# University of Huddersfield

# Programme Specification

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| 1 | Awarding institution/body | University of Huddersfield |
| **2** | **Teaching institution**  | University of Huddersfield |
| **3** | **School and Department** | School of Arts and HumanitiesDepartment of Music and Design Arts |
| **4** | **Course accredited by** |  |
| **5** | **Mode of delivery** | Full-time or sandwich |
| 6 | Final Award | BA/BSc(Hons)  |
| 7 | Course title | Textiles |
| 8 | UCAS code | T143 |
| **9** | **Subject benchmark statement** | Art & Design – December 2020 |
| 10 | Date of Programme Specification Approval | September 2023 |

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| **11** | Educational Aims of the CourseThe course aims include both the University of Huddersfield Graduate Attributes for all taught degree courses and specific course aims for the named award/s.All taught degree courses enable graduates to develop the following attributes core to the University of Huddersfield.University of Huddersfield Graduate Attributes1. Self-motivated
2. Commercially aware
3. Enterprising
4. Resilient
5. An effective collaborator
6. A confident leader
7. Globally and socially aware
8. Plans growth and development

In addition, the named award will provide:An introduction to the student to the breadth of textiles practice in a stimulating studio and workshop environment, in a department with a rich textile heritage, situated at the heart of the UK’s worsted industry. The course offers the student the opportunity to engage in the creation of textiles, materials and surfaces related to the practices of Textile Design, Surface Design and Textile Craft.The course aims to provide the student with experience in a wide range of approaches and techniques, leading to the creation of a portfolio of work derived from an increasing specialization in both their professional practice route and chosen specialism. Continued investment in space and equipment within the textiles workshops provides excellent facilities for students to develop a personal working knowledge of both hand-controlled and industry standard equipment. Digital technologies, future materials, and 3D software complement the suite of traditional textile equipment, thus offering the student a rich and varied toolbox, through which they may realize their designs and concepts. The course aims to equip students with knowledge and skills suitable for their employability and their lifelong learning. The central ethos of the course is to create a community of practitioners, whose skills and expertise are shared and built upon and to provide a stimulating and supportive environment in which to learn and work. The award is grounded in and reflects upon the heritage of textiles, the potential of future technological advances, and the developments in sustainable practice central to textile and surface materials. The Textiles course explores potential opportunities applicable for Textile Design, Surface Design and Illustration or Textile Craft practitioners. Students will be introduced to the concept of global trends and market predictions and how they guide the direction of commercial textile practices. They will learn how making is embedded in creative development, which can be applied in several ways including craft design, cloth and artefact and explore the potential for surface design and illustration processes to be applied to hard or soft materials for commercial interior and exterior surface solutions. Working closely with the textile industries, engaging in projects with industry, fashion, craft practitioners and the wider community or designing across interior and architectural surfaces through multidisciplinary approaches, students will develop skills to build aesthetic and professional awareness, knowledge of market levels, fabric performance and cost implications. The course challenges students to engage with and question materials and technologies to help create for a sustainable future.The course curriculum reflects the way in which the creative industries work. Students will form part of a dynamic and interactive learning community engaging with an ideas-led approach to creative risk exploration through collaboration and entrepreneurship. Sustainability and design ethics are integrated into the course both as practice and theory. The student will understand how the textiles industry impacts on people and the planet. This will include understanding how the principles of sustainability affect the textile and surface industries, as well as applying these principles to their own practice. They will recognise how their creativity can be utilised to explore solutions to real world problems. Students will have the opportunity to work on live briefs that have sustainability as a primary focus, as well as being able to integrate aspects of sustainability into all project briefs.The staff team is comprised of innovative and creative practitioners who offer expertise in their field and bring energy and enthusiasm to their subject. The established industry links allow the team to continually refresh and update both the teaching and research activities within the department and to keep pace with the ever-changing field of textiles innovation. BA and BSc options for study are introduced in the second year of the course and further developed in the final year, enabling the student to develop their practice in line with their career aspirations.The course aims to ensure that the student achieves academic and practitioner standards as laid-out in the Benchmark Statement relevant to Art & Design. All theoretical knowledge is coupled with expertise in practical skills and a technical understanding, which stimulates and fosters aesthetic and professional awareness.The course recognises that professionals in Textile Design, Textile Craft, Surface Design, and Illustration work in collaboration with each other and other creative industries and are also influenced by each other’s creative practice. The aims of the programme are therefore:1. To offer a course which enables all students to develop their creative potential and by addressing sequentially more rigorous and intellectually demanding challenges pertinent to the contexts of the course which include Textile Design, Surface Design and Illustration and Textile Craft.
2. To develop in students a range of creative, professional, intellectual and personal skills and approaches to teamwork, relevant to their practice and transferable to a wider range of solutions.
3. To provide a flexible range of modules, which can be integrated to stimulate and foster aesthetic, theoretical, professional awareness, practical skills, and expertise.
4. To develop strong professional awareness, and allow students to explore a wealth of new technologies, cutting edge and traditional materials
5. To offer specific development of student sensitivity in textile and surface techniques considering both hard and soft materials, visual communication and the development of entrepreneurial and conceptual thinking to an advanced level.
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| **12** | **Intended Learning Outcomes** |
| The course provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:(see appendix for module mapping). |

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| ***Knowledge and Understanding*** |
| 1. Knowledge of the creative methodologies appropriate to textile practices. (F,I,H)
2. An awareness and cultural understanding of subject specific practices in the context of national and international perspectives (I,H)
3. Synthesise and apply relevant knowledge from a range of sources in order to achieve accomplished final outcomes. (H)
4. Systematic understanding of the broad range of perceptual and aesthetic influences that affect work. (H)
5. Understand the principles relating to materials, processes and specifications used in the design and making of work. (F,I,H)
6. Conceptual understanding of historical and contemporary issues and values, in personal modes of enquiry that stimulate intellectual and creative concerns. (F,I,H)
7. Understand and make meaningful connections between different areas of knowledge. (F,I)
8. Systematic understanding of product innovation, technology and processes in order to produce sustainable work to a professional standard (I,H)
9. Synthesise exploratory visual research with either trend, creative practice or material research from appropriate sources to Illustrate and develop ideas specific to a chosen market, context or client. (I,H)

