

Programme Specification

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| Awarding Body | University of the Arts London (UAL) |
| Professional, Statutory or Regulatory Body (PSRB) | None |
| Teaching Institution | Chelsea College of Arts |
| Final Award | BA (Honours) Textile Design |
| Length of Course | 3 years full-time |
| UCAS Code | W231 |
| Date of production/revision | October 2017 – Rev 2, 2017/18 Entry |

Course Introduction

BA (Hons) Textile Design is a unique and exciting course that encourages you to take creative risks and test out ideas through an experimental approach. The course offers a distinctive range of specialist areas unique within UAL: Print, Digital Textiles, Weave, Stitch and Knit. A vibrant studio culture atmosphere marks out this Chelsea Textile Design course and creates a dynamic environment where students can develop their ideas, engage in peer learning, and bring together concept and process.

The course philosophy emphasises the synthesis between ideas and making, concept and process. The redefining of textile and material practices within the contexts of digital advancements, interdisciplinary and environmental issues are key concerns. The interaction between new technologies and traditional craft processes is a dynamic aspect of the course and promotes an ethos of innovative and creative approaches to textile design.

During the first year of the course, you are introduced to the areas of printed, knitted, woven, stitched and digital textile design. You will identify one of these areas to specialise in, and develop expertise in your chosen specialism. Working across these disciplines may also be possible by negotiation. Studio environments establish a lively working atmosphere, fostering a critical dialogue between ideas and making. Specialist textile technical facilities are in close proximity to the studios allowing for a synthesis of ideas and making. In addition to these facilities, students can negotiate access to the excellent wood, metal, ceramics, laser cutting and photography technical workshops.

During the first two years of the course (Levels 4 and 5), you are given the opportunity to explore concepts and themes in response to project briefs through your own enquiry, developing an increasingly professional level in your work. In the final year (Level 6) of the course, you will embark on an individual negotiated project, establishing and defining your design identity through conceptual thinking.

You will also be expected to have generated an innovative individual approach to textiles, for example: critical solutions to environmental issues, experimental technical processes and methods, innovation in trend and design, developments in textile applications for fashion or interiors, spatial/installation or exterior contexts.

Live projects with the creative industries, an international trade fair showcase and opportunities for competition entry enable you to widen your professional and personal development. Global perspectives and culturally diverse contexts for textiles are introduced in both practice and theory units through project themes, work based learning opportunities, exchanges and theory lectures.

Critical enquiry will inform your studio practice and encourage you to consider your design practice within broad, social, cultural, environmental and historical contexts. A bespoke critical theory programme, with leading speakers, seminars and presentations, provides a platform for theoretical debates within and around textiles. The course's textiles theory programme has a designated Theory Co-ordinator and includes theory tutors who cross studio and theory teaching. This supports the integration of theory and studio practice through synchronised projects and topics where relevant. The dissertation unit in the final year of the course (Level 6), engages you in focused research both primary and secondary. Environmental issues and concerns are embedded in all levels of the curriculum and this is supported by staff research interests. It is the aim of the course to develop a heightened critical awareness and the ability to solve problems creatively through textile design and making.

Course Aims

This course aims to:

- Promote innovative, experimental and creative approaches to textile design through the synthesis of ideas and making, concept and process.
- Enable students to explore the potential of specialist process production within textiles and the possibilities of interaction between new technologies and traditional craft processes.

- Develop students' critical awareness of the context for textile design and to engage with theoretical contexts within the textiles, fashion, spatial and interiors fields for example: cloth and culture, consumption, branding, globalisation and environmental issues.
- Promote a dynamic learning environment which enables students to work independently and as members of a design team.
- Enable students to generate ideas through research, conceptual skills and making; to experiment with colour, texture, imagery, in 2D and 3D.
- Enable students to design a material collection through visual research as a starting point and design development processes informed by an awareness of future trends and innovation.
- Develop students' technical textile skills and knowledge (traditional, experimental and digital).
- Develop students' understanding of the professional and international contexts for textile design.
- Offer opportunities for the development of transferable and professional skills relevant to employment and/or further study.

