

BA (Hons) Top-up Textile Design - Hereford College of Arts



UNIVERSITY OF GLOUCESTERSHIRE VALIDATED DEGREE SCHEME Programme Specification

1 Awarding Institution/Body	University of Gloucestershire
2 Teaching Institution	Hereford College of Arts
3 Recognition by Professional Body.	
4 Final Award and level of qualification	BA (Hons) Top Up Textile Design
5 Modular Scheme or other	Collaborative Provision
6 Programme title (name on certificate)	BA (Hons) Textile Design
7 UCAS code	Route A: W235, Route B: E235
8 JACS code	Route A: W235, Route B: E235
9 QAA subject benchmark statement(s) where relevant	Art and Design: art and design, history of art, architecture and design The Quality Assurance Agency for Higher Education 2008
10 Date of initial validation	May 2008

11 Main education aims of the programme

The main educational aims of the BA (Hons) Top Up Textile Design programme are to provide the students with:

1. The knowledge and critical understanding of the underlying principles of their specialist area of study and an ability to apply this learning to a range of different situations.
2. An ability to critically evaluate and interpret information and, to effectively communicate this information in a variety of forms.
3. The opportunity to develop an individual programme of study in order to encourage independent practical and theoretical research.
4. An ability to critically evaluate and interpret information in response to complex problems, and to effectively communicate this information to both specialist and non specialist audiences.
5. An ability to develop a range of cognitive skills that demonstrate a facility to resolve design problems through the application of analysis, evaluation and the synthesis of ideas
6. The opportunity to develop an appropriate range of academic, professional and transferable skills necessary for employment within the industry and or to progress to higher levels of study. The BA(Hons) Textile Design Top Up Degree aims to equip students with the necessary level of skills, knowledge and understanding needed to gain employment within the Creative Arts - Textile Design sector and or undertake further academic study at a higher level.

12 Programme outcomes – the programme provides opportunities for you, the student to achieve and demonstrate the following learning outcomes:

12a) Knowledge and understanding of:

1. The critical, contextual, historical, conceptual and ethical dimensions of the student's discipline.
2. The issues which arise from the artist's or designer's relationship with audiences, clients, markets.
3. The implications and potential for their discipline presented by key developments in current and emerging technologies.

12b) Intellectual/ thinking skills – able to:

1. Generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self initiated activity.
2. Employ both convergent and divergent thinking in the process of observation, investigation, speculative enquiry, visualisation and making.
3. Select, test and make appropriate use of materials, processes and environments.
4. Develop ideas through to outcomes.
5. Manage and make appropriate use of the interaction between intention, process, outcome, context and the methods of dissemination.
6. Be resourceful and entrepreneurial.

12c) Subject specific /Practical and professional skills – able to:

1. Demonstrate and apply in depth relevant technical skills.
2. Use skills to produce innovative and creative outcomes.
3. Develop individual and appropriate advanced techniques and processes.
4. Use visual language to communicate appropriately in a variety of situations to a range of different audiences.

12d) Transferable/key skills – able to:

1. Study independently.
2. Analyse information and experiences, formulate independent judgements and articulate reasoned arguments, through reflection, review and evaluation.
3. Students will have the ability to interact effectively.
4. Articulate information comprehensively in visual, oral and written forms.
5. Present ideas and work to audiences in a range of situations.
6. Use the view of others in the development or enhancement of their work.
7. Source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources.
8. Students will have enthusiasm for enquiry into their discipline and the motivation to sustain it.

13 Teaching, learning and assessment – programme to enable learning outcomes to be achieved and demonstrated by you, the student.

The BA (Hons) Top Up Course in Textile Design will deliver most of its teaching through studio based projects designed to incorporate individual and group approaches as well as live and externally linked projects. Where possible 'live projects' will be developed in consultation with industrial experts drawn from the network of industrial links established by the FdA programme. Work based learning and or work experience opportunities where appropriate will be considered as part of this one year intensive course and will vary according to student requirements.

A variety of other strategies will also be used as appropriate. These may include for example:

1. Lectures, used for briefing projects, introducing ideas or exploring contextual or critical issues;
2. Student led seminars, in which students are encouraged to articulate issues in relation to work in progress, deliver presentations using a variety of media in relation to issues or problems they have independently researched, or lead a discussion around issues raised by a particular film or text extract for example
3. Staff led 'discourse' seminars in which issues are developed and discussed.
4. Workshops, in which specific skills related issues, technical challenges or problems are taught and practiced.
5. Visiting lecturers and masterclasses, in which students might be exposed to a wide range of issues in relation to contemporary practice; this may include working on live briefs.
6. Trips and visits, to develop an awareness of contemporary practice and a range of reference for use in approaching problems;
7. Critiques, a sophisticated and highly developed interactive teaching tool unique to art and design education, in which students engage actively with the formative assessment of their own and others' work;
8. Tutorials, used both individually and in small groups, for the close attention to the development of each individual's work and monitoring of their progress.

A key aspect of much of the teaching and learning is also the open access workshop system, now unusual in many larger institutions. After relevant inductions any student can access any workshop, where they are supported by Technical Demonstrators who teach skills and techniques and run each resource area. All are highly skilled practitioners, most with an active professional practice as craft makers or designers. This again encourages the development of independent learning styles among all students, and in addition provides crucial support for the central methodology for skills teaching and acquisition adopted across all courses. A specific induction programme for 'new external applicants' combined with a series of skills workshops will be delivered for all Top Up students to enable them to access these resources at the appropriate level to ensure that they get off to a good start on the course.

14 Assessment

The course makes explicit recognition of the contribution of student motivation to work autonomously towards learning outcomes. Assessment will drive, consolidate and advance student learning. The following typify the planned approach:

1. Formative Assessments, during practice based projects, will take the form of presentations and group assessments with student participation. There is tutor written feed back given and written student evaluations are undertaken.
2. Summative Assessments, at the end of modules, will take the form of individual assessments. There is written tutor feed back given and written student evaluations are undertaken.
3. Peer Group Assessments, these take the form of students confidentially grading their peer group this enables staff to evaluate their understanding of the grading criteria.
4. Visiting designers/companies are involved with assessments whenever possible.