distinctive features of the course:

A Specialist Setting

Set within a specialist arts university environment, the course fosters a creative community throughout its delivery, in which idea generation and creative practice is prompted. The course learning environments and culture offers diverse engagement and opportunities to collaborate with peers on your course and across the University as well as the creative industries as a whole. You will experience a course that simulates the commercial and creative environment of textile design studios and practitioners, and which will prepare you for placements and employment.

The University offers facilities including workshop resources, the University library, online resources and well-resourced studios - for thinking, for design, and for making - which support your continuous engagement with creative practice.

You will work within a vibrant course culture and engage with your tutors and peers daily. Tutors are experienced educators, researchers and practitioners in the field of textile and surface design, offering a breadth of contemporary approaches relevant to your discipline.

Employability & External Engagement

We offer a globally engaged and outward-facing, commercially relevant course of study; offering a range of strong industry links, both in the UK and internationally, which you will be introduced to throughout your studies. You will engage directly with external and international dimensions and emerging agendas, through live briefs, participation in key professional trade fairs, national and international competitions, collaborative projects, work experience and simulated professional experiences.

Our focus on employability, through well-established industry connections, live projects, and professional contexts offers exciting opportunities to showcase your design talent. At course level, the curriculum develops and positions your creative ambitions within professional contexts, supported by a Visiting Professionals programme. The University additionally supports the course through specialist employability weeks at Level 5, and access to the Creative Networks programme.

The course celebrates employability and post-graduate success in its widest contexts, preparing students for direct employment in high street and designer brands, self-employment, business start-ups and further study.

Individuality

The course offers a specialist focus and expertise; with an outstanding programme of study. A specialist focus on print and surface for textile design, and a contemporary open approach to an individual engagement with the discipline.

We are responsive and current to emergent trends and practices. A key ethos of the course is celebrating your creative individuality; our 60 credit modules offer flexibility in navigating, selecting and exploring your potential and personal aspirations. The course values the importance of individual engagement and celebrates diversity that informs creativity.

4. Course Structure

4a. Module Framework

| Level 4 | Credit Points | ECTS | Learning Hours |
|--|---------------|------|----------------|
| LAUTD401 Drawing and Print in Practice | 60 | 30 | 600 |
| LAUTD402 Surface and Digital Design | 60 | 30 | 600 |
| Level 5 | Credit Points | ECTS | Learning Hours |
| LAUTD501 Innovation and Design | 60 | 30 | 600 |
| LAUTD502 Design Direction | 60 | 30 | 600 |
| Level 6 | Credit Points | ECTS | Learning Hours |
| LAUTD601 Design Thinking | 60 | 30 | 600 |
| LAUTD602 Extended Practice | 60 | 30 | 600 |

4b. Course Map / Structure

| Level 4 | |
|--|--|
| Semester One | <p>LAUTD401 Drawing and Print in Practice <i>60 Credits</i></p> |
| Semester Two | <p>LAUTD402 Surface and Digital Design <i>60 Credits</i></p> |
| <p>120 credits (60 ECTS credits) Certificate of Higher Education (Exit Award)</p> | |

| Level 5 | |
|--|--|
| Semester One | <p>LAUTD501 Innovation and Design <i>60 Credits</i></p> |
| Semester Two | <p>LAUTD502 Design Direction <i>60 Credits</i></p> |
| <p>120 credits (60 ECTS credits) Diploma of Higher Education (Exit Award)</p> | |

| Level 6 | |
|--------------|--|
| Semester One | <p>LAUTD601 Design Thinking <i>60 Credits</i></p> |

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|---|--|
| Semester Two | LAUTD602 Extended Practice 60 Credits |
| BA (Hons) Textile Design (Exit Award) | |
| 120 credits (60 ECTS credits) | |
| *Students who fail to complete 360 credits but have accumulated no fewer than 300 credits will be awarded an Ordinary degree. | |

5. Course Learning Outcomes

Learning is assessed at each level of the course. This develops from introductory work within the specialism of the course at level 4, through development of skills and ideas at level 5, progressing to application and synthesis of skills, originality, and theory in practice at level 6 as indicated by the FHEQ qualification descriptors.

