



**Programme Specifications
BA (Hons) Textiles & Surface Design**

2018/19-2022/23



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Programme Specification

The Programme Specification provides a summary of the main features of the **BA (Hons) Textiles & Surface Design** programme, and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if he/she passes the programme.

Further detailed information on the learning outcomes, content and learning and teaching methods of each module can be found in your module handbooks.

Key Programme Information	
Final award	BA (Hons)
Programme title	BA (Hons) Textiles & Surface Design
Teaching institution	The Northern School of Art
Awarding Institution	Arts University Bournemouth [AUB]
Professional accreditation	None
Length of programme/mode of study	3 Years Full-Time
Level of final award (in FHEQ)	Level 6
Subject benchmark statement(s)	Art and Design
UCAS code	W230
Language of study	English
External Examiner for programme:	Professor Jess Power Staffordshire University
Please note that it is not appropriate for students to contact External Examiners directly	
Date of validation	March 2013
Date of most recent review	April 2018
Date programme specification is written/revised	April 2018

Programme Introduction

The BA (Hons) Textiles & Surface Design programme is ideally suited to students who want to produce exciting and innovative surface designs and/or textile products appropriate to national and international markets. The programme aims to develop creative practitioners with an excellent understanding of contemporary surface design and textile products, market requirements, professional practice and technical expertise, in preparation for future careers and employment and/or self-employment, or further study.

You will develop a clear understanding of current working practices within the industry (in the broadest sense) that are supported and developed by a range of visits, live assignments, international trade show participation and the awareness of current and future markets and industry structures within textiles, textile products and surface design.

The programme covers printed textiles, embroidery, surface design and textile construction skills, closely integrated with visual studies, conceptual and contextual inquiry, and professional practice to support your creative development and the production of design collections and/or products. The traditional studio skills of drawing, composition, use of colour and the production of designs in repeat using industry standard formats are also embedded within the programme. The curriculum will also encompass relevant technical skills including digital technologies and techniques, product development, construction, presentation, branding and costing skills so that you can design final collections and/or make textile products to an appropriate professional standard.

You will work across a range of textiles and surface design areas including fashion, interiors, gift, textile concepts and textile products, working with conventional and non-conventional materials and outcomes. This is underpinned by intellectual inquiry and the critical analysis of your creative practice to promote the development of conceptual thinking and consideration of your role and responsibilities as a practitioner.

The programme aims to produce graduates with relevant key transferable skills and knowledge, and the capability to secure employment within the related industries and commerce on an international basis, or in an entrepreneurial capacity as freelance designers, designer makers, artisans and practitioners, or to develop your practice further via further study.

Programme Aims

- PA1 To develop creative investigative approaches to the design and production of textiles and surface design collections and/or products including processes of research, analysis, interpretation, problem-solving and realisation
- PA2 To develop cultural and professional structures that enable you to integrate the theory and specialist practice of textiles and surface design (e.g. Links between professional and contextual theory and studio practice including research, drawing, design development and realisation of final outcomes)

- PA3 To encourage the development of drawing, design development, print and embroidery sampling and the development and production of design collections and/or products
- PA4 To encourage independent approaches to creative practice and project management, including planning and organisation, investigation, evaluation and collaboration
- PA5 To develop your ability to strive for innovation within your personal practice and to effectively communicate and present information through research, visual exploration, prototyping and development, realisation and presentation of textiles and surface design, evaluation, essays and reports
- PA6 To provide opportunities for you to develop transferable skills that enhance your employability and enable you to locate your specialist creative practice within a professional context

Programme Outcomes

- PO1 Demonstrate a systematic understanding of the design and realisation of textiles and surface design and their theoretical, cultural, ethical and professional contexts, including research, ideas initiation, visual exploration, design development, production of final outcomes and presentation
- PO2 Synthesise, critically evaluate, reference and apply research from appropriate sources to make independent judgements within your personal practice
- PO3 Demonstrate conceptual understanding that enables you to devise and sustain arguments, solve problems, and use ideas and techniques appropriate to textiles and surface design
- PO4 Manage your own work and learning as an autonomous practitioner and collaborate with others in preparation for employment, continuing professional development and/or further study
- PO5 Apply an appropriate range of practical and technical skills to produce solutions and outcomes relevant to textiles and surface design related professional practice
- PO6 Communicate information, ideas, problems and solutions in a range of appropriate formats to specialist and non-specialist audiences, including potential employers and professional networks

Reference Points

The aims and learning outcomes of the programme have been mapped to the reference points of the Framework for Higher Education Qualifications [FHEQ] (Levels 4, 5 and 6) (October 2014) and the Quality Assurance Agency's [QAA] Subject Benchmark Statement for Art & Design (February 2017) to ensure that appropriate skills, knowledge and attributes can be achieved by students within the structure of the programme. The UK Quality Code for Higher Education has been

used extensively as a framework for the development of the programme in order to meet the academic standards required.