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| ***Professional Practical Skills*** |
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| 1. Demonstrate a comprehensive range of creative textile skills, with the ability to describe, evaluate and apply a variety of working methods,(I,H)
2. Demonstrate skill in the making of work. (F,I,H)
3. Demonstrate creative thinking, development of concepts and recording of ideas (F,I,H)
4. Evidence the inputting and collating of appropriate research data. (F,I,H)
5. Resolve any aesthetic and/or technical problems encountered in the making of work.(H)
6. Demonstrate professional expertise in the presentation of work appropriate to practice context. (H)
7. Present visual information and artefacts in an informative, integrated and professional manner (H).
8. Be receptive to new ideas, identify problems and establish solutions within an efficient timescale. (F,I)
9. Communicate ideas using a variety of verbal and visual forms, including digitally. Further expand creative and perceptual expertise through creative development and a variety of media and techniques. (F,I,H)
10. Demonstrate a conceptual understanding of the chosen practice, innovative both in scope of

 approach and presentation of assignments (I,H)1. Demonstrate reflection and evaluation in an independent manner (F,I,H)
2. Apply intellectual rigour to problem solving (F,H)
3. Plan and execute effective research, and technical information relating to the design work and

 the appropriate environmental, ethical concerns (F,H)1. Manage time effectively and in a professional manner. (F,I,H)
2. Demonstrate an ability to engage critically and reflectively with appropriately selected textile,

 surface and craft industries and practitioners, trend providers, entrepreneurs and other textile bodies. (I,H). |

| ***Transferrable/Key Skills*** |
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| The ability to |
| 1. Study independently, set goals, manage their own workloads and meet deadlines. (F,I,H)
2. Anticipate, accommodate and respond to change (I,H)
3. Analyse information and experiences, formulate independent judgements and articulate reasoned arguments through reflection, review and evaluation. (F,I, H)
4. Formulate reasoned responses to the critical judgments of others (F,I,H)
5. Identify personal strengths, weaknesses and needs. (F,I, H)
6. Articulate ideas and information comprehensibly in visual, oral and written forms (F,I,H)
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| 1. Present ideas and work to audiences in a range of situations. (F,I)
2. Interact, source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources. (F, I, H)
3. Select and employ communication and information technologies. (F,I, H)

C10 Critically evaluate possible creative solutions and reflect on associated risk (H) |

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| **13** | **Course Structures and Requirements, Levels, Modules, Credits and Awards:****Proposal for long term changes for F, I, H levels**

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| **Level** | **Term** | **Modules** | **Status** | **Credit** | **Award** |
| F (FHEQ 4) | Yearlong | TFD1110: Materials, Processes and Practices | Core | 20 |  |
| F (FHEQ 4) | Term 1 | TFD1111: Sustainable Principles | Option | 20 |  |
| F (FHEQ 4) | Yearlong | TFD1112: Textile Practices  | Core | 20 |  |
| F (FHEQ 4)  | Yearlong | TFD1321: Visual Research | Core | 20 |  |
| F (FHEQ 4) | Yearlong | TFD1118: Concept, Design and Make | Core | 40  |  |
| In addition, students may choose up to 20 credits from the following options. |
| F (FHEQ 4)    | Term 1 or Term 2    | AFP1344 Developing Confidence in Spoken and Written English    | Optional    | 20    |  |
| F (FHEQ 4)    | Term 1 or Term 2     | AFP1345 English for Academic and Professional Purposes     | Optional    | 20    |  |
| F (FHEQ 4)    | Term 1 or Term 2       | AFP1346 Advanced Professional and Academic English    | Optional    | 20    |  |
|  |  |  |  |  | Cert HE (120 credits)   |
| I (FHEQ 5) | Term 1 |  TID1342 Theoretical and Ethical Studies | Core | 20 |  |
| I (FHEQ 5) | Term 2 |  TID1331 Advanced Materials and Process  | Core | 40 |  |
| I (FHEQ 5) | Yearlong | TID1343: Drawing for Textiles  | Core | 20 |  |
| I (FHEQ 5) | Yearlong | TID1338: Creative Professional Practice for Textiles | Core | 40 | Dip HE (240 credits) |
| S | Yearlong | TST1525: School of Arts and Humanities PlacementTST1530 Enterprise Placement | Option | 120 |  |
| H (FHEQ 6) | Term 1 | THD1376 Research and Development for Textiles | Core | 20 |  |
| H (FHEQ 6) | Term 2 | THD1320: Major Project – Textiles  | Core | 60 | BA/BSc Hons (360 credits) |
| H (FHEQ 6) | Term 2 | THD1377 Technical for Textiles (BSc) | Core | 40 |  |
| H (FHEQ 6) | Term 1 |  THD1378 Theory for Textiles (BA) h Report  | Core | 40 |  |

