

STUDENT HANDBOOK 2015/16

BA HONS TEXTILE DESIGN FOR FASHION & INTERIORS

CAMPUS:SION HILL



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Major, Joint, Minor or Specialised	N/A
School	Bath School of Art and Design
Department	Fashion, Textiles and Three Dimensional Design
Campus	Sion Hill
Final award	BA (Hons) in Textile Design for Fashion & Interiors
Intermediate awards available	Cert HE, Dip HE
UCAS code	W27
Details of professional body accreditation	N/A
Relevant QAA Benchmark statements	Subject benchmark statements: Art and Design (March 2008)
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Introduction

This course handbook will help you make best use of your studies in the Bath School of Art and Design. You should not try to read the contents from cover to cover, but rather familiarise yourself with its layout and read the relevant sections as you proceed through the Course. University email is our official form of communication and you are to check this on a regular basis.

For each module you will also find a Module Handbook on Minerva, this will have more project specific details and scheduling.

Follow the link to the main Bath Spa University website for access to Minerva and other information: www.bathspa.ac.uk or follow us on twitter @bathspauni

Or for the latest news, go directly to the Bath School of Art and Design website: <http://artdesign.bathspa.ac.uk> and follow us on twitter @artbathspa

We also have a Facebook group and a blog:

2015/16 1st yr/2nd yr/3rd yr Textile Design for Fashion and Interiors
thatwhatiwanttodo.com

Disclaimer

Every effort is made to ensure the accuracy of the information reproduced here, however, the definitive and approved version of Regulations is held by the University Academic Office where they may be viewed by arrangement.

Dean's Welcome

The Bath School of Art and Design has an illustrious history of art and design education and research. Established in 1852, the School was founded as a result of Government concern about the competition and strength of international design and manufacture at the time of the 1851 Great Exhibition. Now an integral part of Bath Spa University, with its focus on creativity, culture and enterprise, the School continues this founding principle and legacy with active engagement and contribution to the growing UK creative economy through the education of the next generation of artists, designers and curators, and through the professional practice and research of our community of staff, students and alumni.

Described as 'the epitome of a proper art school'¹, we aim to provide a vibrant and dynamic educational environment conducive to the learning and development needs of the art and design practitioners of the future. With our distinguished network of experts and a platform of strong partnerships and collaboration across the institution - and with our local, national and international educational and professional partners - we are able to offer a rich, diverse and stimulating range of opportunities. Exemplary professional practice and research oxygenates the creative character of our provision and that, in turn, ensures that the School operates as a vital incubator for the creative professions and wider communities.

The capacity of art and design to generate ideas, knowledge, understanding and enquiry through material and practice-led forms is celebrated. We aim to enable you to realise your ambitions through creative exploration, visual discovery, experimentation and critical enquiry, thereby gaining the necessary capabilities for problem solving, innovation, resourcefulness, independent and flexible thinking in preparation for the world beyond the university.

For many of you, this period of intensive study and reflection will establish a template for your future endeavours as art and design practitioners; for others this period will act as a valuable springboard to further study or related careers. We want you to realise your individual potential, to give form to your ideas and imagination, and to empower you to contribute effectively in and through your chosen domain.

I wish you all the best for the creative journey ahead.

Professor Anita Taylor
Dean of Bath School of Art & Design

¹ Sir Christopher Frayling

Overview

BA Hons Textile Design for Fashion & Interiors aims to provide ambitious students with a dynamic practical and theoretical design education, supported by industry networks and directed towards the development of a professional creative career or advanced research in the textile discipline.

It encourages the student to develop creativity, within the broad and complex field of traditional and contemporary textile design, through intellectual enquiry and with aesthetic sensibility. The course is supported by drawing workshops and underpinned with comprehensive knowledge of digital technologies. It has a strong studio culture in which students are inspired to express their design direction, exercising initiative and personal responsibility.

Individually negotiated student-led lines of enquiry are encouraged and supported by a wide range of thorough contextual underpinning and professional practice, which includes live industry briefs, competitions, forecasting and external exhibition opportunities. Students demonstrate self-direction in extending networks for creating work-based learning opportunities and gaining internships. The intention is to equip students with the necessary research, practical, technical, aesthetic and problem solving skills to develop and adapt their emerging practice for their future careers, which include team working, an appreciation of diversity, reflection and self-evaluation and the capacity to work independently to determine personal future learning needs.

The course is globally aware and enriched by the opportunity to attend international trips. There are visits to specialist studios, trade fairs, exhibitions, museums and student exchanges. Professionals engage with the students setting 'live' external briefs, through the visiting lecture programme, and by leading masterclasses or workshop activities.

Why Study BA (Hons) in Textile Design for Fashion & Interiors?

If you want to explore a mix of design process and craft practice

If you enjoy exploring ideas and materials for textiles

If you want to be part of the future in the creative industries

The key aim and objective of this course is to train students who are passionate in wanting to work and have a career in the future.

The course aims to develop your skills and understanding of textiles, surface design, interiors and fashion, allowing you to build upon the aspect/s best suited to your abilities and career aspirations as the course progresses. Your ambitions may be realised through working in Industry, working as a craftsperson or as a textile artist, depending on your aptitude and wishes.

