

PROGRAMME SPECIFICATION
IA2540A16 FdA Contemporary Textiles

General Information

1.	Programme Title	FdA/BA (Hons) (top-up) Contemporary Fashion, Textiles, Design for Interiors
2.	Name of final Award	FdA Contemporary Textiles
3.	Awarding body / institution	Lancaster University
4.	Teaching institution	University Centre at Blackburn College
5.	Mode (s) of Delivery	Face to Face, Distance Learning
6.	Full or Part-Time	Full-time
7.	UCAS Code	Not yet allocated
8.	Accreditation by a professional / statutory body:	None
9.	Language of Study	English
10.	Work-Based Learning	Not Applicable
11.	Date of Programme Specification preparation / revision	12 Jan 2017
12.	Due for revalidation	17 Nov 2016
13.	The General Aims of the Programme are:	<p>The General aims of the programme are to:</p> <ul style="list-style-type: none"> • Provide a pathway for lifelong learning within a creative industry context. • Develop a range of industry specific design and production skills which are required in the work place, regionally, nationally and internationally. • Promote a range of qualities in students including independence and engagement with a range of processes and cultural forms and texts.
14.	The Educational objectives of the programme are:	<p>The educational objectives of the programme are to:</p> <ul style="list-style-type: none"> • Equip students with the skills and knowledge relevant to their future employment.

		<ul style="list-style-type: none"> • Provide students with a broad, connected and balanced knowledge base and theoretical understanding of all the areas covered within their chosen pathway. • Develop in students the ability to formulate and sustain reasoned arguments both when studying art, design and media artefacts and when justifying design and creative decisions. • Introduce students to a range of analytical approaches and issues in the study of art design and media artefacts. • Allow students the freedom to explore and experiment with creative ideas in a non-dogmatic, supportive and safe environment.
15.	Applicable QAA Subject benchmarks	<p>Foundation Degree Characteristics Statement (QAA, September 2015)</p> <p>Subject benchmark statement: Art and Design (QAA, 2008)</p> <p>Subject benchmark statement: Business and Management (QAA, February 2015)</p>
16.	Other external and internal reference points	<p>General Skillset benchmarks:</p> <p>PD5 Develop viable designs to meet the brief</p> <p>D13 Plan and manage design work</p> <p>SIM32 Develop an awareness of environmental good practice in support of sustainable business practice</p> <p>Bespoke cutting and tailoring:</p> <p>C2 Lay patterns, mark-in and cut cloth for bespoke tailoring</p> <p>C4 Construct patterns for bespoke tailoring</p> <p>Manufacturing textile products:</p> <p>TEX30 Develop designs for textile products</p> <p>Interior Design – From British Institute of Interior Design</p> <p>Creativity and practical skills</p> <p>Organisational and project-management skills</p> <p>Drawing, computer-aided design (CAD) and model-making skills</p> <p>An understanding of building and safety regulations</p> <p>Knowledge of products, materials and architectural history</p> <p>Effective communication skills, for working with suppliers, contractors and clients</p> <p>Ability to find practical solutions to problems, to work out costs and keep to budgets</p> <p>The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (QAA, October 2014)</p> <p>UCBC Work Based Learning Policy</p> <p>Guidelines for preparing Programme Specifications (QAA, 2006)</p>
17.	Programme Learning Outcomes	<p>A KNOWLEDGE AND UNDERSTANDING.</p> <p>Students must demonstrate critical understanding, at the appropriate level, of:</p>

	A1	The historical development of art, design and other media forms and the relevance of such development to contemporary practice
	A2	The inherent qualities and application of materials relevant to contemporary work practice
	A3	Selecting appropriate primary & secondary sources (visual, oral or textual) for their needs
	A4	The application of formal design principles including the effective use of colour, composition and contrast in a range of design scenarios
	A5	Drawing as communication especially visual representation and recording techniques
	A6	The importance and application of effective reflection
	B	CRITICAL THINKING / INTELLECTUAL SKILLS. Students must demonstrate skills, at the appropriate level, in:
	B1	Selection of appropriate primary & secondary research sources
	B2	The application of research to creative production, and theory to practice
	B3	The analysis of ideas, images and artefacts
	B4	The analysis and evaluation of ideas, images and/or artefacts, particularly those relevant to design briefs and simulated work projects
	B5	Gathering and analysis of information and experiences.
	B6	The evaluation of the work of peers, team members and professionals within the field
	C	SUBJECT SPECIFIC SKILLS. Students must demonstrate skills, at the appropriate level, in:
	C1	Enhancing and manipulating digital images with software packages
	C2	Creating and organising a portfolio of samples and visual work
	C3	Using specific computer software applications for design creation, development and production
	C4	Selecting, testing & making appropriate use of materials and processes
	C5	Identifying needs and trends in the relevant industry and developing appropriate skills
	C6	Critically observing and using drawing to record, interpret & express ideas
	C7	Use colour theory to interpret trends in the design process
	D	KEY TRANSFERABLE SKILLS. Students must demonstrate skills, at the appropriate level, in:
	D1	Working with others as individuals and teams
	D2	Utilising resources and tutor direction in relation to general and discipline-specific contexts