Learning, Teaching and Assessment

Learning and Teaching Strategies

Your programme has been designed to give you a clear and logical learning experience, which encourages you to take an active part in the learning process. Each level of the programme has explicit learning outcomes that indicate the range of your knowledge and understanding, including intellectual, practical, professional and transferable skills.

The programme helps you to develop the ability to plan, manage and evaluate your learning, which is vital to the process of becoming an independent and professional practitioner. It also encourages you to take a more questioning approach, so that you can resolve problems with increasing confidence in your own judgements.

Formative feedback throughout modules helps you to evaluate your progress and identify your individual strengths and areas for development, based on feedback from tutors, other students, and your own self-evaluations.

The programme objectives are met by deploying a wide variety of teaching and learning methods including assignments, projects, lectures, seminars, group critiques and tutorials. In consultation with the Faculty leader, academic staff are responsible for coordinating individual modules of study, and for selecting appropriate methods of delivery according to the subject matter and the student experience.

The learning and teaching methods used to enable you to develop the skills, knowledge and critical awareness required to become a creative practitioner and promote the development of transferable skills, which are essential for employability.

The study time allocated to each module in the programme incorporates a balance of formal teaching, tutorial support and independent learning. The programme is structured progressively to provide increased opportunities for independent learning as you reach the later stages of the programme. The promotion of independent learning reflects your anticipated maturity as a student and allows you to direct your learning towards individual goals.

The integration of theory and practice is crucial in your development as a well-rounded and informed creative practitioner. This is promoted and reinforced through a team-teaching approach in both practical and written modules. Lectures, seminars and tutorials may be delivered by academic staff, as appropriate, in the creative environment of the studio, lecture theatre and seminar rooms.

Level 4 – Foundation and Orientation

Level 4 provides you with an introduction to the concepts, skills and knowledge associated with your subject area. You can access guidance and support from tutors during teaching sessions, but you are also expected to use independent study time to develop your skills further. Verbal and written formative feedback in tutorials and

teaching sessions provides you with a clear indication of your progress, and you can use formative self and peer evaluation to help you to develop your critical and evaluative abilities.

Level 5 – Development and Exploration

The learning and teaching strategies used in Level 5 encourage you to take more responsibility for your learning and personal development, underpinned by formative self and peer evaluation. You are provided with opportunities to extend your subject knowledge and associated skills, and to study specific areas in greater depth. As you progress through Level 5, you are able to focus increasingly on your individual areas of interest and specialism. This is determined through the introduction of Learning Agreements, in which you can negotiate your own routes of inquiry, including research, development and realisation, in response to module learning outcomes. Elements of work-related learning, such as live projects, enable you to develop your professional practice and experience of working in a commercial context. Throughout Level 5, you are also encouraged to seek and negotiate your own work experience, if suitable opportunities are available.

Level 6 – Consolidation and Expertise

In Level 6, you are encouraged, within a supportive environment, to interrogate your specialism, consider your future direction and use the opportunity to effectively and meaningfully plan, prepare and move forward. Through analysing and defining your individual direction, you will develop a range of intellectually and practically challenging work that helps you to consolidate your prior experience, knowledge and skills to a higher level of expertise. Emphasis is placed on self-initiated projects and your ability to plan and manage your own learning within all modules. You are expected to work with a considerable degree of independence and to exercise effective critical analysis, evaluation and professional practice. However, specialist academic tutors will give you guidance throughout Level 6 in order to provide a structured and supportive learning environment, promoting a manageable level of student autonomy, while continuing to address any potential issues. Individual student-initiated projects are developed, negotiated and undertaken within the module framework to assist you in the realisation of your creative aspirations as an independent practitioner.

Methods of Learning Glossary

A variety of methods are used to help you to engage with your learning, both by you as a student and by your tutors – some of these methods are described below.

Timetabled teaching sessions

Your student timetables indicate the teaching sessions that have been arranged for you across the modules that you are studying, and are available to you on the VLE. Within your teaching sessions, you will take part in a variety of activities that will help you to learn and develop as appropriate to each module and assignment. Specific learning and teaching strategies used in teaching sessions can include:

- Projects and assignments - covering a range of learning areas
- Tutorials - for appraisal and development as an individual or in groups
- Critiques - to provide formative feedback and to develop your presentation skills
- Lectures - formal and informal
- Flipped Learning – introduced to the learning material before class, with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities
- Seminars - discussions that develop your critical responses
- Demonstrations - practical and workshop-based activities

Independent study

In addition to teaching sessions, the development of your skills and knowledge requires extra individual input defined as independent study. This will appear on your timetables and is an important part of the learning hours required for each module.

During these periods, tutors are not timetabled to teach you, but technician demonstrators and Library staff are available to help you to undertake research and the development of ideas and practical work. It is your responsibility to make good use of independent study time and the facilities available. It is essential that you access the specialist workshops during this time to develop your skills with materials, equipment and processes. The School's opening times and access to resources are intended to provide extra opportunities for you to benefit from your studies and to achieve your goals.

Assignments

A strategy based on practical and/or written work, ranging from staff-initiated activities at Level 4, and leading progressively to increasingly student-led activities at Levels 5 and 6.