The course is based on the conviction that design is in itself a thinking process and is a fundamental part of the human experience requiring both intellectual and practical skills. It encourages you to develop key skills in drawing, craft and technical processes and digital design procedures and to understand the historical and

contemporary context in which the discipline operates. This involves a combination of academic, professional and vocational working practices all of which you need to develop in order to achieve an Honours Degree Level.

The course offers a high level of experimental and research based learning including an emphasis on drawing skills in the belief that for you to make a meaningful contribution to the discipline, you need to develop a confident grasp of designing, making and presenting.

From a wide-ranging basic introduction in the first year, you may choose, in the second year to replace two of the textiles modules with two modules of fashion design and pattern cutting. In the final year you will commit to textile design for either fashion or interiors.

Course Structure

In **Year One** you start to cultivate your observation, thinking and drawing skills into your individual style. You begin to explore the field of textile design and its contextual framework. You learn skills in understanding colour, fabric, yarns, materials and dyeing. Supporting textile design, you engage in basic pattern cutting, sewing construction and digital design applications. Taught techniques in embroidery, print, knit and weave provide the foundation to your design development.

In **Year Two** you start to explore your potential focus engaging with modules as a textile designer for either fashion or interiors, and begin committing to areas of textile specialisms. Your facility for thinking, writing and analysing is expanded through professional and contextual studies. To establish an understanding of your style and direction, you tackle a combination of projects looking at advancing textile techniques and understanding your career options, these include competitions, live briefs and exhibitions.

In your final year (Level 6) you will focus on developing your practice as a textile designer and defining an audience or market. You will be engaged in research and publication of a dissertation, which will be appertaining to your current practice and work. You will be encouraged to publish your conclusions at a professional level. You will be examining textile directions and pathways and will be establishing your own practice. We expect your final project work to be displayed at national and international design show venues.

Throughout all levels you will undertake Contextual Studies to examine the critical and theoretical frameworks, which underpin and inform your practice.

The course will be augmented by trips to cultural establishments both nationally and internationally. Exchange schemes are planned with institutes around the world.

Full module descriptions are in this Handbook from page 21 onwards.

Quotes From Textile Design Students Currently Studying in the Department:

"Bath Spa University with its quirky settings and friendly atmosphere allowed for a really wonderful experience. It was full to the brim with inspiration, learning and life-long friends."

"As a mature student I was looking for a course, which enabled me to explore digital

technology whilst maintaining a balance of hand and making craft skills. The BA (Hons) Textile Design for Fashion and Interiors delivered a thorough grounding in both traditional and contemporary methodologies which following further study at MA level I now use in my full time position running a Digital Textile Design Lab."

"The course was structured really well and covered many different textile processes allowing me to be super creative with my design process. The equipment available to me was also great for experimenting with a range of media within my work. The tutors were always around and wanted the best for every student treating you as an individual and supporting you in your design choices. This course put me in great stead for my career as a print designer."

Course Diagram – BA (Hons) Textile Design for Fashion & Interiors

	Term 1	Term 2	Term 3
Year 1	CX4151-20 Contextual Studies 1		
Level 4 120 Credits	SD4105-20 Professional Context 1		
	SD4110-20 Drawing and Digital Media		
	SD4111-20 Colour, Yarn, Fabric and Materials		
	SD4112-20 Constructed Textiles		
	SD4113-20 Pattern, Embellishment and Manipulation		

	Term 1	Term 2	Term 3
Year 2	CX5151-20 Contextual Studies 2		
Level 5 120 Credits	SD5104- 20 Professional Context 2		
	SD5110-20 Developing a Specialism	SD5111-40 Defining your Identity	SD5112-20 Styling and Display

	Term 1	Term 2	Term 3
Year 3 Level 6 120 Credits	CX6151-20 Contextual Studies: Final Study	SD6103-60 Self Directed Project – Textile Design	
	SD6102-20 Professional Context 3		
	SD6110-20 Resolving a Personal Project		

Module Credit Structure

All courses are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 4 levels:

- 4 - equivalent in standard to the first year of a full-time undergraduate degree course
- 5 - equivalent in standard to the second year of a full-time undergraduate degree course
- 6 - equivalent in standard to the third year of a full-time undergraduate degree course
- For each 20 credits in a module there is 52 hours formal contact, but you should allow yourself an additional 148 hours per each 20 credits in a module for private study (student-centred learning).

Type of module	Credit rating	Total hours equivalent	Hours taught	Hours self-study
Level 4-6	20	200	45 - 60	140 - 155
Level 4-6	40	400	90 - 120	280 - 310
Level 6	60	600	135 - 180	420 - 465

Credit Rating

The overall credit rating of this course is 360 credits.

ECTS (European Credit Transfer and Accumulation System)

The Framework for Qualifications of the European Higher Education Area recommends that two UK credits are equivalent to one ECTS credit.

Typical Duration

The duration of this course is three years full-time (FT), or five years part-time (PT). It is possible to move from FT to PT mode and vice-versa or to intermit (temporarily suspend your studies) to accommodate any changes in your life outside the university.

How the Teaching Year is Divided

The teaching year begins in mid-September and finishes at the end of June. A typical student will take 120 credits over the academic year and a part-time (PT) student, a maximum of 80 credits.

Requirements for Gaining an Award

In order to gain an honours degree you will need to obtain 360 credits including:

- A minimum of 120 credits at level 4 or higher

- A minimum of 120 credits at level 5 or higher
- A minimum of 120 credits at level 6 or higher

Assessment

The module assessment demonstrates how well you have performed in tackling the intended learning outcomes, and is measured against grade criteria.