		D3	Communicating effectively and to the right level, , when presenting to target audiences, observing appropriate conventions		
		D4	Solving general and specific problems within a work-based context		
		D5	Evaluating one's own personal development		
		D6	Managing one's time and prioritising tasks		
18.	FHEQ Level	4, 5			
19.	Credits	Level 4 - 120 Level 5 - 120			
20.	Requirements	FdA Contemporary Textiles - Stage A			
		Module	Name	Level	Credits
		IA10090	Contextual Studies	4	15
		IA10091	Processes and Practices	4	15
		IA10092	Drawing: Visual Enquiry	4	30
		IA10093	Surface Innovation	4	30
		IA10094	Construction and Visualisation – Textiles	4	30
		FdA Contemporary Textiles - Stage B			
		Module	Name	Level	Credits
		IA20090	Critical Studies	5	15
		IA20091	Experimental Research	5	15
		IA20092	Creative Futures	5	30
		IA20093	Refining Studio Practice	5	30
		IA20094	Materials and Techniques – Textiles	5	30
21.	Standard published admission criteria	<p>Foundation Degree</p> <p>Minimum 48 UCAS Tariff points, this can be made up from :</p> <p>One GCE A level or Vocational A level pass or equivalent (NB one AS level pass will normally be regarded as the equivalent of 40% of one A level) or BTEC National Diploma/Certificate or The new 14-19 Diplomas or Other qualifications such as Scottish Highers, Welsh Bacallaureate, Irish Leaving Certificates, International Bacallaureate, with the required UCAS points or a pass in a recognised Access course</p> <p>Students must attend a successful interview at which the student presents a portfolio of work indicating an awareness of what constitutes art and design theory and practice, competence in basic skills such as drawing or computing, and an enthusiasm for the subject.</p>			

		<p>In instances of rejection on the basis of the portfolio, the portfolio would be reviewed by at least two of the programme team and the candidate directed to a suitable lower level programme, such as the Art and Design Pre-Degree foundation course, whose explicit purpose is to prepare students for higher level study in Art and Design. The criteria for the assessment of the portfolio centres on the applicants ability to undertake level 4 study within the subject discipline, to include an assessment of:</p> <ul style="list-style-type: none"> • Articulation of relevant themes • Confidence in using processes, materials and techniques • Presentation skills • Critical thinking skills <p>Alternative entry routes</p> <p>Applicants without the standard entry requirements but with relevant work / life experience will be considered on an individual basis. The interview will be used as part of the decision-making regarding the applicant. The portfolio is also particularly valuable in the assessment of candidates applying from non-traditional academic routes – for example, mature learners who may not meet the entry criteria required of applicants direct from level three study.</p> <p>All applicants will be offered advice and guidance about the most appropriate target awards, progression routes and subject areas for their circumstances.</p> <p>Students will not be required to have GCSE (or equivalent qualifications) at level 2 in English and Mathematics.</p> <p>Overseas applicants will be admitted according to the above criteria using the UK equivalences of their formal qualification as specified by NARIC. Overseas students will be required to have certified English Language proficiency at IELTS level 5.5, Cambridge English: Advanced, or TOEFL 500. Alternatively, an overall pass in the UETESOL (University Entrance Test in English for Speakers of Other Languages) examination would be accepted.</p>
22.	Work Placement	<p>All students will be required to spend at least 240 hours (120 hours per year) working in a relevant role in order to facilitate the application of theory to practice. This can be the students’ paid employment providing it is of relevance to the programme, or via a voluntary ‘placement’ in a relevant role.</p> <p>The relevant department within the College will inspect placements to ensure suitability, to ensure health and safety criteria met. This department shall require the insurance details of each organisation prior to the commencement of placement. Each student requires a mentor (from the work setting or placement) to support them regularly face to face, on the phone or by email, and to provide feedback to the Programme Leader with regard to student progress.</p>