Live assignments or live briefs

An assignment negotiated between a tutor and a relevant external agency, providing an opportunity for you to work within the constraints of a commercial brief. Live assignments/live briefs can also include competitions and awards.

Projects

An activity initiated by you as a student in which the emphasis is on student-centred learning. The tutor acts as a supervisor, negotiating the choice of topic with you through the Learning Agreement (see below), and supporting you throughout the project, including ethical considerations, which will be undertaken on an individual basis and/or in groups.

Lectures

A structured presentation of ideas, concepts and content knowledge by academic staff and visiting lecturers to groups of students, followed by feedback, questions and answers.

Academic tutorials

A meeting with an academic tutor or tutors either to discuss the progress of your work on a formative basis or to give summative feedback about your achievement in individual modules or the programme in general. Academic tutorials can take place on an individual basis, or with a group of students.

Seminars

A group activity involving the open discussion and analysis of topics – seminars may be tutor-led or student-led and can include short presentations.

Group critiques

These involve students in presenting and discussing work with tutors and the peer group within modules, giving you the opportunity to evaluate and respond to feedback.

Workshops

Specific activities within specialist modules that provide the skills required for assignments and can be delivered by tutors and/or technician/demonstrators. Technical and practical skills are developed in a range of techniques, processes and materials relevant to your area of study and specialism.

Educational visits

Educational visits to a range of external venues provide opportunities for you to broaden your field of research and knowledge related to your area of study. You will be given information about your programme's planned educational visits throughout the academic year.

Personal Development Planning [PDP]

Personal Development and Planning [PDP] are linked to all Levels of the programme through methods of reflective practice and planning which are integral to each module and help you to plan, integrate and take responsibility for your personal, academic and career development. In dialogue with tutors through formative feedback, you are encouraged to identify strengths and areas for development and establish learning goals that might improve perceived weaknesses and enhance your strengths.

Learning Agreements

As you progress through the programme, there are increasing opportunities for you to negotiate your own learning. Learning Agreements are introduced at Level 5 as a mechanism to support you in defining your individual learning in the context of the programme. Within the Learning Agreement, you will outline how you intend to fulfil the module aims and outcomes and how you plan to achieve this. This enables you to vary the work you produce according to your own personal and professional goals and aspirations whilst meeting the specified aims and learning outcomes of the module. The Learning Agreements contribute towards evidence of your Personal

Development Planning. . At level 6, the learning agreement includes an ethical approval process showing evidence of ethical awareness processes to overcome issues.

Assessment

Each module is assessed separately, and the assessment forms part of the module. Assessment both provides a measure of your achievement and also gives you regular feedback on how your learning is developing.

At every level of your programme, you will be provided with a Module Handbook for each module, which contains information about the individual modules you will be studying. This includes what you are expected to learn within each module; the work that you have to submit; how it will be assessed; the deadline for submitting your work for assessment; and when you can expect to receive summative feedback.

You will receive a final mark for each module in the form of a percentage, which is recorded on your formal record of achievement (transcript). Each component of assessment is marked using a notched marking scale, whereby only certain marks are used within each banding of marks. The only marks available within any ten-point band are *2, *5 and *8 (e.g. 62, 65, 68). These marks correspond to a low, mid, and high level of achievement within each banding of marks.

All learning outcomes must be passed to successfully complete the module.

On successful completion of your Honours degree programme, you will be awarded a degree classification based on your module marks. For students who started their course prior to 2022-2023, the final classification is determined using all module marks at Levels 5 and 6, using two different algorithms, which are detailed in the Undergraduate Regulatory Framework and Assessment Regulations (available on the VLE). If the two algorithms produce different results, you will be awarded the higher class of degree. For students starting from 2022-23, the final classification is determined using all module marks at Levels 5 and 6 using a single algorithm. The algorithm is also outlined in full in the Regulatory Framework and Undergraduate Assessment Regulations (available on the VLE).

If you have joined Level 6 either through the Accreditation of Prior Learning [APL] route or having completed a Foundation Degree [FdA], the final classification is determined using only your module marks at Level 6.

For further information on progression, awards and classifications, please visit the VLE.

Programme Structure

All students are registered for the award of BA (Hons); however, exit awards are available if you leave the programme early, having successfully completed one or two Levels. If you successfully complete a Level of the programme, you will automatically be entitled to progress to the next Level.

For the award of a Certificate of Higher Education (CertHE), you must have achieved a minimum of 120 credits at Level 4. This qualification may be awarded if you leave the School following successful completion of the first year of your programme.

For the award of a Diploma of Higher Education (DipHE), you must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification may be awarded if you leave the School following the successful completion of the second year of your programme.

For the award of a BA (Hons), you must have achieved a minimum of 360 credits of which a minimum of 240 must be at Level 5 or above, of which a minimum of 120 credits must be at Level 6. This qualification will be awarded upon successful completion of your programme.