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| The structure of the course is a period of three or four years’ full-time study (with placement). Upon satisfactory conclusion of all modules (a total of 360 credit points), the student will be eligible for the award of:BA/BSc(Hons) Textiles  |
| The course is intended to be taken on a full-time basis leading to a degree with honours, but those who have successfully accumulated the requisite number of credits may, if they wish, terminate their studies at exit points with the corresponding named awards (see table 1).**Progression** *The main progression points on the course will be at the end of Year 1 and 2. The student will not normally be allowed to progress until all modules in Years 1 and 2 respectively have been passed.* |
| **Year 1 (120 credits)** *All the modules are at foundation level.* In the first year of the course the student will be introduced to the breadth of textiles practice, through the TFD1118 Concept, Design and Make module, in which they will develop, through, staff-led projects, an understanding of the differences between a Textile Designer, a Surface Designer or Illustrator and a Textile Craft Practitioner. The theory module TFD1111 Sustainable Principles, introduces the theory underpinning how textiles and its associated industries are responding to sustainability targets and concerns. Students will develop knowledge, understanding and critical thinking whilst exploring key principles of sustainability such as environmental and social impact, sustainable practices related to manufacturing, recycling/reuse of materials, and circular business models. Exploration of ideas and concepts is developed through different approaches to drawing, in TFD1321 Visual Research, which feeds into work set for the context briefs. This first year introduces the student to a wide range of practice areas; in TFD1110 Materials, Processes and Practices they follow a rota throughout each area allows time to build a good grounding in knit, weave, embroidery, print, dye, and digital design. Fundamentals of these practices are creatively expanded in TFD1112 Textile Practices. A personal visual vocabulary will be nurtured, to encourage the creation of innovative materials using both traditional hand techniques and new digital technologies. The core skills are underpinned with visual research and through an introduction to theory and context they will explore the culture of the subject, to enrich, inform, explore and express their creativity. Tutorial guidance will be given to facilitate informed choices regarding the students’ choice of route and specialism as decisions made at this stage will form the basis for further study in years two and three. |
| **Year 2 (120 credits)** *All modules are at Intermediate level and the best 100 credits will count towards the honours classification.*Students will gain the opportunity to build upon and combine expertise from year one studies, and further develop their creative approach to the challenges set through live projects, collaborative work, and competition briefs. A range of briefs that are externally or internally led, or self-written will be offered to enable Textiles students to experience how Textile Designers, Surface Designers and Illustrators, or Textile Craft Practitioners practice. |
| Project directions include working with, industry (fashion and interiors), retail and free-lance designers, craft in the community, textile art and collaboration with other creative industries, staff and students. Professional presentation of more advanced and multi-disciplinary approaches to practice will be supported by an awareness of business strategies appropriate to context. There will be many opportunities, through design briefs and research projects for engagement with our archival and special textile collections. This will enable the student to develop new approaches to traditional crafts, and digital techniques underpinned by historical practice and materials. Advanced knowledge, theory and workshop experience pertinent to (knit/weave/print/embroidery) is developed in line with the project briefs and students may also choose to add future materials workshops to their core specialism.  |
| A digital or materials led research approach to the creation of innovative solutions drives the surface minded student to push the boundaries and apply knowledge. Textile students with a craft focus are encouraged to build and form their own foundations of learning and development where the importance and relevance of making and the hand is a vital aspect of their broad curriculum. Whilst translating trend driven ideas into commercial, marketable products and concepts is central to the development of textile students whose passion is design.  |
| A working knowledge of the latest industry equipment, material performance and characteristics, digital/CAD/CAM and market knowledge are developed in the workshop and studio environments. |
| In preparation for the BA route students will be further exploration of creative drawing and the development of concepts, and practice as research into ideas outside the traditional workshop environment.  |
| In support of the BSc route specification and recording of materials research through practice-based modules is developed in both the workshop and the classroom environments.  |
| Students’ Theoretical, Ethical and Sustainable principles will be developed, providing the ability to understand a range of contexts that inform the creation of work for creative textiles, and the different approaches to research and academic writing. The student will consider the vital discourses and debates surrounding the influences, production and critical reception of contemporary textiles and surface design. Significance will be placed on developing a grounded understanding of the context of theory and its relationship to practice and business and an appreciation of the dynamic processes involved.  |
| Debate surrounding sustainability ethics and resources, alongside appropriate methods of consultation will be considered in relation to the students’ area of practice. Professional development, personal reflection and placement preparation are embedded across the second year.  |
| This stage of the course will further explore, examine, and develop a deeper knowledge and understanding of skills appropriate to the creation of textiles, textile artefacts, future materials, and surfaces appropriate to Textile Design or Surface Design and Illustration, and Textile Craft. |
| **Optional Placement Year 3** **(120S credits)** Supported through placement preparation in Year 2, with opportunities advertised through the Schools’ Placement Unit most students elect to undertake this optional placement year.  |
| The placement experience contributes considerably to the potential success of the student both in the final year of their studies and upon graduation, developing their professional practice, confidence, and personal awareness. This placement year can consist of:* A 48-week placement with a minimum of 36 weeks within a commercial setting. The textiles department has a long track record of providing excellent paid placements within retail, manufacturing, design, and creative industries; we have strong links with a variety of placement providers to suit a broad range of skills and potential career aspirations in the UK and abroad.
* The Enterprise Placement Year (EPY).  This gives students an opportunity to set up a business within their placement year. Run with support from the Business School, students are provided with a mentor and support to test out a business idea. They will carry out product development, test marketing, write a business plan, pitch their ideas and so on. Some students return to this business once graduated.
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| **Final Year (120 credits)** *It should be noted that all modules are at Honours level and best 100 credits will count towards the honours classification*.  |
| In the Final Year the student will develop academic curiosity and a research practice developed to demonstrate rigor, risk and research related to their practice and chosen award. At this level, a stronger personal focus to creativity is required in the students’ textile, craft or surface design and illustration practice, and this is supported through small group and one-to-one tutorials, collaborative work, visiting consultants and researchers. |
| As future practitioners, graduates will be working in a dynamic, complex field where digital interfaces are increasingly important in the sharing of ideas, knowledge and approaches to textiles and materials*.* Digital and CAD knowledge is developed to a high level to give students the skills to, envisage, design and produce their own work on the latest equipment which includes UV printers, whole garment knit machines, digital printers, rapid prototyping and laser cutters.  |
| The final year nurtures the student for a career as a specialist in their chosen field, through continuing professional development tasks and career preparation workshops.  |
| In-depth theoretical and practice-based research into the students’ chosen subject, theme or issue will be supported by their critical analysis and reflection. The Research and Development for Textiles module (THD1376) aims to test appropriate methodologies and approaches in preparation for the Major Project module (THD1320) in which students produce a coherent body of work, appropriate to their specialism and context.  |
| Students choosing the BA route will produce a creative monograph or research report in support of their practice, and drawing and making research methods can be explored theoretically and practically in a project aimed at framing the students’ professional practice.  |
| Students choosing the BSc route produce a research report or monograph, to investigate topics that could include, global challenges, material innovation, market trends and industry advancements in production specific to textiles. Their BSc knowledge is further developed through an analysis and investigation into material performance relative to surface or textile products.  |
| An oral presentation in support of the work conducted during the year further prepares the student for potential career opportunities.  |
| The final year culminates in the student curating a display of their Major Project work, which is then opened to both the public and industry. During each year of the course students who need to develop confidence in spoken and written English, or improve their English for academic and professional purposes, will have the option to replace an optional 20 credit module from the Textiles course with a 20 credit module that will serve this purpose. |