		<p>Students who experience difficulty in obtaining a relevant placement are supported to gain effective placement opportunities via the Programme Team in the first instance.</p> <p>In the event that a student cannot undertake a relevant placement, the student will be afforded the opportunity of working on a bespoke internally devised placement or project, or other coursework related schemes in which a simulated workplace environment will be created using a variety of live briefs from local industry. In this instance, the Programme Leader or Facilitator of the Work Based Learning sessions will undertake the role of Mentor to that student.</p> <p>Where the internal placement involves a project or work for a particular staff member they will act as the student's client or line manager. For example: work activities that include supporting the Arts/Design department's infrastructure will be supervised by the Arts/Design department's technician.</p>
23.	DBS requirements	N/A
24.	Other criteria relevant to this programme	N/A
25.	Recognition of Prior Learning / Exemptions	Any cases will be considered in line with the University's AP(E)L policy.
26.	Opportunities for progression	<p>Progression to the Lancaster University BA (Honours) Textiles top-up Progression to the Lancaster University BA (Honours) Fashion top-up Progression to the Lancaster University BA (Honours) Design for Interiors top-up programme (Level 6) will be offered to students who complete their studies with an overall grade profile of Pass and above.</p> <p>Progression into suitable employment within the industry will also be a valid route for students to take. Students can progress to a diverse range of professions, including freelance work, design studio, styling, visual merchandising, merchandising, buying, promotion, marketing, assistant pattern cutter, assistant designer (junior roles).</p>
27.	Summary of learning, teaching and assessment strategy	The teaching, learning and assessment modes throughout the programme will mirror those expected for Foundation Degrees as outlined in the Quality Assurance Agency for Higher Education's Foundation Degree Characteristics Statement; Subject benchmark statement: Art and Design and Subject benchmark statement: Business and Management

		<p>The learning teaching and assessment strategy is focused around the following underpinning themes:</p> <ul style="list-style-type: none">• A strong emphasis on the development of students' ability to engage in critical thinking, academic articulation, problem solving and professional practice;• A focus on providing students with a breadth of core skills and knowledge in creative industries, informed by strong communications with industry;• On-going commitment to enhancing the student experience through formative and summative assessment and feedback, and personal support mechanisms;• Use of flexible and appropriate learning methods and materials, to support a range of course access and individual diversity needs. <p>To achieve this the programme has selected a well-balanced and carefully considered range of module topics. The programmes aim to develop well-rounded students both fit for local business needs and with potential to engage with specialised topics at higher levels of education. Each module delivery and assessment strategy is focused around the development of the above qualities and, through effective engagement with industry, give students a strong work-related experience in terms of the activities they undertake throughout the programme.</p> <p>The Learning and Teaching Strategy aims to relate theory and content to real life and particularly the context of the textiles/fashion/interior design sector in which students work or are placed. Experience shows that our students come to the programme with very varied experiences and from varied workplaces: cohorts include students already working within the art, design or specifically textiles sector in local or regional freelance operations or for local employers. The learning and teaching strategies for this programme therefore reflect the core features of Foundation Degrees, address other relevant academic infrastructures and focus upon the centrality of work-based practice and learning. Learning and Teaching opportunities are designed to allow for the transfer of learning between the different modules and the integration of theory and work-based practice and learning and work-related activities. The programme is designed to incorporate many different strategies regarding learning, teaching and assessment which will enable the students to be well rounded and open minded regarding opportunities for future career development. There is emphasis on transferable skills as well as the important discipline-specific skills and interdisciplinary approaches are actively encouraged. Learning and teaching opportunities will be designed to</p>
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		<p>allow for the transfer of learning between different modules and levels and the integration of theory and practical, project-based activities. They will consistently address the learning outcomes, the subject content and the requirement to develop demand-led, collaborative and interdisciplinary working and work-related skills. Projects are designed and delivered using a blend of methods. No single method exists in isolation and the programme ethos means that students can receive information in a variety of blended ways to maximize opportunities, ensure inclusivity and a quality experience. Emphasis is placed on the significance of relevant experiential and work-based learning to develop design skills and staff are committed to the use of diverse, appropriate learning methods, through self-directed study, peer teaching, face to face, practical, on-line and blending learning strategies.</p> <p>The Virtual Learning Environment (MOODLE) will be utilised throughout the programme as a mechanism for providing flexibility, encouraging debate and discussion through blogs and forums and one to one tutorials and feedback. Students will also be actively encouraged to contribute to resource sharing their findings and discussing their approaches to tackling problems and generating solutions.</p>
28.	Learning and teaching methods used	<ul style="list-style-type: none"> • Lectures • Workshops • Demonstrations • 1-1 Tutorials • Group tutorials • Group Critiques • Facilitating collaborations • Live and practitioner linked assignments • Work placements • Distance-based and blended approaches accessed via the College virtual learning environment to support and enhance face to face delivery • Awards and competition based opportunities • Participation in seminars and conferences • Research Visits
29.	Assessment methods used	<ul style="list-style-type: none"> • Final practical solutions to given and self-initiated briefs • Journals and personal sketchbooks • Technical files • Documentation of process using digital technologies • Presentations, critiques and project pitches • Written essays • Dissertation • Project proposals and schedules • Project reports