A BA without Honours may be awarded if you have achieved 300 credits, at least 180 of which are at Level 5 or above, and at least 60 of which are at Level 6.

Programme Content

The programme is structured to provide you with a systematic, coherent and progressive learning experience. The learning and teaching strategies enable you to take increasing levels of responsibility for your own learning. The ability to plan, manage and evaluate your own learning is vital to the progression towards autonomy and increasing independence, in which you actively engage with, and make sense of, what you are learning rather than merely reproducing knowledge.

The programme's modules have been designed and organised to provide opportunities for you to develop, integrate and consolidate a wide range of knowledge and expertise. The practical and design-based modules enable you to develop the skills and abilities you will need to produce creative solutions, underpinned and enhanced by the theoretical modules through integrated activities and the development of knowledge and key transferable skills. The module structure provides you with a holistic and coherent learning experience and a comprehensive framework for assessment and progression that will enable you to gain recognition for your progress and achievement.

The programme consists of three Levels (4, 5 and 6), each lasting one academic year of full-time study. Each Level is divided into modules, which may vary in size. A standard module represents 200 hours of study and is worth 20 credits. However, to encourage depth and breadth of study, most of the practical and design-based modules are larger 40 credit modules. This will enable you to better appreciate the holistic nature of the subject. At Level 6 in particular, it will also promote a deeper exploration of your individual interests within the discipline.

Level 4

The structure of Level 4 modules provides the foundation of skills and knowledge required for progression through the programme. Level 4 modules are designed, to

aid the orientation of the discipline at Level 4 and to support you in managing your workload, particularly with reference to assessment.

There are two 20 credit modules (**Introduction to Creative Cultures and Make**) and two 40 credit modules (**Print and Stitch**). The 40 credit modules allow for in-depth delivery of technical skills and the opportunity for you to fully embed, understand and ask questions of the techniques learned. Interim critiques and tutorials will be utilised throughout the modules to ensure that you are engaging, progressing your work and also to offer formative feedback.

Deadlines will be balanced across the academic year to support you in your first year of study. Level 4 summative deadlines would be during weeks 14, 21, 26 and 28 of the academic year, with additional formative deadlines to enable you to receive feedback on your work in progress.

The **Introduction to Creative Cultures** module (20 credits) introduces the development of research, study, critical thinking and analytical skills through the exploration of contemporary and historical art, design and contextual issues within creative cultures in a series of lectures and research seminars. This module encourages you to understand and appreciate the influences on contemporary culture and the relevance of social, theoretical, political and cultural contexts to your own practice.

The **Make** module (20 credits) introduces a range of construction techniques that will enable the production of a variety of 2D and 3D calico samples/toiles. This module will provide you with a range of appropriate skills required to produce textile based products and outcomes in later modules. It will develop a fundamental knowledge of appropriate equipment, methods and procedures including Health & Safety guidelines that are relevant to textile workshop practice.

The **Print** module (40 credits) introduces a range of textile printing techniques and leads to the production of printed textile outcomes. Research into historical and contemporary printed textiles explores the marketplace for textiles and surface design in order to raise awareness of the industry and its designers and artisans.

Initially, you will investigate the production of visual studies that have the potential to inform the development of print responses. Through the exploration of line, texture, colour, scale, composition, styling and media applications, you will experience a wide range of approaches to recording visual information and are encouraged to establish individual routes of enquiry and creative expression. The module is designed to promote an experimental approach and the significance of visual exploration to the design process. These visual responses will then be translated into print based experimentation and outcomes, to include screen production, exploration of dyes, pigments and surface applications. Conventional and non-conventional materials will be explored, which may include paper, card, fabric (new and recycled), plastics, wood, concrete etc.

This module enables you to develop a fundamental understanding of appropriate equipment, methods and procedures including Health and Safety guidelines that are relevant to workshop practice.

The **Stitch** module (40 credits) introduces a range of embroidery techniques to enable the production of stitched textile and surface design outcomes/responses, informed by drawings and image generation techniques.

Research into historical and contemporary embroidered textiles informs and supports the development of skills and critical and technical awareness and enables you to make links between theory and practice and explore the work of other practitioners. You will develop a fundamental knowledge of appropriate equipment, methods and procedures including Health & Safety guidelines that are relevant to textile workshop practice.

The Level 4 structure will embed and develop appropriate knowledge, technical, practical, transferable and critical thinking skills in preparation for Level 5.

Level 5

Level 5 modules have been devised to enable you to explore and study specific subject areas in greater depth and to extend your understanding of future career routes. Level 5 contains two 20 credit modules (**Theories of Creative Culture and Production**) and two 40 credit modules (**Design and Practice**).

Within the framework of the Learning Agreement the **Design and Production** modules will enable engagement with a series of live assignments across appropriate surface design and product areas and will introduce the design process from an industry perspective. Ongoing formative critiques and deadlines, tutorials and feedback (with tutors and/or industry partners) will reflect the realities and expectations of working within a design studio or as a freelancer, whilst allowing the workload to be balanced across the academic year. Level 5 formative deadlines will be during week 7 and 21 and summative deadlines are proposed for weeks 14, 18, and 28 of the academic year.