The module handbook provides more specific details on schedules, assignments, formative feedback and summative assessment for this module.

Throughout the module you will receive formative feedback through individual and/or group tutorials, peer seminar sessions and group critiques. In many cases this feedback is received both verbally and in a written format.

You will be informed about the ways that marks/grades and feedback are provided by your marking tutor(s) for this module, and you will receive written feedback on your learning achievements against the assessment criteria for your summative module assignment.

The feedback aims to enable you to see how you may improve or develop particular aspects of your work, and you will receive the summative feedback along with your marks within three weeks of the completed module submission date.

Assessment Requirements

Refer to your module handbook for details of the coursework assessment tasks delivering the intended learning outcomes for this module.

Your performance is assessed against the assessment tasks weighted below:

1. Verbal and visual presentations
2. Written statement (max 500 words)
3. Visual research folder

Final Classification and Grade Criteria

Grade	Indicative Mark Range	Criterion
A	100 - 80	An outstanding first or Distinction
		Work of outstandingly high quality and originality.
	79 - 77	An excellent first or Distinction
		Work, which fulfils all the criteria of the A, grade, but at an exceptional standard for the level concerned. Substantial originality and insight, very few minor limitations.
	76 - 74	A good first or Distinction
		Work of distinguished quality, which is based on extensive research and/or strong technical and creative competence. Clear and logical organisation; consistent scheme of

		references, used entirely appropriately. An authoritative grasp of concepts, methodology and content appropriate to the subject/discipline and to the assessment task will be demonstrated. There is clear evidence of originality and insight and an ability to sustain an argument and/or solve discipline-related problems, based on critical analysis and/or evaluation. The ability to synthesise material effectively and the potential for skilled innovation in thinking and practice will be evident.
	73 - 70	A first or Distinction
		The qualities of an A grade but with more limitations. Work of very good quality which displays most, but not all, of the A grade characteristics for the level concerned.
B	69 - 67	A high upper second or Merit
		Work, which clearly fulfils all the criteria of the B grade for the level concerned, but shows greater insight and/or originality.
	66 - 64	A good upper second or Merit
		Work of good quality, which is based on a wide range of properly referenced sources and/or creative input, demonstrating a sound and above average level of understanding of concepts, methodology and content appropriate to the subject/discipline and to the assessment task. There is clear evidence of critical judgement in selecting, ordering and analysing content to construct a sound argument based on responses, which reveal occasional insight and/or originality. Ability to solve discipline-related problems will be effectively and consistently demonstrated. Draws on an appropriate range of properly referenced sources.
	63 - 60	An upper second or Merit
		Work of good quality, which contains most, but not all, of the B grade characteristics for the level concerned.
C	59 - 57	A high lower second or Pass
		Work, which clearly fulfils all the criteria of the C grade for the level concerned, but shows a greater degree of critical analysis and/or insight.
	56 - 54	A good lower second or Pass
		Work of sound quality which is based on satisfactorily referenced sources and/or creative input and which demonstrates a grasp of relevant material and key concepts, together with ability to structure and organise arguments or materials effectively. The work may be rather standard, but will be mostly accurate, clearly communicated and provide some evidence of ability to engage in critical analysis and/or evaluation. There will be no serious omissions or irrelevancies. In dealing with solutions to technical problems, appropriate methods will be chosen. Coherent organisation in

		general with effective use of references and acknowledgement of sources.
	53 - 50	A lower second or Pass
		Work of sound quality, which contains most, but not all, of the C grade characteristics for the level concerned.
D	49 - 47	A high third or Pass
		Work of a satisfactory standard demonstrating a reasonable level of understanding, and competent organisation, but lacking sufficient analysis and independence to warrant a C grade at the level concerned.
	46 - 44	A good third or Pass
		Work of satisfactory quality, which covers the basic subject matter adequately and is appropriately organised and presented, but which is primarily descriptive or derivative rather than analytical or creative. Study may be limited and narrowly focussed. There may be some misunderstanding of key concepts and limitations in the ability to select relevant material or techniques, and/or in communication or other relevant key skills, so that the work may be flawed by some errors, omissions or irrelevancies. There will be some evidence of appropriate research and ability to construct an argument, but it may be narrowly focused. In dealing with solutions to technical problems, established and appropriate methods will generally be chosen, but these may be applied uncritically.
	43 - 40	A third
		Work of bare pass standard demonstrating some familiarity with relevant subject matter and application of relevant academic capabilities, but only just meeting threshold standards in research, analysis, organisation, focus or other skills essential to the assessment task, and/or with significant errors or omissions.
F	39 - 30	A fail
		Work which indicates some evidence of engagement with the subject material and learning process, but which is essentially misinterpreted, misdirected, misunderstood or poorly organised and sketchy or otherwise just failing to meet threshold standards at the level concerned.
	29 - 20	A clear fail
		Work which indicates little engagement with the subject material and learning process; which contains substantial errors or irrelevancies; which shows minimal evidence of planning and hardly any use of references and acknowledgement of sources; which clearly fails to meet threshold standards at the level concerned.
	19 - 10	A bad fail

		Work of poor quality, which is based on only minimal effort and/or contains little of relevance. It will offer hardly any evidence of familiarity with subject materials or skills appropriate to the discipline or task at the level concerned.
	9 - 1	A very poor fail
		Some work submitted, but containing virtually nothing of any relevance, depth or merit.
F	0	Nothing submitted
		Extension not agreed before due date; or work containing nothing of any relevance or merit.
L	0	Late submission
		Extension granted before due date.
UP	0	Unfair Practice
		Work failed due to unfair practice.