Course Outcomes

The outcomes that you will have demonstrated upon completion of the course, are:

- Demonstrate a critical understanding of historical and contemporary debates within textile design based on a coherent and detailed analysis of key aspects of practice and theory.
- Carry out sustained, systematic critical and practical research, using relevant resources and appropriate methods of analysis, enquiry and experimentation to develop design collections.
- Apply appropriate processes, skills and methods to realise your ideas and consolidate your critical position in a coherent body of work.
- Manage your own learning and continuing development, through independent planning and organisation, critical reflection and self-evaluation.
- Use communication and presentation skills appropriate to textile design in order to articulate complex ideas using specialist language.
- Demonstrate personal responsibility and decision making in order to respond to complex scenarios in a professional context or further study.

Learning and Teaching Methods

The learning and teaching methods for this course may include:

Academic skills/design thinking for textiles/other workshops; brainstorming sessions; collaborative/group project/work; group/individual briefings, tutorials and feedback; group/individual studio teaching; independent museum/gallery/other visits; lectures and seminars; library and technical inductions/orientations/workshops; online learning; presentations; research methods.

Scheduled Learning and Teaching

Scheduled learning and teaching is the percentage of your time spent in timetabled learning and teaching. In each Level (Year) you are expected to study for 1200 hours over 30 weeks; below is the amount of time which is timetabled activity. The rest of your learning time will be self-directed, independent study.

- FHEQ Level 4 (Year 1) – 30%
- FHEQ Level 5 (Year 2) – 18%
- FHEQ Level 6 (Year 3) – 16%

Assessment Methods

The relevant assessment methods for this course may include:

Blogs; critical essays, reports and final dissertation; final show examination; formative assessment: tutorial reviews and mid-year interim reviews; peer assessment; portfolio of work; presentation; student self-evaluation.

Reference Points

The following reference points were used in designing the course:

- The University of the Arts London Credit and Course Structures Framework.
- The University of the Arts London Learning and Teaching policies.
- CCW (Camberwell, Chelsea and Wimbledon) policies and initiatives.
- The UK Quality Code for Higher Education Subject Benchmark Statements
<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements>.

- The framework for higher education qualifications in England, Wales and Northern Ireland <http://www.qaa.ac.uk/en/Publications/Documents/Framework-Higher-Education-Qualifications-08.pdf>.
- The UK Quality Assurance Agency's relevant HE framework, subject benchmarks, and academic infrastructure (www.qaa.ac.uk).

Programme Summary

Programme structures, features, units, credit and award requirements:

Your course is made up of a number of units. Each unit has a credit value related to a number of corresponding hours of learning. One credit is equivalent to ten learning hours, so, for example, 20 credits are equivalent to 200 learning hours including independent study, access to facilities, and teaching time. However, credits are not an indication of the quality of your work. Instead, it is the grades that you receive that indicate your level of achievement.

Your course comprises 3 levels of study: Levels 4, 5 and 6. Credits are awarded at each level. These levels of study follow *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland* (FHEQ). In order to progress to a higher level you will need to successfully complete all units of the previous level. The quality of the work is assessed against specified marking criteria and results in a grade. You will receive 120 credits for each successfully completed level of the course.

To achieve a BA Honours Degree, you must acquire a total of 360 credits (120 at each level). As well as being given credit for units satisfactorily completed, you will be given a grade to indicate the level of achievement. The grade of your degree will be determined by the grades that you achieve for the Level 6 units, and the units will be weighted as follows:

- Unit 9 will count towards 66.7% of your final grade
- Unit 10 will count towards 33.3% of your final grade.

Students who are unable to complete the course are entitled to a University transcript detailing their achievement to date. The transcript will outline the units completed and the credits and grades achieved. In addition, students who leave are entitled to a Certificate of Higher Education (Cert HE) on successful completion of Level 4, or a Diploma of Higher Education (Dip HE) on successful completion of Level 5.

The course is divided into 3 levels. Levels 4 and 5 are split into two core practice units and a theory unit. Level 6 has one core practice unit and one theory unit. Additionally, within Level 4 you will study an introductory unit at the outset of the course, and in Level 5, Unit 5 offers you a choice of focus, aimed to help you explore your practice through a specific area.