		<ul style="list-style-type: none"> • Work-based project and placements reports • Evaluative statements • Portfolios • Group presentations • Projects • Peer assessment • Group assessment
30.	Support for students and their learning	<p>The text below is typical, adapt, amend and/or add to until this represents what you intend for your programme.</p> <p>Support is offered via:</p> <ul style="list-style-type: none"> • Induction • Diagnostic Assessment (Developmental Needs Analysis) • Nominated Personal Tutor • Individual Tutorials • Group tutorials • Student Support Team • Early Intervention Tutorials • Monitoring of attendance • Library and learning resources • Online resources including the use of Virtual Learning Environments <p>Specific support for Disabled Students includes Personal Support Profiles, Exam Access Arrangements, specialist equipment, and Read and Write Gold and Mindview software.</p> <p>As an institution under the Equality Act 2010 we honour our responsibility to make reasonable adjustment under College policies.</p>
31.	Mechanism for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards	<p>The following instruments are used in assessing fitness for purpose:</p> <ul style="list-style-type: none"> • Learning, Teaching and Assessment Committee – HE • School Board • Programme Committee • Analysis of data on retention, achievement and progression • Peer Observation of Teaching • Annual Programme Review Reports • Programme Consultant’s meetings and reports • External Examiner’s visits and reports
32.	Mechanism for gaining student feedback on the quality of teaching and the learning experience	<ul style="list-style-type: none"> • Programme Committee • Module evaluation questionnaires • National Student Survey • Personal tutorials • Module tutor review • Spontaneous student feedback

33.	Committees with responsibility for monitoring and evaluating quality and standards	<ul style="list-style-type: none"> • Academic Board • Learning, Teaching and Assessment Committee – HE • School Board • Programme Committee • Examination Boards including External Examiners from other HE institutions
34.	Regulation of assessment	<p>All programme work assessment briefs will include details of:</p> <ul style="list-style-type: none"> • The learning outcomes covered by the assignment; • The extent of the coverage of these outcomes; • The tasks to be completed; • Indicative grading criteria; • The author and verifier of the assignment. <p>Details of the assessment methods to be used are detailed in each module descriptor. All the subject modules for this programme have been designed with explicit, formal assessment criteria.</p> <p>Where students with disabilities or underlying medical conditions believe that forms of assessment unfairly disadvantage them, an equivalent alternative assessment will be considered by the tutor and the disability team through discussions with the student. This is moderated by the module leader based on the options being able to meet the learning outcomes of the module and highlighting equivalency across the student submissions. The instructions provided in the assignment will be reviewed through existing mechanisms, utilising both internal and external moderation. In much the same way as the final marks are assessed after the event, so will the format of alternative assessments be examined and assessed for fairness in the moderation and standardisation processes.</p> <p>Marking:</p> <p>The regulations governing the first and second marking of examinations and assignments and their subsequent moderation are provided for within Chapter four of the College Academic Regulations. First marking of assignments is carried out by the module tutor. A sample is then second marked in line with the above strategy and made available for moderation at the end of the semester. The Head of School acts as Lead Internal Moderator and has oversight of the process and final agreed marks.</p> <p>These samples are then made available for final consideration of grades by the External Examiner. External examiners will be entitled</p>

		<p>to require students to make presentations of their work before final moderation of marks.</p> <p>All formal examinations are anonymously marked by the module tutor and second marked by a member of the team. Examination papers are subject to the same rules regarding internal moderation and all scripts are made available for final review by the External Examiners. Occasionally, it may be necessary to vary these regulations – for example, to accommodate substantial practical exercises. Permission for any variation of these regulations will require the prior consent of the external examiner(s) and programme consultant(s) for the scheme.</p>
35.	Role of the Programme Consultant	Programme consultants will advise the programme team on the design, delivery and the approach to assessment on the programme.
36.	Role of the External Examiner	External examiners will advise the Assessment Board on matters of standards and fairness of the assessment process and, if necessary, offer advice on individual student results. External examiners will report on whether the standards set are appropriate with reference to external reference points including subject benchmarks, Framework for Higher Education Qualifications and other reference points. They shall report on the robustness of assessment procedures and standards of student performance, drawing comparison of those standards with similar programmes.