Optional work experience will also be a feature of Level 5, and is usually two weeks, which will be negotiated and approved with the framework of the Undergraduate Work Experience Release Procedure. This enables you to apply for extensions to assessment submission deadlines of up to two weeks to correspond with the length of the work experience for modules being studied during your period of absence from the School; and also requires that rigorous risk assessment procedures are followed to ensure your health and safety.

The **Theories of Creative Cultures** module (20 credits) extends knowledge and awareness of theories involved in the language of creativity. The module is designed to equip you with the skills necessary for understanding how meanings within creativity evolve, and the issues that affect creativity, specialist practice, and a creative's place within the wider world. Throughout the module, you are encouraged to apply the relevance of social, cultural, and visual culture theories, to your specialist studies.

The **Design** module (40 credits) provides opportunities to generate and develop in-depth creative ideas and outcomes within the context of the contemporary textiles &

surface design markets. Your understanding of the appropriate creative industry, its international perspective, and the roles available within it are also explored. The structure of live assignments provides students with professional design experiences, and the Learning Agreement enables students to define their response and approach to each live brief. Traditional and CAD-based applications for print and embroidery will be developed as part of the design process. Research into design-led companies producing textiles and surface designs and/or products develops market awareness and enables you to contextualise your work within current market levels.

The **Production** module (20 credits) provides the opportunity to produce fabric samples for interiors, using colour separation techniques. Practical and technical skills will be developed to enable formal processes for the development and production of printed samples to be learned.

The **Practice** module (40 credits) enables you to integrate the development of knowledge and skills related to a specialist area of textiles and surface design that reflects individual career aspirations. It requires you to identify and develop a self-initiated and negotiated design brief from concept to final outcomes and encourages the development of independent learning in preparation for Level 6 of the programme. Students may wish to explore collaborative approaches with students on their own or other programmes. Innovative thinking and use of materials and methodology will be encouraged and students will use the Learning Agreement to identify their route of enquiry, methodology and supporting research and theory.

Level 6

At Level 6, you are able to consolidate and demonstrate the knowledge, understanding and skills you have gained in Levels 4 and 5, and to develop increasing levels of expertise and independence in preparation for future professional practice or further study. Extended projects encourage in-depth study and sustained research towards the realisation and presentation of a professional and considered textiles and surface design portfolio that is appropriate to your career aspirations.

The Level 6 modules have been devised to enable you to design your individual pathway through the final year, resulting in a focused package of skills which is supported by extensive critical and analytical research, and is demonstrated in your visual language. For students who wish to progress onto further study, the emphasis will be focused on the requirements of a successful application.

The structure of Level 6 modules is common to all undergraduate programmes at The Northern School of Art and consists of four consecutive modules that enable you to research, plan, undertake and conclude a pathway of study that is specific to your individual areas of focus and interest within your creative discipline. The common structure also provides opportunities to work collaboratively with students from other disciplines, and the potential cross-fertilisation of creative practice is intended to reflect the realities of the contemporary creative industries.

The modules are structured to promote the integration of theory and practice and to ensure that concepts are realised in a manner that will support your personal and professional development. The final module concludes with a degree show that will focus on your future intentions with relevant written and practical work. The dissertation or report will inform the work for your final portfolio and develop a self-identified written investigative study that relates directly to your creative practice.

Throughout Level 6, you will be provided with a curriculum that allows for individual progression and development, and is integrated with opportunities that enhance the realisation of your own vision to enable you to graduate as a professional and informed creative practitioner.

Level 6 modules are either 20 credits or 40 credits in value.

In the **Project Research and Preparation** module (40 credits), you will identify, initiate and negotiate a personal project that will enable you to consolidate and demonstrate your individual creative identity. This should reflect the individual focus of your creative practice and career aspirations; and be underpinned by extensive research, analysis and development work that supports the realisation and production of your creative outcomes in the Final Major Project. You will be able to research, define and develop a complex project that challenges your existing practice, and to consider potential collaborations in preparation for working in the creative industries, or for further study. The research, planning and development that you undertake during the Project Research and Preparation module will include identifying and negotiating the topic of your written investigative study for the Dissertation / Report module, which will be devised to inform and enhance your practical work.

The **Dissertation/Report** module (20 credits) provides you with the opportunity for extended research and investigation into a negotiated individual topic based on an aspect of your creative practice. The choice of either a theoretical argument (dissertation) or a factual report (for example, on an aspect of potential entrepreneurial activity) should be determined by your individual aims and aspirations after graduation. Both options will equip you with a wide range of skills that can be applied to research, information retrieval and academic writing.

The **Final Major Project** module (40 credits) enables you to focus on your specialism and to apply the knowledge, skills and intellectual abilities acquired and developed throughout your programme. You will realise the conceptual, theoretical and professional inquiry identified in the Learning Agreement that you produced in the Project Research and Preparation module in order to bring your ideas to a reasoned conclusion, based on problem-solving, decision-making and critical evaluation. Your ability to manage a complex project with an independent and professional approach is a key aspect of this module. The final creative outcomes should be executed and presented to a standard appropriate to Level 6 Honours degree study and to their commercial or professional focus.