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| The mode of study is full time commencing September with the Main Course Assessment Board taking place in June. For students taking a Sandwich year, marks will go to a Course Assessment Board after the opportunity for a minimum of a 36-week placement has been concluded.Assessment regulations are as detailed in the University of Huddersfield Handbook of Regulations for Awards and Student Handbook of Regulations.In a course leading to the award of a degree with honours, classification will be in accordance with the University’s RegulationsThere are no compulsory modules, all modules are either core or optional. |

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| **14** | **Teaching, Learning and Assessment** |
| The course aims to provide a vibrant teaching and research environment, supported by staff team and specialist technicians diverse in their experience and research interests. The student will be encouraged to develop a working practice through the crossover and interrelationship of theory, process, and practice, and with workshop-led briefs providing the focus for the many strands of the course.  The interdisciplinary nature of contemporary textiles is delivered through a suite of modules that explore the relationship between drawing, digital skills, art & design theory, textile processes, craftsmanship and digital advances. The course fosters an experimental approach to creativity, in risk taking and to the creation of innovative textile-based thinking.A variety of approaches to the student’s teaching and learning are delivered through a blend of practical and theoretical modules throughout the course. Skills in making are developed through practical workshops in constructed and applied textiles, print, embroidery, digital, and future materials, supported by technicians and academics.  Technical and digital knowledge specific to each specialism is delivered through workshop demonstrations, taught classes and in the Textiles CAD area.The assessment process is considered a vital aspect of the learning development for both students and staff.  A range of approaches to assessment are utilized on the course which are adjusted according to the context of the work and employed at points considered most beneficial to the student. Key methods to highlight are, Group Assessment and Self Reviews of Feedback. Each of these methods requires a greater level of input by the student so that they take an active rather than a passive role in their assessment.Group Assessment is used for collaborative and group projects and employs a system that gives the students the final decision on how the group grade is divided amongst the team. Individual grades are dependent on each person’s contribution to the project and the whole team signs off on the allocation of marks. Self-Review of Feedback is used to encourage student reflection on feedback. A self-review form is completed and returned to the tutor one week after the initial feedback, and then reviewed in a tutorial. Students can fully engage in the feedback provided and the reflection period allows time for them to develop more specific questions in related to the development of their own practice. Peer assessment, self-assessment, traffic light feedback, peer note taking, written and verbal feedback are other methods employed across all levels of the course.  |
| The collaborative nature of the course allows for regular discussions in groups supported by one-to-one and small group tutorials. Staff will encourage the use of software to facilitate student ownership of their learning, whilst the physical location of students and tutors means that there are higher than normal levels of engagement achieved on the course. |
| Enterprise and entrepreneurship are embedded in the curriculum and supported at both school and university level through initiatives including ICE (Innovation and Creative Exchange) project, Honeypot (Huddersfield Open Network for Enterprise Creativity, Prototype Design and Test) and the Enterprise Placement Year. The course has close links with global companies renowned as suppliers to the leading brands in the fields of fashion and interiors, performance fabrics and surface materials. Working both independently and collaboratively on live projects with these leading brands, the student will develop their visual vocabulary, in the creation of innovative materials using both traditional hand techniques and new digital technologies. |
| Preparation for the optional placement year encourages self-reflection and the creation of an on-line portfolio of work, and this responsibility for their own development, and practice orientation supports the student’s preparation for the final year of the course. |
| Student staff collaboration on research is guided by staff research interests, through projects starting in the second year of the course. Examples of these partnerships include future and surface material innovation for the Surface Design Show, and ‘Crafting the Community’, a volunteering project in a continuous state of development. This project has involved an ongoing programme of events and community activity which develop contemporary textile craft and art practices that promotes the meaning of cloth in practical and effective roles, as a central tenet of wider culture and society, often conducted beyond the University campus. Our work with communities on the textiles course has received national and international recognition. A range of conference papers, international biennale exhibition, conference, book publication, awards, and funding signposts significant impacts for the projects. At the Honours Level students can negotiate and identify their career orientation and their chosen award route, expanding their personal development and creative control of their specialist medium. The Theory and Technical modules continue to develop theoretical study in line with in-depth research of a topic pertinent to the students’ own practice and alongside specialist investigation of technique and process. Final year teaching continues to be responsive to differing learning styles, practice routes, specialism and to the experiences the student may have had on placement.Assessment methods on the course include the production of portfolio in the studio/workshop, research and development work, professional presentations, textile samples, artefact, surface products, technical records, written assignments, exhibitions/presentations in the studio or other locations, verbal presentations, plus self-assessment, and evaluation.A range of assessment methods will be adopted to test the learning outcomes within each module, methods include peer, self, group, and tutor assessment. Evaluation forms completed by the students as a response to assessment feedback, will be integrated into the program of learning (PDP/ILP). Moderation is a key aspect of practice-based assessment with all tutors involved in discussion of grades. Usually, assessment will be by design portfolio or assignment. The criteria for assessment are stated in the modules. There will be no formal examinations in the modules in this course provided by the Department of Fashion and Textiles and an assessment timetable will be provided for each year group. |

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| **15** | **Support for Students and their Learning** |
| **University Level**The University provides a range of centralised support services to students. This includes: **Wellbeing Services**There are a range of support options available through the wellbeing Service. The [wellbeing webpages](https://students.hud.ac.uk/help/wellbeing/) provide a more detailed explanation of these but support includes:* Wellbeing and mental health support
* Welfare support
* Counselling
* Getting Back on Track with your studies
* Groups and workshops
* Self-help resources
* Support for student parents