Weighting of Marks

Level 5 work carries a weighting of 20% and Level 6 carries a weighting of 80% in calculating the final degree classification.

Degree Classification

The degree classification follows the established percentage bands:

For levels 4-6:

- $\geq 70\%$ First Class (1st)
- 60-69% Upper Second Class (2.1)
- 50-59% Lower Second Class (2.2)
- 40-49% Third Class (3rd)

To be precise, all overall percentages are calculated and printed to two decimal places, 0.5 and above will be rounded up, whereas 0.4 and below will be round down.

Full details of assessment guidelines and degree classifications, including procedures for extenuating circumstances failure, referral and deferral for the specialist Art and Design regulations, can be found on the BSU website:

<http://www.bathspa.ac.uk/regulations/academic-regulations>

University Statement on Referencing Protocols

All subjects within the school of Art and Design use the Harvard referencing system, and all written work should conform to this. Further details of the Harvard system are available from the BSU website.

<http://www.bathspa.ac.uk/services/library/InfoSkills/>

<http://www.bathspa.ac.uk/services/library/using-the-library/how-cite-referencess-harvard-04-2007.pdf>

Students must note that a digital copy of all essays must be sent to Minerva, without this your submission is regarded as incomplete.

University Policy Statement on Plagiarism/Unfair Practice

Unacceptable academic practice, particularly in assessment, is known as Unfair Practice. Unfair Practice may take a variety of forms, which cannot all be covered in detail here, but the most common are cheating in formal examinations and the plagiarism of coursework. Others include collusion with other students for the production of written work, impersonation in examinations, or submission of fraudulent mitigating circumstances evidence. The penalties for unfair practice are severe (see below), and if students are in any doubt about what constitutes acceptable academic practice they must consult their tutors for advice.

Plagiarism is defined in the Oxford English Dictionary as 'the taking and using as one's own of the thoughts, writing or inventions of another'. It does not matter whether the source was an original document, a book or article, or a fellow student.

Students are advised to take a particular note of the University policy statement on plagiarism and unfair practice, full details can be found on the BSU website:

<https://www.bathspa.ac.uk/regulations/unfair-practice>

Plagiarism in particular has increased in recent years, partly due to the accessibility of information on the Internet. Students should not imagine that cases of Unfair Practice would not be detected. Every case of Unfair Practice, however minor the scale of the case, is taken very seriously by the University and the procedures outlined on the web page will be applied in all cases.

Which Modules Will I Study?

This is a specialist single honours degree with compulsory modules. The Degree Structure diagram is outlined on page 6.

Course Aims and Learning Outcomes

What is this Course Designed to Achieve?

This course is designed to give you the opportunity to:

- Embark upon a career with postgraduate level qualities in textile design
- Develop a contextual framework for a professional career
- Explore and advance your entrepreneurial skills
- Develop textile design skills as well as creativity and innovation
- Develop research skills in a broad range of historical, cultural and analytical skills in relation to design
- Develop your intellectual and imaginative powers, understanding and judgement, problem solving skills
- Develop your communication, team work, management and leadership skills

- Increase your knowledge of the principles of economic, social and ecological sustainability

What Will You Learn?

Knowledge

- Technical processes for the creation of textiles
- Key methods and concepts of analysis and criticism
- The relationship of textile design practise to other design and craft disciplines
- Definition and identification of an individual area of textile design
- Digital processes in relation to textile design and professional context
- Current design and craft issues
- The role of design/craft and the designer in the community
- Self promotion, marketing and exhibiting skills
- Independent learning ability required for continuing professional development

Thinking Skills

You will learn to:

- Identify a comprehensive understanding of techniques applicable to your research or advanced scholarship
- Evaluate critically current research and advanced scholarship in the discipline
- Evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses
- Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences

Subject-Based Practical Skills

You will learn to:

- Develop drawing skills
- Develop 2D and 3D design skills
- Use 2D and 3D technical processes
- Develop skills in surface, pattern colour and texture
- Explore digital and hand craft processes
- Understanding developing textile outcomes
- Use marketing and promotional tools
- Develop skills in presentation and display
- Establish textile design studio practice

Skills for Life and Work (General Skills)

You will develop:

- Self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- Ability to communicate ideas and experiments to others and to debate relevant issues

- Qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility decision-making in complex and unpredictable situations
- Independent learning ability required for continuing professional development

Learning Environment

- You will be given a student email address and account login code, you will be able to login on various computers across the University.
- Learning is encouraged through participation in a wide variety of activities, for example lectures, seminars, workshops, VLE Minerva, self-directed studio work and 'Live' or Industry based projects.

Workshops

Bath School of Art and Design workshops are available to you after appropriate Health and Safety inductions. It is imperative that within the University you adhere to Health and Safety guidance at all times and this is particularly important within the School as you will be exploring many processes and materials to produce your coursework. Health and Safety guidelines will be discussed with you during Welcome Inductions and throughout the course of your studies when you are introduced to a new workshop, process or location. All courses have specific workshop and equipment induction programmes, to use other workshops, please refer to workshop notices.