Level 4 (Year 1)

- Unit 1: Introduction to Textile Design (20 credits)
- Unit 2: Practice: Concept and Process (40 credits)
- Unit 3: Practice: Textile Context (40 credits)
- Unit 4: Theory: Key Concepts (20 credits)

Level 5 (Year 2)

- Unit 5: Expanded Practice (20 credits)
- Unit 6: Practice: Design and Innovation (40 credits)
- Unit 7: Practice: Professional Communication (40 credits)
- Unit 8: Theory: Contemporary Contexts (20 credits)

Level 6 (Year 3)

- Unit 9: Practice: Design Identity and Synthesis (80 credits)
- Unit 10: Theory: Context and Dissertation (40 credits)

Distinctive features of the course:

- **Distinctive range of textile specialist areas:** Print, Digital Textiles, Weave, Stitch and Knit. The Stitch and Digital Textile areas are a distinctive feature of this course's offer and differentiate it from other textile courses and its main competitors.
- **International exchange programme with the following institutions:** ERASMUS exchanges with Kunsthochschule Weissensee - Berlin, Swedish School of Textiles - Boras, Konstfack - Stockholm, ENSCI and ENSAD - Paris. US exchanges with Parsons School of Design, FIT and Rhode Island.
- **Studio spaces** in close proximity to technical workshops allow for a dynamic **synthesis between ideas and making, concept and process** – the key ethos of the course. This creates a lively studio atmosphere and encourages peer learning, contributes to excellent retention and is cited as a key reason for students interested in applying to this course. External Examiners' reports cite this a distinctive feature of the course.
- **Cross-disciplinary opportunities** – access to 3D workshops and the use of wider materials and processes alongside traditional textile materials and techniques e.g. use of laser-cutting, woodwork, metal and ceramics, reflecting the external context of professional practice which is increasingly interdisciplinary.

- **Bespoke textiles critical theory programme** embedded within the course with a designated specialist theory co-ordinator.
- **External professional links and live projects** - examples of past projects include: Level 6 (Year 3) project with Indesign textile agent resulting in sales to clients in New York e.g. Diane von Furstenberg, Calvin Klein, Donna Karan, Kenneth Cole etc., trend project with WGSN online trend forecasting company, competition opportunities including Design Museum brief, Level 5 (Year 2) funded H&M project resulting in paid internships; Level 5 (Year 2) presence at international trade fair (**Indigo, Première Vision, Paris**) – sales of student work to companies including Louis Vuitton, Nike, Kenzo, Desigual etc., Level 5 (Year 2) colour project public showcase on site at Chelsea; Level 4 (Year 1) Fashion show has taken place at the college's Banqueting Hall, 45 Millbank and in the past at the Wallace Collection, Tate Britain and Brixton Market.
- **Access to world-leading research on sustainability and environmental issues in textiles** – supported by a **Textiles specific research community (TED – www.tedresearch.net)** with course team members active in this field. Course content in theory and practice addresses this. Cited as a reason for interest in this course at application interviews.
- **Research active course team members and range of associate lecturers engaged in professional practice and publishing** - members of TED (Textile Environment Design) and TFRC (Textile Futures Research Centre); Associate Lecturers with active knit and fashion businesses and Fine Art practices.
- **London and the Chelsea Site** as a location for studying is cited as a reason for coming onto the course – access to London's museums, galleries and other cultural resources including industry contexts such as the London Design Festival and London Fashion Week are key distinctive features.

Typically graduates go on to work as designers and fabric developers in high end fashion houses or high street contexts. Others work for interiors companies, in retail, as trend forecasters and style consultants, in theatre, for style/trend magazines and online media. Some choose to work as freelance designers selling their textiles through textile agents or as designer/makers who have set up their own businesses.

Our graduates are professionally engaged in a range of textile and fashion positions which have included: digital print designer - Jonathan Saunders, fabric developers –Céline, Design Assistant - Christopher Kane, Campaign co-ordinator at Talenthouse, Print designer for fashion and homeware - Orla Kiely, Head of Print/Fabric developer - Dries Van Noten, Knit designers at Céline, Burberry, Anthropologie, Weave designers at Liberty, Johnson's of Elgin, Burberry, Fabric developer at Alexander Wang (New York), designer at Zac Posen (New York), Stitch graduate at Jaguar followed by post at Nike (US), stitch designer at Roland Mouret, Print designer – H&M, Designers at River Island, Debenhams and M&S.

On average, approximately 10% of Chelsea's BA (Hons) Textile Design graduates go on to study for MA – typically this has been at Chelsea's MA Textile Design course, the Royal College of Art and MA Fashion or MA Textile Futures at Central Saint Martin's.

Additional Course Costs

Please note that additional costs may be incurred on this course, for such things as printing and photocopying, some materials, optional trips within the UK and overseas and final degree shows.