 The wellbeing Service also enables students to access a free, confidential platform called Togetherall. [Togetherall](https://students.hud.ac.uk/help/wellbeing/247support/togetherall/) has a range of self-help options to support emotional and mental wellbeing including advice, information and guidance, groups and courses to address emotional and mental health difficulties and support forums. The service also delivers to support to students who have experienced harassment, bullying, hate incidents or hate crimes. You can find out more information about this on their [share and support page](https://students.hud.ac.uk/help/wellbeing/share-support/). The Share and Support tool is an online form which enables you to share and seek support for incidents. You can choose to complete this anonymously or provide your details so that we can contact you and offer support. The service also supports students with GP registration so all students have access to treatment. The University Health Centre is a GP practice that is situated on the edge of campus. If you aren’t registered with a GP then you can consider registering with the health centre. You can find information about the practice on the [Health Centre web page](https://www.universityhealthhuddersfield.co.uk/). **Disability Services**Disability Services work with students who have one or more of the following: specific learning difficulties such as dyslexia; mental health difficulties such as anxiety and depression; an autistic spectrum condition; hearing impairments; visual impairments; long term medical conditions such as diabetes or cancer and physical or mobility difficulties. Where a disability or condition may have an impact on study, the service works alongside a student to identify the impact and coordinate appropriate support or adjustments. You can find out more about Disability Services on [their website](https://students.hud.ac.uk/help/disability/). **Careers and Employability Service**The Careers and Employability service provide support to students with: Jobs, work experience and volunteering* CVs, applications and interviews
* Advice on further study
* Using assessment centres and psychometric tests
* Continued advice as a graduate

 More information on their services can be found on [their website](https://students.hud.ac.uk/opportunities/careers/). **The Student Finance Office** The Student Finance Office services include:Information and guidance regarding possible sources of funding for all courses in the University.* Budgeting advice to discuss a variety of options and strategies in order to manage on a budget.
* Facilities for the billing and payment of income to be collected by the University.
* Debt advice via personal and confidential sessions is available from trained staff along with mediation and resolution.

 Further information can be found on the [student finance website](https://students.hud.ac.uk/help/finance/)  **Computing Services** Computing Services provide induction and ongoing support for all students. More information on the range of computing services can be found on [their website](https://students.hud.ac.uk/studies/it/). **Library** **Services** Library Services provide induction and ongoing support for all students. More information on the range of library services can be found on [their website](https://library.hud.ac.uk/). |
| The School of Arts and Humanities provides additional student support using a variety of approaches:* A team of academic skills tutors help support students with analytical assessments, through online resources available on the University’s VLE, and personal tutorials arranged directly or as part of regular drop-in sessions.
* The School’s guidance officers are available to help students by providing pastoral care and advice.
* Students are introduced to the academic and personal support made available to them by the School during induction. Details are also included in the course handbook.
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| **Course Level Support** |
| * Induction packs sent to students prior to arrival at University followed by an induction programme for orientation and introducing study skills at the beginning of term.
* Student handbook and on-line module guides.
* Studio Culture and Workshop facilities.
* Fieldtrips (optional)
* Specialist PC & CAD facilities
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| * Virtual learning environment,
* Learning Resources Bureau (LRB)
* Personal academic tutor system, specialism tutors (situated in close proximity to the workshops and studios) and frequency of small group and one-to-one tutorials ensure a high level of student/ staff engagement.
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| * Peer mentorship schemes such as PAL (peer assisted learning) are used to offer friendly, impartial advice and assistance, by students, for students, answering the questions that are not always posed to the academics.
* Academic Skills Tutor.
 |
| **Personal Development Planning**Personal development planning is inherent in all modules and it is intended that the first year module TFD1118 Concept Design and Make will be the students’ introduction to PDP which they have opportunities to develop in subsequent years and will enhance their learning and address issues in line with University policy on PDP and encourage independent active learning**.** The student records their reflectivethinkingrelevant to their own practice and the context in which it is situated at all levels of study through research journals and online blogs. The Year Two module TID1342 – Theoretical and Ethical Studies OR TID1232 Sustainable Practices will further develop the students’ PDP through reflective thinking and team role identification. Preparation for placement and career opportunities is delivered through modules at both the intermediate and honours level. Creation of CV’s and e portfolio/press pack is developed in these modules, specific to the students chosen career/placement route. Professional practice assignments in the THD1377/THD1378 OR THD3007/THD3008 modules in final year, equip the student with the confidence to promote themselves and their work in a professional manner in line with their career aspirations. PDP will be enhanced through e-Learning mechanisms in place at the university (VLE).  |

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| 16 | Criteria for Admission |
|  | **16.1** The University of Huddersfield seeks and encourages applicants in order to widen participation, improve access and apply the principles of equal opportunities. We provide support for applicants who require additional assistance in order to select the right course of study and make a successful transition to studying at University. We encourage local, national and international applications. Further information for [International Students can be found on their website](http://www.hud.ac.uk/international).If you were educated outside the UK, you are required to have International English Language Testing System (IELTS) at a score of 6.0 with a minimum score of 6.0 in writing and a minimum of 5.5 in any single component. If you have alternative qualifications or do not meet the IELTS requirement we also offer a range of [Pre-Sessional English Programmes.](http://www.hud.ac.uk/international/pre-sessionalenglishprogramme/) |
|  | **16.2** The University provides opportunities for the accreditation of prior learning (APL) as stated in [Section-3 - University of Huddersfield](https://www.hud.ac.uk/policies/registry/awards-taught/section-3/) **16.3** The University’s general minimum entry requirements are specified in Section 1.5 of the [Regulations for Awards](https://www.hud.ac.uk/policies/registry/awards-taught/section-1/)**.** **16.4** Every person who applies for this course and meets the minimum entry requirement – regardless of any disability – will be given the same opportunity in the selection process. General advice and information regarding disability and the support the University can give can be found by contacting student services as follows:Telephone**:** 01484 472675Email: disability@hud.ac.ukFurther information is available on the [Disability support - University of Huddersfield](https://students.hud.ac.uk/help/disability/)Further advice on the specific skills and abilities needed to successfully undertake this course can be found by contacting the admissions tutor and by visiting our [List of courses for 2023-24 (hud.ac.uk)](https://courses.hud.ac.uk/2023-24/sort%3Atitle) |
| * 1. However, the specific entry requirements and admission criteria for the courses are detailed below:
 |
| Candidates must be able to satisfy the general admissions requirements of the University of Huddersfield and the specific requirements of the course in one of the following ways:* School/College leavers to have reached the age of 18 years on admission.
* Satisfactory completion of an interview inspection, if appropriate
* Achievement of at least 112 UCAS points through a combination of:
* Passes in five subjects at GCSE level (Maths and English required) and either Advanced GCE (A2 level), or a Vocational A-level award.
* OR a Scottish Certificate of Education with passes in five subjects, three at the higher grade, or passes in four subjects at the higher grade
* OR a National Diploma awarded by the EdExcel Foundation in a relevant subject.