Course Learning Outcomes (CLOs) comprise the Level Learning Outcomes, which define what you are expected to be able to do on completion of each level. Level Learning Outcomes are achieved through successfully completing all modules at that level. Expectations for your learning are expressed within each module.

Level 4 (CertHE)

| Level Learning Outcomes | Modules |
|---|----------------------|
| <i>By the end of Level 4, you will be expected to:</i> | |
| TD4.01 Demonstrate your ability to evaluate, experiment and engage with concepts relating to textiles design within a context of individual visual study and enquiry that are inherent to the discipline. | LAUTD401 LAUTD402 |
| TD4.02 Demonstrate your ability to communicate and present individual and/or group engagement with your practice through a variety of oral, visual and written platforms. | LAUTD401 LAUTD402 |
| TD4.03 Demonstrate skills in the technical practice of printed textile and surface design, exploring materiality, digital technologies and print applications in a variety of outcomes and uses. | LAUTD401 LAUTD402 |
| TD4.04 Exercise individual responsibility demonstrating ability to respond to and manage your learning independently and/ or collaboratively in response to course or self-initiated briefs and activities. | LAUTD401 LAUTD402 |

Level 5 (DipHE)

| Level Learning Outcomes | Modules |
|--|----------------------|
| <i>By the end of Level 5, you will be expected to:</i> | |
| TD5.01 Demonstrate knowledge and critical understanding in the field of textile design that is evidenced through appropriate practice of skill and creative engagement with your discipline. | LAUTD501 LAUTD502 |
| TD5.02 Communicate information, arguments and analysis of contexts and demonstrate the ability to present these effectively through a range of written, oral and visual formats. | LAUTD501 LAUTD502 |
| TD5.03 Demonstrate your ability to critically engage with relevant theories and concepts to help form appropriate approaches to design challenges and develop criticality in deploying key techniques effectively. | LAUTD501 LAUTD502 |

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| TD5.04 Demonstrate skills and competencies exploring the breadth of your discipline and its dissemination into professional practice. | LAUTD501 LAUTD502 |
| TD5.05 Demonstrate ability to manage your learning in response to course, industry, self-initiated or cross disciplinary collaborative briefs and activities. | LAUTD501 LAUTD502 |

Level 6 (BA Hons)

| Level Learning Outcomes | Modules |
|---|----------------------|
| <i>By the end of Level 6, you will be expected to:</i> | |
| TD6.01 Evidence a systematic and critical understanding of technical and design skills in a coherent manner that are informed by your acquired knowledge and understanding of your discipline. | LAUTD601 LAUTD602 |
| TD6.02 Demonstrate a conceptual understanding of your discipline that is informed by the aesthetic, cultural, historical, technological, political or other considerations relevant to the practice of textile design. | LAUTD601 LAUTD602 |
| TD6.03 Critically evaluate practical and abstract concepts, making use of appropriate primary and scholarly sources in development of critical appreciation of your discipline. | LAUTD601 LAUTD602 |
| TD6.04 Think conceptually in developing technical and visual ideas in the production and presentation of a practice-based folio(s), demonstrating your understanding of your work in context of its professional positioning. | LAUTD601 LAUTD602 |
| TD6.05 Manage your own learning independently and exercise initiative and individual responsibility in development of a responsive body of work. | LAUTD601 LAUTD602 |

6. Teaching, Learning and Assessment Strategies

Our overall approach to engagement is outlined in our statement on [Higher Education teaching & learning at Leeds Arts University](#).

The course is delivered through modules, themed around your practice, thinking and contextual development. These studio-practice modules help develop the practical, critical and professional considerations of the practice of printed textiles and surface design in its broadest dimensions. All modules are formed through a series of *contextual* and *practical* based study tasks, which afford you the opportunity to select and develop individual responses suitable to the increasingly independent understanding of your creative practice.