Workshops in the School

Silkscreen

Etching & Lithography

Woodwork

Book & Print (incorporates Bookbinding)

Audio Visual Studio (incorporates sound booth)

Black & White Photography

Photography Lighting Studio

ICT: Digital Imaging Suite (Photography)

Wide Format Digital Printing (Photography)

Life Drawing Room

Ceramics, Plaster Casting, Clay Preparation & Throwing

Plastics & 3D Digital

IT Labs

Knit & Weave

Dye & Textile Screen Print

Digital Textile Print & Embroidery

Fashion Design Studios (No 4 The Circus)

Paint Preparation

Metalwork

Fine Art Casting

Please see full Health, Safety and Environment guidelines.

<http://www.bathspa.ac.uk/services/health-and-safety>

What career opportunities are open to me if I study BA (Hons) Textile Design for Fashion & Interiors?

We expect our postgraduates to shape their individual career paths as they enter the ever changing future of interdisciplinary design with a textile design focus, with graduates becoming designer-makers, artists, in-house studio designers, card or giftware designers, gallery owners, curators, entrepreneurs equipped to create many more new possibilities.

Indication of career opportunities available to students on graduation [Careers Website](#).

Work Experience/Placement Opportunities

The professional context modules help to prepare you for a career in the Creative Industries, as part of this learning, we expect our students to be active in gaining work-based experience in addition to the learning opportunities relating to employability throughout the course. Generally, paid-internships are to be undertaken in the final weeks of Level 5 or during the summer academic break between Level 5 and 6. Past opportunities have included the following: Alexander McQueen, Bay & Brown, Michael Angove, Paperclip, Darkroom, Tracy Kendall, Sam Pickard, Tent, and/or solo exhibitions.

Added Value

- Extensive personal support from a friendly and caring staff
- A good practical and theoretical education
- Extensive Art & Design workshop facilities
- Availability of careers advice and support
- Opportunities for field trips and international visits

Teaching Quality Information

All final year students are invited to complete the National Student Survey. Results of the survey are used by the University to monitor and develop all aspects of the course. For the academic year 2012/13 the teaching on the course scored 81% and the course scored 80% in overall satisfaction.

How We Support You

The department operates as a studio based culture and we support personal developing planning and deliver personal tutoring in a variety of ways to enhance your progress. Refer to your module handbooks to understand the delivery of these activities. During induction, at the start of each academic year the staff team provide you with a list of staff contact details and general information such as studio and

workshop times, tutorial scheduling, loans systems and departmental procedures for alerting the team in the event of lateness or absence.

Feedback and Tutorials

Art & Design education is a unique method of teaching and learning. It is an heuristic experience, that is you are learning through a hands-on, interactive approach.

Assessment on your course is continuous and feedback about your work will come in a variety of different ways.

Apart from formal assessment sessions at the end of each module, there are opportunities to discuss work with staff and your peers within one to one or group tutorials.

Feedback will be written and verbal; in particular situations staff will give you a record of points from your tutorial, you will receive opinions from your contemporaries and/or you will make notes yourself.

It can also be informal – a note on your desk, a quick email, a short conversation in the corridor - about a book - about a reference - about a technique or an exhibition. This is particularly directed at you and your personal development.

All these methods, other than formal opportunities, go towards making you aware of the progress of your work.

Your tutors are not only lecturers but also experienced practitioners. The feedback they are giving may be from a theoretical construct but also from personal experience in the concept, development and making of work.

The University protocols can be found here:

- [Personal tutoring](#)
- [Personal development planning](#)
- [Student Services](#)
- [Writing and Learning Centre](#)

However, if you are unsure about a course procedure or how to find information, please contact the course administrator Sarah Squires s.squires@bathspa.ac.uk 01225 875 748.

How We Assure The Quality of The Course

Before the course started, a process of course approval took place, which included consultation with academic and industry subject experts. The following was checked:

- There would be enough qualified staff to teach the course
- Adequate resources would be in place
- Overall aims and objectives are appropriate
- Content of the course meets requirements of Quality Assurance Agency for Higher Education and European Standards and Guidelines
- The course maps to subject benchmark statements
- The course meets any professional/statutory body requirements
- Internal quality criteria, such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

How We Monitor The Quality of This Course

The quality of the course is annual monitored through evaluating:

- External examiner reports (considering quality and standards)
- Peer observation of teaching and staff development review
- University surveys
- Statistical information, considering issues such as pass rate
- Student feedback, including module evaluation questionnaires.

The course team use this information to undertake annual monitoring, which, in turn, is monitored by the University's Academic Quality and Standards Committee.

Every six years an in-depth periodic review of the subject area is undertaken by a review panel, which includes at least two external subject (academic and industry) specialists. The panel considers documents, meets with current/former students and staff before drawing its conclusions. This results in a report highlighting good practice and identifying areas where action is needed.

Departmental Boards and Staff-Student Committees

This course has a course committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the course (for example library and technical staff). The committee has responsibilities for the quality of the course and plays a critical role in the University's quality assurance procedures.

The Role of External Examiners

The standard of this course is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the course;
- To ensure that justice is done to students.