The **Final Show and Portfolio** module (20 credits) is a launch point for your commercial vision or progression to further study. You will present yourself and your

work in a relevant professional context that highlights the progression you have made as a critical creative practitioner. The opportunity to create an outward-facing exhibition that showcases your creative practice and achievements is your chance to take the first steps into the creative industries. Working with a provided space, you will manage and deliver an individual show that promotes your final portfolio of work, supported by self-promotion and marketing tools directed at your own professional aspirations.

Programme Modules

Module Code	Module Title	Credit Weighting
Level 4		
HTXF461	Make	20 credits
HTXF462	Print	40 credits
HTXF464	Stitch	40 credits
HTXF463	Introduction to Creative Cultures	20 credits
Level 5		
HTXF561	Design	40 credits
HTXF562	Production	20 credits
HTXF564	Practice	40 credits
HTXF563	Theories of Creative Cultures	20 credits
Level 6		
HTXF661	Project Research and Preparation	40 credits
HTXF662	Dissertation / Report	20 credits
HTXF663	Final Major Project	40 credits
HTXF664	Final Show and Portfolio	20 credits

Programme Diagram

This diagram indicates the proposed start and end dates for each module and shows teaching weeks only; holiday periods are not included. Further information on the structure of each module is included in your Module Handbooks.

Level 4																														
Week Numbers																														
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14		15	16	17	18	19	20	21	22	23	24	25	26	27	28	
WELCOME WEEK AND INDUCTION	Weeks 1 – 26 Module code HTXF461 Make (20 credits)														INTERIM WEEK	Weeks 15 – 28 Module code HTXF464 Stitch (40 credits)														WEEKS BETWEEN END OF TEACHING WEEKS AND END OF TERM: ASSESSMENT OF FINAL MODULES AND TUTORIALS
	Weeks 1 – 14 Module code HTXF462 Print (40 credits)															Weeks 15 – 28 Module code HTXF464 Stitch (40 credits)														
	Weeks 1 – 21 Module code HTXF463 Introduction to Creative Cultures (20 credits)															Weeks 15 – 28 Module code HTXF464 Stitch (40 credits)														
	Weeks 1 – 21 Module code HTXF463 Introduction to Creative Cultures (20 credits)															Weeks 15 – 28 Module code HTXF464 Stitch (40 credits)														

Level 5																															
Week Numbers																															
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14		15	16	17	18	19	20	21	22	23	24	25	26	27	28		
WELCOME WEEK AND INDUCTION	Weeks 1 – 21 Module code HTXF563 Theories of Creative Cultures (20 credits)														INTERIM WEEK	Weeks 15 – 28 Module code HTXF564 Practice (40 credits)														WEEKS BETWEEN END OF TEACHING WEEKS AND END OF TERM: ASSESSMENT OF FINAL MODULES AND TUTORIALS	
	Weeks 1 – 14 Module code HTXF561 Design (40 credits)										Weeks 10 – 18 Module code HTXF562 Production (20 credits)																				

Level 6																														
Week Numbers																														
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14		15	16	17	18	19	20	21	22	23	24	25	26	27	28	
WELCOME WEEK AND INDUCTION	Weeks 1 – 9 Module code HTXF661 Project Research and Preparation (40 credits)									Weeks 1 – 14 Module code HTXF662 Dissertation / Report (20 credits)					INTERIM	Weeks 15 – 23 Module code HTXF663 Final Major Project (40 credits)									Weeks 24 – 28 Module code HTXF664 Final Show and Portfolio (20 credits)				WEEKS BETWEEN END OF TEACHING WEEKS AND END OF TERM: ASSESSMENT OF FINAL MODULES AND TUTORIALS	

Level 4 Outcomes	Introduction to Creative Cultures	Print	Make	Stitch
On successful completion of Level 4, you will be able to:	20 credits	40 credits	20 credits	40 credits
Describe, explain and use key elements of knowledge and key concepts of textiles and surface design in defined contexts	* LO1	* LO1	* LO1	* LO1
Gather, describe and apply research from primary and secondary sources in order to develop ideas and make sound judgements	* LO2	* LO4		* LO4
Evaluate the appropriateness of different approaches to solving problems related to textiles and surface design		* LO4	* LO3	* LO4
Reflect upon and evaluate your progress in order to identify your strengths and areas for development		* LO4		* LO4
Apply a range of practical and technical skills relevant to textiles and surface design in defined contexts		* LO2 & LO3	* LO2	* LO2 & LO3
Communicate the results of your study accurately and reliably with structured and coherent discussion and representation	* LO2	* LO4		* LO4