Your 60 credits module briefs will typically include;

Practical tasks, offering the opportunity to engage and develop visual abilities and an individual hand that informs your creative outcomes. You will explore amongst other skills, drawing, colour, material experimentations and digital technologies. As you progress on the course, you will be given the opportunity to select tasks relevant to your growing design aspirations. Practical tasks will offer you a focus on contemporary considerations in printed textiles and surface design, exploring themes such as: collaborative practice, live industry briefs, sustainability, digital imagery and surface innovations.

Contextual tasks exploring historical, theoretical and professional (employability) aspects relating to your practice. You will be introduced to key theories and considerations prevalent in contemporary textile design. At levels 4 & 5 contextual tasks will help you form considerations of the context of your visual development and encourage professional engagement. At level 6, you will be expected to offer a resolved creative response associated with your ability to critically discuss and evaluate your engagement in context of professional practice.

Formative and summative assessment points will be clearly signposted in the modules' timelines. Feedback will be delivered in both written and verbal forms and you will receive ongoing and clear guidance with regards to your progress within a module and as you progress on to course levels.

A great emphasis is given to your evolving ability to become autonomous in your learning and modules will offer you the opportunity for self and peer evaluation to help foster a deeper understanding of your learning journey.

6a. Teaching and Learning

Level 4

The curriculum at level 4 is centred on developing independent learning skills and exploring your creative potential through visual experimentation. You will be introduced to traditional processes alongside current technologies relevant to your area of practice. Importance is given to the way in which drawing and colour underpin your creative practice. Interim feedback points within modules will offer the opportunity to reflect and question aspects of your development, exercising personal judgment that helps inform your creative journey along with an introduction to professional working practices.

Drawing and Print in Practice (LAUTD401) will introduce you to primary engagement with visual development in your area of practice. You will develop competency through experimentation with making, drawing, colour and assigned workshop activities. Your creative development will be informed by collaborative group activities and one-to-one tutorials. In workshops and taught sessions, you will be introduced to visual and technical skills and learn to appreciate your work in context of its discipline. Study sessions will allow you to develop your confidence in presenting, discussing and evaluating your creative outputs through peer and group presentations and critiques.

Surface and Digital Design (LAUTD402) will develop the knowledge and skills that are fundamental to the understanding of your design discipline. You will experiment with both analogue and digital modes of production and explore design solutions through workshops and design practice experimentations. Your studio practice will be reinforced by introduction to historical and contemporary location in your area of practice through lectures, seminars and group critiques. One-to-one tutorials and group critiques will enable you to develop critical engagement with relevant themes and you will learn to reflect and present your work effectively through visual, oral and written platforms.

At the end of level 4, you will have acquired the fundamental skills and knowledge of textile design, to allow you to reflect upon your studies and consider through tutorial guidance, a direction that supports your individual strengths, emerging skills and interests in preparation for level 5.

Level 5

Level 5 curriculum delivery is centred on further advancing your knowledge and skills with employability and external engagement as a key theme. The curriculum enables you to reflect on your experiences at level 4 and identify a direction that allows the development of your emerging visual skills and professional aspirations. Drawing and visual experimentation will continue to inform your design practice. Alongside this you will begin to establish a direction that offers a response to the context of your practice and a chosen audience. Interim feedback points within modules will offer the opportunity to reflect and question aspects of your development, exercising personal judgment that helps inform your creative journey.

Innovation and Design (LAUTD501) aims to further develop and extend your knowledge and understanding of textile design through material exploration, concept development and design innovation. It aims to advance your creative and lateral thinking skills, responding to emerging events such as those created by, industry trends, global dimensions or cultural phenomena. The module reflects and explores the creative sector of textile design, with respect to design practices and approaches to conceptualizing and situating emergent trends. One-to-one tutorials, group critiques, lectures and seminars will develop a deeper understanding of concepts and theories that underpin your visual direction. You will acquire key employable skills preparing you to develop a design collection towards participation in competitions and key professional trade fairs.