OR an Irish Leaving Certificate with Grade C or above in four subjects at Higher level. |
| - OR a European or International Baccalaureate- OR qualifications deemed equivalent to the above- OR a national certificate awarded by Ed Excel Foundation (formerly BTEC) in relevant subject area Distinction or above and 1 A-level grade B or above. |
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| **17** | **Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning** |
| **University:** The methods for the validation and annual evaluation of courses, including those validated by external bodies, and for the review of teaching and research and of academic support services are specified in the University’s; [Quality Assurance Procedures for Taught Courses and Research Awards](https://www.hud.ac.uk/policies/registry/qa-procedures/). |
| **School:** The School and subject area evaluates and improves the quality and standards of teaching and learning in several ways. This includes, but is not necessarily limited to, regular peer observation of teaching, module evaluation surveys, the Huddersfield Student Survey for students in years 1 and 2, and the National Student Survey for students in their final year. |

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| **18** | **Regulation of Assessment** |
| University awards are regulated by the [Regulations for Awards](https://www.hud.ac.uk/policies/registry/awards-taught) on the University website.Quick links to the [Regulations for Taught Students, procedures and forms](https://www.hud.ac.uk/registry/current-students/taughtstudents/) can be accessed on the University website. |

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| **19** | **Indicators of Quality and Standards** |
| Course validated by the University of Huddersfield in November 2018 |
| Professional Body reviews:Full details of the methods of evaluating and improving the quality and standards of learning and teaching can be found in the University of Huddersfield’s Quality Assurance Procedures for Taught Courses handbook. This can be viewed online at: ; [Quality Assurance Procedures for Taught Courses and Research Awards](https://www.hud.ac.uk/policies/registry/qa-procedures/).  |
| **Subject Review for Fashion and Textiles Subject Area, December 2018****Conclusions on quality and standards**The panel was fully confident that the courses met the quality and standards requirements set by the University. |  |

**Please note: This specification provides a concise summary of the main features of the Course 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.**

More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

**Key sources of information about the course can be found in:**

* <http://www.hud.ac.uk/>

**BA/BSc Textiles** - **Mapping of Learning Outcomes to Modules**

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| **LOs****Module** | A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | A9 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 | B9 | B10 | B11 | B12 | B13 | B14 | B15 | C1 | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 |
| TFD1111 Sustainable Principles |  |  |  |  | **x** | **x** |  |  |  |  |  |  | **x** |  |  |  |  | **x** |  | **x** |  | **x** |  |  |  |  | **x** |  | **x** | **x** | **x** | **x** |  |  |
| TFD1321Visual Research | **x** |  |  |  |  |  |  |  |  |  |  | **x** |  |  |  |  |  | **x** |  |  |  | **x** |  |  |  |  | **x** |  |  | **x** |  |  |  |  |
| TFD1110Materials Processes and Practices |  |  |  |  | **x** |  |  |  |  |  | **x** |  |  |  |  |  |  | **x** |  |  |  | **x** |  |  | **x** |  |  |  |  | **x** |  |  |  |  |
| TFD1118Concept, Design and Make | **x** |  |  |  |  |  | **X** |  |  |  | **x** | **x** |  |  |  |  | **x** | **x** |  | **x** | **X** | **x** |  |  | **x** |  | **x** | **x** |  |  |  | **x** | **x** |  |
| TFD1112 Textile Practices | **x** |  | **x** | **x** | **x** |  | **x** |  | **x** | **x** | **x** | **x** |  | **x** | **x** |  |  | **x** |  | **x** |  |  | **x** |  | **x** | **x** | **x** |  |  | **x** |  |  |  |  |
| TID1342Theoretical and ethical studies | **x** | **x** |  |  |  | **x** |  |  | **x** |  |  | **X** | **x** |  |  |  | **x** | **x** | **x** |  |  |  | **x** |  | **x** | **x** | **x** |  |  |  | **X** | **x** | **x** |  |
| TID1331Adv. Materials and Process | **x** |  |  |  | **x** |  | **x** | **x** |  | **x** | **x** |  |  |  |  |  |  | **x** |  |  |  |  |  |  |  |  |  |  |  | **x** |  | **x** |  |  |
| TID1338Creative Professional Practice for Textiles | **x** | **x** |  |  |  |  | **x** |  | **x** | **x** | **x** | **x** | **x** |  |  |  |  | **x** | **x** | **x** |  |  | **x** | **x** |  | **x** |  |  |  | **x** | **x** | **x** | **x** |  |
| TID1343Drawing for Textiles | **x** |  |  |  |  |  | **x** |  | **x** |  | **x** | **x** | **x** |  |  | **x** |  | **x** |  |  |  |  |  |  | **x** | **x** |  |  | **x** | **x** |  |  |  |  |
| TST1325/ TST1530 Placement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| THD1376Research & Development  |  |  |  |  | **x** |  |  | **x** |  | **x** | **x** |  |  | **x** |  | **X** |  |  |  |  |  |  | **x** |  |  | **x** |  |  |  | **x** |  | **x** | **x** |  |
| THD1320Major Project Textiles |  | **x** | **X** |  | **x** |  |  | **x** | **x** | **x** | **x** |  |  | **x** | **x** | **x** |  | **x** |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** |
| THD1377Technical  | **x** | **x** |  | **X** |  | **x** |  |  | **x** |  |  | **x** | **x** |  |  |  |  | **x** | **X** | **x** | **x** |  |  |  |  | **x** |  | **X** | **x** | **x** |  |  |  |  |
| THD1378Theory  | **x** |  |  | **X** | **x** | **x** |  | **x** | **x** |  |  | **x** | **x** | **x** |  |  |  | **x** | **x** | **x** |  |  |  | **x** |  | **x** |  | **x** | **x** | **x** |  |  |  |  |