Level 5 Outcomes	Theories of Creative Cultures	Design	Production	Practice
On successful completion of Level 5, you will be able to:	20 credits	40 credits	20 credits	40 credits
Demonstrate knowledge and critical understanding of the well-established principles of textiles and surface design and apply these to a range of activities	* LO1	* LO1	* LO1	* LO1
Use a range of established techniques to initiate and undertake the critical analysis of information	* LO1	* LO2		* LO2
Critically evaluate the appropriateness of different approaches to solving problems in the area of textiles and surface design in order to propose solutions		* LO2	* LO3	* LO5
Apply reflective practice and evaluation to the negotiation and management of your own learning and the identification of individual routes of inquiry		* LO4		* LO1
Select and apply appropriate practical and technical skills relevant to textiles and surface design in order to develop existing skills and acquire new competences		* LO3	* LO2	* LO3
Effectively communicate information, arguments, concepts and analysis in a variety of forms to specialist and non-specialist audiences	* LO2	* LO4	* LO3	* LO4

Level 6 Outcomes	Project Research and Preparation	Dissertation / Report	Final Major Project	Final Show and Portfolio
On successful completion of Level 6, you will be able to:	40 credits	20 credits	40 credits	20 credits
Demonstrate a systematic understanding of key areas of your field of study and its cultural, ethical and professional contexts	* LO1		* LO1	* LO1
Select, evaluate, reference and apply research from appropriate sources to make independent judgements and to initiate and carry out projects	* LO2	* LO1	* LO2	
Demonstrate conceptual understanding that enables you to devise and sustain arguments, solve problems, and use ideas and techniques appropriate to your field of study	* LO3	* LO2	* LO2	
Manage your own work and learning as an autonomous practitioner and collaborate with others in preparation for employment, continuing professional development and/or further study	* LO4	* LO3	* LO3	* LO1
Apply an appropriate range of practical and technical skills to produce solutions and outcomes relevant to your field of study and related professional practice			* LO4	* LO1 & LO2
Communicate information, ideas, problems and solutions in a range of appropriate formats to specialist and non-specialist audiences, including potential employers and professional networks	* LO4	* LO2	* LO4	* LO2

Resources

Library

The Library provides specialist art and design resources to support the learning, research and curriculum needs of both students and staff at the School. All new students receive a Library induction and a subject-specific resource guide which is followed up by an information skills. Additional help is available within the Library for research.

The Library holds a variety of learning materials including books, academic journals, DVDs, and magazines. There is also a wide range of specialist electronic resources focusing on art, design and media, including online e-books and e-journals. The Library resources are catalogued onto the Heritage Library Management System, which can be accessed either within the Library or by the online version via the VLE and the School portal.

The Library is Wi-Fi enabled, and facilities include study spaces and a photocopier. The resources, and help from the knowledgeable, friendly staff, make the Library a popular space for work and study.

The Library consistently receives high scores in both the in-house and national student surveys, which are carried out annually.

Information technology [IT] and digital learning resources

The School provides a comprehensive range of IT resources based around Apple Macintosh computers and Windows PCs using the latest in specialist hardware and software solutions. In our studio and open access facilities every computer is pre-loaded with the latest versions of Adobe Creative Cloud and Microsoft Office 365 applications. Specialist programmes demand specialist requirements and the School caters for this with IT resources utilising industry standard software and hardware solutions.

Studio and open access facilities are complemented by our Bring Your Own Device system allowing access of personal hand-held devices to our wireless network and the internet.

IT resources are supported by a knowledgeable and friendly IT team that endeavours to put the student first and resolve any issues. IT support is accessible via our in-house helpdesk, which is open from 8.30am to 5.00pm Monday to Thursday and 8.30am to 4.30pm on Fridays, email: helpdesk@northernart.ac.uk.

The School provides access to a variety of programme and School related information including Programme Handbooks, Module Handbooks and online learning materials through the VLE.

Student Support

Academic guidance and support

Academic staff are responsible for providing you with feedback on your work and your general academic progress, and for providing academic support and guidance through the programme. This is provided through critiques and written feedback, as well as guidance on practical work and informal discussion about your progress. These sessions may be individual or, in the case of collaborative work, in small groups.

Academic tutorials are scheduled to allow you to have in-depth discussions about your work or the programme in general. You will be entitled to at least one formal recorded academic tutorial per semester with a nominated member of your Programme Team. For further information about academic tutorials, you can refer to the HE Academic Tutorial Policy, which is available on the VLE.

Support and advice are also provided on an informal basis throughout the programme, through discussions between staff and students.

The School's HE Academic Support facility provides additional taught sessions and talks for all students in areas that will support your academic studies. These sessions are scheduled to align with the curriculum and relevant module deadlines and are delivered within programme areas as requested by academic staff or students.

- Academic referencing
- Academic research/reading
- Note-taking
- Essay and dissertation preparation
- Report writing
- Understanding module requirements
- Understanding summative and formative feedback
- Writing a self-evaluation
- How to complete a Learning Agreement
- Personal Development Planning [PDP]
- Time-management
- Confidence-building

In addition, HE Academic Support provides one-to-one and group support tutorials for all students throughout the academic year.

More information is available on the HE Academic Support section of the VLE.