Listening to the Views of Students

The following methods for gaining student feedback are used on this course:

- Module evaluations
- Staff-Student Committees
- Student representation on departmental board committees
- Personal tutor, module leader

Students are notified of the action taken through:

- Email
- Minerva announcements
- Announcements in lectures or course meetings
- Tutor feedback
- Departmental board committees
- Annual reports

Listening to the Views of Others

The following methods are used for gaining the views of other interested parties:

- Feedback from former students
- Liaison with employers and industry representatives
- Liaison with sector skills, design and craft councils
- Liaison with external examiner

Useful and important hyperlinks

<http://www.bathspa.ac.uk/regulations/academic-regulations>

<http://www.bathspa.ac.uk/service/student-services/current-student/your-course/guide-for-student-assessment/>

<http://www.bathspa.ac.uk/regulations/student-general-regulations/>

<http://www.bathspa.ac.uk/regulations/specialised-course-regulations/>

<http://www.bathspa.ac.uk/services/library/InfoSkills/>

<http://www.bathspa.ac.uk/services/student-services/policies/unfair-practice.asp>

<http://www.bathspa.ac.uk/about/profiles>

<http://www.bathspa.ac.uk/careers>

<http://www.bathspa.ac.uk/services/student-support/>

<http://www.bathspa.ac.uk/services/health-and-safety/>

Staff Profiles

Kerry Curtis is the Associate Dean of School and the Head of Department for Fashion, Textiles and Three Dimensional Design. As a practicing Textile Designer, specialising in Embroidery, she has worked for many international Fashion Houses including Valentino, Alberta Ferretti and Nina Ricci. Other projects have included creating pieces for music videos, illustrations, styling and exhibition curation.

Amanda Goode is the Course Leader for BA (Hons) Textile Design for Fashion and Interiors. Amanda has worked widely in the textiles and interior design sector both with major international companies and as an independent designer-maker, consultant and project manager.

Rachael Howard has been a successful practising textile artist and designer since leaving the Royal College of Art as one of the first post graduate students of Embroidery. Rachael regularly exhibits her work nationally and internationally and has been involved in many public art commissions. She has also worked as a freelance designer and illustrator for many companies including Paul Smith, Habitat, Liberty and magazines such as Selvedge.

Claire Anne O'Brien is a lecturer in Constructed Textiles [knit specialism]. Claire-Anne is a Designer /Maker creating 3d knitted fabrics for interiors. Her practice

involves developing bespoke fabrics for commercial clients as well as producing a range of knitted furniture. She regularly exhibits at London Design Festival, Milan Furniture Fair and British Wool Week. She received the Future Maker Award from the Crafts Council of Ireland in 2011 and is currently based at Cockpit Studios, London having won the Cockpit/Haberdashers Award 2015

Frances Turner is a Senior Lecturer: Marketing and Entrepreneurial Skills for Fashion and Textiles. Frances is experienced in working predominantly at the luxury designer level of the industry. Her career encompasses working as a Designer, Product Manager and ultimately Design Manager for Alfred Dunhill Limited, the British luxury goods design house. She has designed and developed global product ranges, including knitwear, casualwear, nightwear, swimwear, leather products, accessories and performance sportswear.

Tim Parry Williams is the Course Leader for MA Design: Fashion and Textiles and a Senior Lecturer in Woven Textiles. Tim's practice broadly combines studio hand weaving and collaborative design for industry. Chief interests are in materials and yarn properties, and work isn't immediately concerned with pattern or even colour, but explores the regularly unseen aspects of design through the deeper values and potentials of materials, construction and finish.

Jo Turney is a Senior Lecturer and leads the Contextual Studies course team. She has written and published extensively on contemporary fashion and textiles issues, with discourses ranging from dress and anti-social behaviour, crafts theory and practice, and 1970s interior design. Her main interests explore material culture in everyday life, outlining the ways in which the seemingly ordinary becomes extraordinary.

Interested in discovering more about a member of staff? Go to:

<http://www.bathspa.ac.uk/about/profiles>

Equality of Opportunity

We want to ensure that your needs are met. If you require this information in any other format, please contact:

Student Support Services

Tel: 01225 876215

Email: stusupportadmin@bathspa.ac.uk

Bath Spa University welcomes diversity amongst its students, staff and visitors, recognising the contributions that can be made by individuals from a wide range of backgrounds and experiences.

Our aim is that all staff and students, both existing and potential, should receive equal and fair treatment in all aspects of University life. The University seeks to ensure that a suitable working and studying environment is provided which is free from discrimination and where all members of the University community are treated with dignity and respect and are valued as individuals.

The Student Handbook is designed to provide you with a central point of reference, containing detailed information concerning your course. We want to ensure that the needs of all students are met in every aspect of every course that we offer.

A key way in which we ensure this is to monitor student feedback on each academic module undertaken. The results of this provide us with essential information on our progress to ensuring equality of access and opportunity for all students.

Should you have any concerns at any time regarding your course, any of the information contained within this Handbook, or any other aspect of University life, you should discuss this in the first instance with Amanda Goode, 01225 876251 a.goode@bathspa.ac.uk who will assist you in identifying the types of support available to you. Examples of these types of support are:

- Arranging appropriate teaching and examination arrangements;
- Assisting you with any concerns you may have regarding any work experience you may undertake;
- Helping you to identify technology and other support appropriate to individual needs;
- Liaising with members of academic staff in relation to access to the curricula.