Design Direction (LAUTD502) will offer you the opportunity to identify individual interests and devise a learning path through a personal selection of creative curricular engagement. You will be encouraged to test ideas and take risks, developing your practice through active experimentation with a range of relevant concepts and techniques. Your developed outcomes will be informed by your growing understanding of the currency of your practice. This will be encouraged through collaborative cross-disciplinary group activities, one-to-one tutorials, as well as continuous engagement with professionals' input in live briefs, visiting lecturers, competitions, study trips and professional presentation towards placements and engagement with industry professionals.

At the end of level 5 you will be able to evaluate your work in context of professional practice. This will encourage the synergy between context and practice and help pave deeper engagement at level 6.

Level 6

Level 6 consolidates and synthesises your understanding of your emerging creative direction and fosters critical engagement with arguments, assumptions and concepts underpinning your practice. Learning will be supported by one-to-one tutorials and peer group critiques. You will be expected to demonstrate independence and exercise responsibility in managing your time effectively within a self-initiated subject of practice. Interim feedback points within modules will offer the opportunity to reflect and question aspects of your development, exercising individual judgment that helps inform your creative journey.

Design Thinking (LAUTD601) will focus on your ability to respond to contemporary considerations in the area of your practice. You will be expected to demonstrate your ability to sustain and devise arguments, ideas and theories through engaged involvement in contextual and practical research. Through negotiated tutorials, the module will allow you to direct your outcome weighting of the contextual and practical outcomes. You will however be expected to engage with both, and demonstrate a body of work that is informed by current considerations of your practice in context.

Extended Practice (LAUTD602) will form your professional creative portfolio. You will explore versatile responses to self-initiated research and creative development. You will be expected to be critically engaged, demonstrate creative solutions and currency of practice. Your accumulated design and technical skills and expertise will enable you to demonstrate professional outcomes in final design collections/artefacts. The module is supported through learning expectations of entry-level professional and employability considerations of your practice and the transition from undergraduate to employment and beyond.

6b. Assessment

The aim of assessment is to inform you of your individual progress as you work through the course. Feedback is an essential element of assessment and explained in more detail in 6c. Assessment also ensures that you are meeting the required academic standards for the award.

Assessment reflects the teaching and learning content and is an integral part of the learning process. Specific assessment strategies and submission requirements are explained in the briefs that you will receive at the start of each module. Assessment is designed to reflect creative and academic practice and is aligned with the appropriate level of study. As far as possible assessment will be authentic in simulating professional practices.

Your creative output therefore, is the application of your learning, and will demonstrate the extent to which you have learned, developed, assimilated and mediated your knowledge, understanding and skills into appropriate forms for submission requirements. You will evidence module expectations, as expressed as 'what you are expected to learn' in module specifications.

The assessment of the modules is holistic; all material presented for assessment in each module is taken as a whole and a single mark is arrived at. Most assessment is by portfolio submission, the exact nature and content of which is determined by the subject matter, content and learning expectations for each module and is specified in your module briefs.

Your work will be assessed holistically using the undergraduate Assessment Criteria and Marking Scheme.

These are used to evaluate your learning against the learning expectations specified for each module. Levels are clearly differentiated by learning outcomes, module expectations, teaching and learning approaches and assessment design.

6c. Feedback

Tutors will provide feedback, both in support of your ongoing development, as well as in direct response to your work formally within assessment contexts.

Provision of ongoing feedback - defined as information communicated to students with the intention of improving learning - is a significant and distinctive strength of the course. It is demonstrated through frequent and ongoing discussions between staff and students.

Formative

You will receive formative feedback on your progress throughout the module in a number of ways. You will partake in ongoing evaluation within the teaching and learning on the course, developing skills in reflection and dialogue and receive ongoing formative feedback from the teaching staff and peers. All the modules on this course contain formal formative feedback sessions using the assessment criteria where you will receive feedback on your progress to meet this developmental aim.

Examples of formative feedback include (without being limited to):

- Peer Reviews
- Group Tutorials
- Individual Progress Tutorials

Summative

At the end of the module you will receive summative feedback represented by a grade with tutor comments on your work. This feedback will help you to understand how you performed on the module, clarify your strengths and identify areas for further consideration.