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| ***Knowledge and Understanding*** |
| A1 Knowledge of the creative methodologies appropriate to textile practice.A2 Awareness and cultural understanding of subject specific practices in the context of national and international perspectives A3 Synthesise and apply relevant knowledge from a range of sources, in order to achieve accomplished final outcomes.A4 Systematic understanding of the broad range of perceptual and aesthetic influences that affect work. A5 Understand the principles relating to materials, processes and specifications used in the design and making of work. A6 Understand the use of historical and contemporary issues and values, in personal modes of enquiry that stimulate intellectual and creative concerns. A7 Understand and make meaningful connections between different areas of knowledge. A8 Understand product innovation, technology and processes in order to produce sustainable work to a professional standardA9 Synthesise exploratory visual research with either trend, creative practice or material research from appropriate sources to Illustrate and develop ideas specific to a chosen market, context or client. |
| ***Professional Practical Skills*** |
| B1 Demonstrate a comprehensive range of creative textile skills, with the ability to describe, evaluate and apply a variety of working methods B2 Demonstrate skill in making of work. B3 Demonstrate creative thinking, development of concepts and recording of ideas B4 Evidence the inputting and collating of appropriate research data.B5 Resolve any aesthetic and/or technical problems encountered in the making of workB6 Demonstrate professional expertise in the presentation of work appropriate to practise context.B7 Present visual information and artefacts in an informative, integrated and professional manner.B8 Be receptive to new ideas, identify problems and establish solutions within an efficient timescale.B9 Communicate ideas using a variety of verbal and visual forms, including digitally. Further expand creative and perceptual expertise through creative development and a variety of media and techniquesB10 Demonstrate a conceptual understanding of the chosen practice, innovative both in scope of approach and presentation of assignmentsB11 Demonstrate reflection and evaluation in an independent manner B12 Apply intellectual rigour to problem solving B13 Plan and execute effective research and technical information relating to the design work and the appropriate environmental, ethical concerns.B14 Manage time effectively and in a professional manner B15 Demonstrate an ability to engage critically and reflectively with appropriately selected textile, surface and craft industries and practitioners, trend providers, entrepreneurs and other textile bodies  |
| ***Transferrable/Key Skills*** |
| C1 Study independently, set goals, manage their own workloads and meet deadlines. C2 Anticipate, accommodate and respond to change C3 Analyse information and experiences, formulate independent judgements and articulate reasoned arguments through reflection, review and evaluation. C4 Formulate reasoned responses to the critical judgments of others C5 Identify personal strengths, weaknesses and needs. C6 Articulate ideas and information comprehensibly in visual, oral and written forms   |
| C7 Present ideas and work to audiences in a range of situations. C8 Interact source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources. C9 Select and employ communication and information technologies. C10 Critically evaluate possible creative solutions and reflect on associated risk |

**QAA Art and Design December 2019**

Available at <http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement---Art-and-design-.pdf>

 TID1338

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| ***BA/BSc (Hons) Textiles***  | ***TFD1111*** | ***TFD1321*** | ***TFD1110*** | ***TFD1112*** | ***TFD1118*** | ***TID1331*** | ***TID1342***  | ***TID1343*** | ***TID1338*** | ***TST1525/TST1530*** | ***THD1320*** | ***THD1376*** | **THD1377** | **THD1378** |
| ***Subject-specific knowledge and understanding, attributes and skills*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively and / or as self-initiated activity and / or in response to set briefs* | ***§*** |  |  | ***§*** | ***§*** |  | ***§*** | ***§*** | ***§*** |  | ***~~§~~*** | ***§*** |  |  |
| *Demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making*  |  | ***§*** | ***§*** | ***§*** |  | ***§*** |  | ***§*** | ***§*** | ***§*** | ***~~§~~*** | ***§*** |  |  |
| *Select, test and identify the appropriate use of materials, processes and environments* |  |  | ***§*** | ***§*** | ***§*** | ***§*** |  | ***§*** | ***§*** |  | ***~~§~~*** | ***§*** | **§** |  |
| *Develop ideas through to outcomes, for example images, environments, products, processes, or texts* | ***§*** | ***§*** | ***§*** |  | ***§*** | ***§*** | ***§*** | ***§*** | ***§*** |  | ***~~§~~*** |  | **§** | **§** |
| *Manage and make appropriate use of the interaction between intention, process, outcome, context and methods of dissemination.* | ***§*** |  |  | ***§*** | ***§*** |  | ***§*** | ***§*** | ***§*** | ***§*** | ***~~§~~*** |  | **§** | **§** |
| *Apply ethical principles and personal values to their work* | ***§*** |  | ***§*** | ***§*** |  | ***§*** | ***§*** | ***§*** | ***§*** | ***§*** | ***~~§~~*** | ***§*** | **§** | **§** |
| ***The graduate’s understanding is informed by research, professional practice and theory in their discipline(s), including:*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *The critical, contextual, historical, conceptual and ethical dimensions of the student’s discipline* | ***§*** |  | ***§*** |  |  |  | ***§*** |  |  |  |  |  | **§** | **§** |
| *The relationship with audiences, clients, markets, users, consumers, participants, co-workers and co-creators within a professional environment* | ***§*** |  |  | ***§*** | ***§*** |  | ***§*** | ***§*** | ***§*** | ***§*** | ***~~§~~*** |  | **§** | **§** |
| *The implications and potential for their discipline(s) presented in the key developments in current and emerging media and technologies, and of inter and multi-disciplinary approaches* |  |  |  | ***§*** | ***§*** | ***§*** | ***§*** | ***§*** | ***§*** | ***§*** | ***~~§~~*** | ***§*** |  |  |
| *Situating practice within an appropriate contextual framework and recognise the significance of the work of other practitioners in their discipline*  | ***§*** | ***§*** | ***§*** | ***§*** | ***§*** |  | ***§*** | ***§*** | ***§*** | ***§*** |  |  | **§** | **§** |