Career education, information and guidance

Advice and guidance for careers support and further training are offered throughout your programme to help you understand the career routes available within your chosen profession. In addition to activities on your programme that will help to guide you towards your individual career path, it is important that you do your own additional research into potential careers. The academic staff on your programme,

many of whom are creative practitioners, will be able to give you further advice about careers in your subject area. Additional support and mentoring to assist in your career planning and research is available from the School's Employability and Enterprise Centre (Folio), and there is also a careers section in the Library.

Support for students with disabilities (including dyslexia)

The School is committed to the principles of equality and diversity and welcomes applications from students with a disability or learning difficulty. The School aims to support all students' individual needs wherever possible to enable all students to achieve their full potential.

If you experience a disability, mental health condition, specific learning difficulty, e.g. dyslexia, Autistic Spectrum Disorder, or long-term health condition, the Student Services team will support you to access additional funding (Disabled Students Allowances - DSA), which may fund the cost of any your support needs. A member of the Student Services team will contact you before you enrol to ask about any support you need, and put in place interim support while they are helping you to access DSA funding.

In addition, all students have the opportunity to complete a dyslexia screening test when they start their programme. This is called the LADS (Lucid Adult Dyslexia Screening) test and helps to identify if you need any extra support, even if you have never accessed support before. If you do, the team will work with you to identify what support you need and help you to access further diagnostic tests and funding. The Student Services team can also offer dyslexic thinkers one-to-one support from a specialist tutor to help develop learning skills.

Pastoral support and guidance

Support and advice on non-academic matters are provided through trained and qualified professional staff within the Student Services team.

The Student Services team is based at Church Square and is open 5 days a week. There is no need for an appointment, you can access support at any time, and the team are all contactable by email or through the online chat facility on the VLE.

The team can help with a variety of issues from practical support in areas such as finance, funding, accommodation and health-related issues, to support and advice on personal issues.

The team also has an onsite counselling service, which you can access whether or not you have seen a counsellor before. This service can help to find positive solutions to issues such as bereavement, mental health issues, and support in managing stress and anxiety. This service is entirely confidential. If the counsellor feels that they are unable to support you or that you would benefit from a different type of service, they will discuss this with you, and help you to seek the support that is appropriate for you.

You can find contact details and further information about Student Services in the Student Services section on the VLE and in various printed booklets available on the noticeboard outside the Student Services office.

Monitoring the quality of your programme

The programme is subject to rigorous quality assurance procedures which involve subject specialist and peer review of the programme by the Arts University Bournemouth at periodic intervals, normally of 5 years. This process ensures that the programme remains up to date, and is preparing you for a career in the creative industries while also delivering a high-quality student experience.

In addition, all programmes undertake an Annual Programme Review, which takes account of relevant information such as:

- External Examiners' Reports
- Key statistics including data on application, retention and achievement
- Results of the National Student Survey [NSS]
- Results of the internal Student Perception Survey [SPS]
- Feedback from Student Representatives, Student Assemblies and Programme Boards of Study
- Feedback from relevant employer groups,

All programmes develop an Action Plan from the Annual Programme Review process, which is monitored by the School. Your Student Representatives can keep you informed about progress against the programme Action Plan.

Staff development priorities for the Programme Team as a whole are identified through the Annual Programme Review process, and for individuals through the staff Performance Management process.

Indicators of quality and standards

All students on taught higher education programmes at the School are enrolled on a programme validated by the Arts University Bournemouth, which was granted taught degree awarding powers by the Privy Council in 2008; and University status was conferred in 2013.

In February 2016, the School underwent a Higher Education Review [HER] with the Quality Assurance Agency for Higher Education [QAA], which formed the following judgements about the higher education provision at The Northern School of Art [formerly, Cleveland College of Art & Design]:

- The maintenance of the academic standards of awards offered on behalf of degree-awarding bodies meets UK expectations
- The quality of student learning opportunities meets UK expectations
- The quality of the information about learning opportunities meets UK expectations
- The enhancement of student learning opportunities is commended

This was an excellent outcome, and confirms that our quality assurance mechanisms are robust, meaning that we can have full confidence in the standard of programme outcomes, and the quality of the educational experience we deliver.

More recently, in May 2022, Arts University Bournemouth conducted an Institutional Review of the School. Arts University Bournemouth were satisfied that the School

was able to demonstrate full engagement with national reference points and that its application of standards was appropriate.

The Arts University Bournemouth Institutional Review Panel commended the School on:

- The confident and mature approach demonstrated during the discussions, reflecting a coherent institution that had a clear strategic vision and effective operational arrangements;
- The student-centred focus, with the student experience being at the heart of everything they did;
- The honest and open approach taken by the institution with regards to this review; and
- The articulate and responsive students, who were extremely supportive of the Institution.

More detailed information to support your study on the programme is available in the following documents, which are available on the VLE:

- Online programme information
- Module Handbooks
- Regulatory Framework and Undergraduate Assessment Regulations
- Student Charter
- School policies and procedures