Recruitment and Admissions

Selection Criteria

- 1 Ability to research a variety of concepts and arrive at a design solution.
- 2 Demonstration of an enthusiasm for colour, texture and imagery.
- 3 A portfolio demonstrating a personal response to a project brief.
- 4 A concise portfolio indicating a critical engagement with design ideas and an ability to select and organise work.
- 5 To show an awareness of textile design within contemporary contexts.

Portfolio advice

- Visual research in colour and black and white using a variety of media e.g. drawing, photography, collage etc.
- Evidence of an interest in surfaces, textural qualities and mixed media.
- Evidence of design orientated research - not necessarily textiles.
- Awareness of a contemporary context and ideas.
- An individual response to ideas and critical awareness, showing your design development process.
- Evidence of an enthusiasm for colour, variety of scale, sketchbooks.
- Larger scale work can be represented through photographs.
- A concise portfolio indicating a selective approach.
- Ability to present critical reflection of the subject in discussion if called for interview.

Entry Requirements

We select students based on the quality of their applications, looking primarily at their portfolio of work and personal statements.

The standard minimum entry requirements for this course are:

- A Level - 2 A levels grade C or above.
- or
- Pass at Foundation Diploma in Art and Design (Level 3 or 4).
- or
- Pass, Pass, Pass at BTEC Extended Diploma.
- or
- Pass at UAL Extended Diploma.
- or
- Access to Higher Education Diploma.
- or
- Equivalent EU or non-EU qualifications. For example - International Baccalaureate Diploma pass achieved at 28 points or above.
- And 3 GCSE passes grade C or above.

We will also consider other evidence of prior learning and experience via Accreditation of Prior (Experiential) Learning - AP(E)L and/or alternative qualifications assessed as offering the same level as the above requirements.

If English is not your first language

All classes are taught in English. If English is not your first language you must provide evidence at enrolment of the following:

IELTS level 6.0 or above, with at least 5.5 in reading, writing, listening and speaking (please check our [English Language requirements](#)).

Course Diagram

Insert a course diagram which includes; units and their credit values, plus credit values per year/level, category of units (i.e. core or specialist), progression routes, years/levels of the course, any other relevant characteristics that distinguishes the course

| | | Autumn Term | | | | | | | | | | Spring Term | | | | | | | | | | Summer Term | | | | | | | | | | | |
|------------------------|--------------------|--|---|---|---|---|---|---|---|---|---|-------------|----|----|----|----|--|----|----|----|----|-------------|----|----|----|----|----|----|----|----|----|----|---|
| Week | | 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 | 29 | 30 | |
| Year 1 FHEQ Level 4 | UAL FRESHERS' WEEK | Unit 1 Introduction to Textile Design - 20 Credits | | | | | | | | | | | | | | | Unit 3 Practice: Textile Context– 40 Credits | | | | | | | | | | | | | | | | |
| | | B | | | | | | | | | | | | | | | S | B | | | | | | | | | | | | | | | S |
| | | Unit 2 Practice: Concept and Process – 40 Credits | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | B | | | | F | | | | | | | | | F | | | S | | | | | | | | | | | | | | | |
| | | Unit 4 Theory: Key Concepts– 20 Credits | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | S | |
| Year 2 FHEQ Level 5 | UAL FRESHERS' WEEK | Unit 5 Expanded Practice – 20 Credits | | | | | | | | | | | | | | | Unit 7 Professional Communication – 40 Credits | | | | | | | | | | | | | | | | |
| | | B | | | | | | | | | | | | | | | S | B | | | | | | | | | | | | | | | S |
| | | Unit 6 Practice: Design and Innovation– 40 Credits | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | B | | | | | | | | | F | | | | | | S | | | | | | | | | | | | | | | | |
| | | Unit 8 Theory: Contemporary Contexts– 20 Credits | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | S | |
| Year 3 FHEQ Level 6 | UAL FRESHERS' WEEK | Unit 9 Practice: Design Identity and Synthesis– 80 Credits | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | S | |
| | | Unit 10 Theory: Context and Dissertation– 40 Credits | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | S | |

B = Unit Briefing

F = Formative Assessment Point- approximate point dependent on term week lengths and project deadlines within units.

S = Summative Assessment Point.

NB. Other forms of formative assessment take place during all units in the form of tutorial feedback and/or group crits.