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|  | ***TFD1111*** | ***TFD1321*** | ***TFD1110*** | ***TFD1112*** | ***TFD1118*** | **TID1331** | **TID1342**  | **TID1343** | **TID1338** | **TST1525/TST1530** | **THD1320** | **THD1376** | **THD1377** | **THD1378** |
| **Generic and graduate skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Self-management:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity. |  | **§** |  | **§** | **§** | **§** |  | **§** | **§** | **§** | **~~§~~** | **§** |  |  |
| Identify personal strengths and needs, and reflect on personal development | **§** |  | **§** | **§** |  | **§** | **§** | **§** | **§** | **§** | **~~§~~** | **§** | **§** | **§** |
| **Critical engagement:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Analyse information and experiences, and formulate independent judgements and articulate reasoned arguments through reflection, review and evaluation | **§** | **§** | **§** | **§** | **§** |  | **§** |  |  | **§** | **~~§~~** | **§** | **§** | **§** |
| Use the views of others in the development or enhancement of their work | **§** |  |  | **§** | **§** | **§** | **§** | **§** | **§** | **§** | **~~§~~** | **§** |  |  |
| **Group/team working and social skills:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Interact effectively with others, for example through collaboration, collective endeavour and negotiation |  |  | **§** | **§** | **§** |  | **§** | **§** | **§** | **§** |  |  | **§** | **§** |
| Articulate ideas and present information comprehensively in visual, oral and written forms to audiences in a range of situations | **§** | **§** | **§** | **§** | **§** |  | **§** | **§** | **§** | **§** | **~~§~~** | **§** | **§** | **§** |
| **Research and information skills:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Source and research relevant material from a variety of sources, assimilating and articulating relevant findings | **§** | **§** | **§** | **§** | **§** | **§** | **§** | **§** | **§** | **§** | **~~§~~** | **§** | **§** | **§** |
| Develop and communicate entrepreneurial and innovative ideas, and selectively employ appropriate information technologies  |  |  |  |  | **§** |  | **§** | **§** | **§** | **§** | **~~§~~** |  |  |  |
| Identify IP issues, prevent infringements of other’s IPRs and take the appropriate steps to safeguard innovation and commercialisation processes |  |  |  |  |  | **§** | **§** | **§** | **§** | **§** | **~~§~~** | **§** | **§** | **§** |

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| **BA/BSc Textiles****Main Modules that deliver PDP Content (over-arching, connecting modules)** |  |  |
| Foundation level | Intermediate level | Placement Year | Higher Level |
| **TFD1111** | **TID1330** | **TST1525 / TST1530** | **THD1377 / THD1378** |
| **Sustainable Principles** | **Advanced Theory and Context** | **Art & Design Placement / Enterprise Placement** | **Technical for Textile Practice** |
|  |  |  | **Theory for Textile Practice** |
| **Critical reflection** & PDP Presentation of work **Connects theory & practice**  Peer and self assessment | **Professional development**  Placement Preparation **Career Development**  CV and portfolio preparation Team skills, communication | **Reflective thinking, and self-evaluation** Feedback Planning, communication | **Personal & objective analysis**  **Professional development planning** Critical reflection |
| **PDP content in other modules** |  |  |
| **TFD1321, TFD1110, TFD1118, TFD1112** | **TID1331, TID1332,**  | **TST1525 / TST1530** | **THD1376 & THD1320 Major Project** |
| TFD1321 Formative feedback TFD1110 Tutorials & Feedback, Peer Evaluation TFD1118 Feedback & tutorials, peer evaluationTFD1112 Feedback & tutorials, peer evaluation | TID1331 Formative Feedback TID1332 Self-Assessment & peer feedback/team work in addition to formative feedback | Placement visit from staff, Reflection on progress/achievements through report & presentation  | THD1376 Critical reflection, Peer feedback/formative feedback & tutorials THD1320 Action planning, critical reflection & Prof.Practice |

Course Structure

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| Year 1 | Textiles | BA /BSc | TFD 1110 | *Materials, Processes and Practices*Workshop Rotations such as: Embroidery, Dye, Weave, Knit, Print, Future Textiles | Specialism Focus |  |
| TFD 1112 | *Textile Practices*Creative Development of Workshop Rotations such as: Embroidery, Dye, Weave, Knit, Print, Future Textiles | Specialism Focus |
| TFD 1118 | *Concept Design and Make**Introduction to Professional Practice* routes of Commercial Designer, Designer Maker, and Contemporary Practitioner. | Context Focus |
| TFD 1111 | **Sustainable Principles** |
| TFD 1321 | *Visual Research* |

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| Year 2 | Textiles | BA/BSc | TID 1331 | *Advanced Materials & Processes*Workshop Rotations: Embroidery, Dye, Weave, Knit, Print, Future Textiles |  |
| *Advanced Materials & Processes*Technical Studies |
| TID 1343 | *Drawing for Textiles* |   |
| TID1338 | *Creative Professional Practice* |
| TID 1342 | *Theoretical and Ethical Studies* |
| Year 3 | Textiles | BA /BSc | TST 1525 / TST1530. | *Optional Sandwich Placement* |

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| Year 4 | Textiles | BA/BSc | THD 1376 | *Research & Development for* *Textile Practice* |  |
| THD1320 | *Major Design Project*Professional Practice | Degree Show Project:  |
| THD 1378 | *Theory for Textile Practice*Research Report/ Monograph | Future Directions Trend Pack | Presentation |  |
| BA |
| BSc | THD 1377 | *Technical for Textile Practice*Research Report / Monograph | Product / Material Specification | Presentation |

**BA/BSc (Hons) Textiles**

**Module Assessment Schedule**

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| **Year One** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TFD1111 |  Sustainable Principles |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TFD1321 |  Visual Research |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |
| TFD1110 |  Materials, Processes and Practices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  | 2 |  |  |  |  |  |
| TFD1118 |  Concept, Design and Make |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |
| TFD1112 | Textile Practices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |
| **Year Two** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TID1342 |  Theoretical and Ethical Studies |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TID1343 | Drawing for Textiles |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |
| TID1338 | Creative Professional Practice for Textiles |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  | 2 |  |  |  |  |  |  |
| TID1331 |  Advanced Materials and Process  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  | 2 |  |  |  |
| **Year Three** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  THD1376 |  Research and Development for Textiles |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  THD1377 |  Technical for Textiles (BSc) |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  | 2 |  |  |  |  |  |  |  |  |  |  |  | 3 |  |
|  THD1378 |  Theory for Textiles (BA) |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  | 2 |  |  |  |  |  |  |  |  |  |  |  | 3 |  |
| THD1320 | Major Project - Textiles |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  Formative Assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  Summative Assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**CAB Model**

| **Model**  | **Mode of Study** | **Course Start Month** | **Length before Main CAB** | **Expected Month for Main CAB** |
| --- | --- | --- | --- | --- |
| A | UGT FT | September | 9 months | June |