There are also a range of support mechanisms offered by Bath Spa University, such as Student Welfare Services and Careers Advice. For example:

- Assisting with the provision of scribes, readers, note takers or interpreters;
- Assisting you with applications for financial assistance;

Details of how to access these services can be found at:

<http://www.bathspa.ac.uk/services/student-services/current-students/student-support-service/>

Equal Opportunities Policy

The following provides information concerning the Bath Spa University Equal Opportunities Policy. Please take the time to familiarise yourself with it as it is relevant to everybody.

Bath Spa University Equal Opportunities Policy Statement

Bath Spa University is fully committed to being an equal opportunities employer and providing equality of opportunity for all its staff and students, applicants and visitors. The University will not tolerate unfair or unlawful discrimination on the grounds of gender, ethnicity, colour, disability, religion, nationality, age, occupation, marital status or sexual orientation or any distinction, which is not relevant to the employee/employer relationship or its student body.

Responsibilities

Promoting and maintaining equal opportunities is the responsibility of everyone, although it is recognised that management have additional responsibilities to ensure that the policy is carried out.

The University Management will ensure that:

- All staff and students are aware of the equal opportunities policy and our procedures for making a complaint;
- The implementation of equal opportunities is effectively monitored;
- An Equal Opportunities Strategy and Action Plan is produced and reviewed; Staff, Students and Union representatives are provided with appropriate forums to discuss and deal with equal opportunities issues;
- All staff are provided with appropriate equal opportunities training;
- A network of trained Harassment Advisors is available to provide advice and guidance;
- Procedures are in place for the fair appointment, promotion and development of staff, the fair selection and teaching of students, free from unjustifiable discrimination.

All staff and students are expected to:

- Support and implement the equal opportunities policy; and
- Ensure that their behaviour and/or actions do not amount to discrimination or harassment.

Staff and students of the University are expected to comply with this policy and are expected to promote a culture free of unfair discrimination, prejudice and all forms of harassment and bullying. Any incidents of discrimination, harassment or bullying will be investigated and may be grounds for dismissal or expulsion.

MODULE DESCRIPTOR: Historical and Critical Studies

Code	CX4151-20
Title	Contextual Studies
Subject area	Textile Design for Fashion Interiors
Pathway	None
Level	4
Credits	20
ECTS*	10
Contact time	The total number of hours allocated to this unit is 200: contact time is approximately 48 hours. The rest of the time should be spent in directed and independent learning.
Pre-requisites	None
Acceptable for	3D Idea Material Object; Creative Arts Practice; Fine Art; Graphic Communication; Photography; Textile Design for Fashion Interiors Integrated Masters Textile Design for Fashion Interiors
Excluded combinations	n/a
Core/Optional	Core
Module Co-ordinator	Dr Jo Turney
Description & Aims	
<p>Description</p> <p>This module has 2 components:</p> <ol style="list-style-type: none"> 1. History and Theory (50%) 2. Methods of Interpretation and Analysis (50%) <p>Aims</p> <ul style="list-style-type: none"> • To help students become more informed about the historical context in which they are working. 	

- To encourage a critical and analytic approach through a focus on significant issues and objects.
- To develop awareness of the processes by which artefacts are produced, circulated and consumed in specific social contexts.
- To inculcate good practice in time-management, research and communication.
- To develop students' ability to communicate in writing.
- To develop students' ability to work in collaboration with others and choose appropriate ways of communicating their ideas.

Outline Syllabus & Teaching & Learning Methods

Outline syllabus

The main issues considered are:

- the value to practising designers of knowledge of past practices
- methods of reading and interpreting design texts and images
- the impact of digital technology on design
- commercial applications and social responsibility
- the circulation and consumption of design.

These issues are addressed through a variety of examples drawn from the twentieth and twenty-first centuries.

Methods of interpretation and analysis are introduced through consideration of specific examples which represent key issues in visual culture.

Teaching and learning methods

Teaching is by lectures, seminars and workshop sessions. Students are encouraged to develop independent learning skills through set preparation for seminars, the devising of appropriate essay subjects and the identification of associated research.

Intended Learning Outcomes	How assessed**
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<p>On completion of this module students should:</p> <ul style="list-style-type: none"> • be better informed about historical precedents and recent developments in the field(s) related to the course • have more understanding of the processes by which artefacts are produced, circulated and consumed in specific social contexts • have increased awareness of recent debates about related art and design practices in their social and cultural contexts • be able to produce critical and analytic written work based on sound research • gain an understanding of the range of analytical approaches and methods of interpretation most readily applicable to their Contextual Studies work. <p>Key Skills Outcomes:</p> <p>Communication (Dyslexia assessment, written presentations, oral presentations, working with others, literacy including reading and analysis of texts)</p> <p>IT (Internet and email proficiency, word processing)</p>	<p>Assessment is based on</p> <p>(a) one essay</p> <p>(b) Presentation and Personal Report Form</p>
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Assessment Scheme	Weighting %
<p>History and Theory</p> <p>Assessment is based on one essay. The essay should, if appropriate, contain supporting visual material. It must not exceed 2000 words and must be related to the taught programme.</p> <p>Methods of Interpretation and Analysis</p> <p>Assessment is based on set assignments submitted by the specified date. They must conform to the set briefs, which allow considerable scope for individual selection of approaches and material under the guidance of the seminar tutor. Submissions should include appropriate supporting material.</p> <p>Students are required to submit an electronic version of all written assessments via Minerva. Check course programme booklet for further details.</p> <p>Assessment Criteria: History and Theory, Methods of Interpretation and Analysis</p> <ul style="list-style-type: none"> • Definition of an appropriate subject, taking into account its level of ambition and the selection of pertinent examples • Thoroughness of research. • Understanding of the issues and material discussed • Critical engagement with the sources used. • Demonstrated a basic level of ability in the key skills areas of Communication and IT • Formulation of a structured argument. • Use of appropriate evidence and supporting analysis. • Clarity of exposition. • Adherence to standard academic conventions for referencing sources. 	<p>50%</p> <p>50%</p>
Reading Lists/Key Texts & Websites	
<p>Braddock S, (1997), <i>Techno Textiles: Revolutionary Fabrics for Fashion and Design</i>, London: Thames & Hudson,</p> <p>Shoesser M & Boydell C, (Ed) (1997), <i>Disentangling Textiles</i>, London: Middlesex University Press, 2002.</p> <p>Dormer P, (ed) (1993), <i>The Culture of Craft</i>, Manchester: Manchester University Press,</p> <p>Craik J, <i>The Face of Fashion</i>, Routledge</p> <p>English B, A (2007), <i>Cultural History of Fashion in the 20th Century</i>, Berg</p>	
Learning Resources	
<p>Lecture Theatre</p> <p>Seminar Rooms</p> <p>Library</p> <p>Access to Minerva</p>	

Updated 28 September 2015

* ECTS (European Credit Transfer and Accumulation System) – Framework for Qualifications of the European Higher Education Area recommend that two UK credits are equivalent to one ECTS credit

** eg examination, presentation, coursework, performance, case study, portfolio, etc.

Code	SD4105-20
Title	Professional Contexts 1
Subject area	Textile Design for Fashion and Interiors
Level	Level 4
Credits	20
ECTS	10
Contact time	52 Hours (additional study time 148 hours)
Pre-requisites	None
Core/Optional	Core
Module Coordinator	Amanda Goode
Description	
<p>This module introduces and examines the world of creative industries, predominately in textile design for fashion and interiors. You will develop your understanding of the textile design industry by identifying the diverse approaches to research, design activities, trend predictions, fabric development, colour, surface pattern and innovation for a variety of market levels and audiences.</p> <p>Observations will be demonstrated through the exploration of research and evaluation, utilising both digital and non-digital skills, and communicated through outcomes such as written reports, and verbal and visual presentations.</p> <p>Through independent research, you should consider ethical and social issues that have implications for the textile design industry.</p>	
Outline Syllabus & Teaching & Learning Methods	
<p>Outline Syllabus Research to develop insight of design-related activities and markets within the textile industry. Evaluation, communication and presentation of knowledge acquired.</p> <p>Teaching and Learning Strategies</p> <p>You will learn through a range of:</p> <ul style="list-style-type: none"> • Lectures, seminars and peer discussions • Film series showing • Guidance and progress reviews through tutorial contact • Managing independent study time and project development 	

Intended Learning Outcomes	How assessed
<p>On completion of this module you will be able to:</p> <ul style="list-style-type: none"> • identify a variety of fashion and interiors outcomes for textile design within the global industry and apply subject specific terminology when discussing the activities (for example; couture fashion or interior fabrics) • collate visual research demonstrating your ability to categorise textile design outcomes and describe your personal style and/or market interests • describe a range methods used in creative development of textile design-related activities (for example; collating visual research, exploring pattern) • examine potential areas for your own textile design direction • identify fashion businesses with ethical and social design/practice consideration • report your evaluations of the textile industry (through written statements and presentations). 	<p>Assessment is based on verbal and visual presentations, written statements and a visual research folder as detailed in the module handbook, demonstrating the intended learning outcomes.</p>
Assessment Scheme	Weighting %
<p>The module assessment demonstrates how well you have performed in tackling the intended learning outcomes, and is measured against grade criteria.</p> <p>The module handbook provides more specific details on schedules, assignments, formative feedback and summative assessment for this module.</p> <p>Throughout the module you will receive formative feedback through individual and/or group tutorials, peer seminar sessions and group critiques. In many cases this feedback is received both verbally and in a written format.</p> <p>You will be informed about the ways that marks/grades and feedback are provided by your marking tutor(s) for this module, and you will receive written feedback on your learning achievements against the assessment criteria for your summative module assignment.</p> <p>The feedback aims to enable you to see how you may improve or develop particular aspects of your work, and you will receive the summative feedback along with your marks within three weeks of the completed module submission date.</p>	

<p>Assessment Requirements</p> <p>Refer to your module handbook for details of the coursework assessment tasks delivering the intended learning outcomes for this module.</p> <p>Your performance is assessed against the assessment tasks weighted below:</p> <p>4. Verbal and visual presentations</p> <p>5. Written statement (max 500 words)</p> <p>6. Visual research folder</p>	<p>1. 50%</p> <p>2. 25%</p> <p>3. 25%</p>
<p>Reading Lists/Key Texts & Websites</p>	
<p>Simon Clarke (2011) <i>Textile Design: Portfolio Series</i> ISBN 1856696871</p> <p>Bradley Quinn (2013) <i>Textile Visionaries: Innovation and Sustainability in Textile Design</i> ISBN 1780670532</p> <p>Bloomsbury (2012) <i>Basics Textile Design 01: Sourcing Ideas: Researching Colour, Surface, Structure, Texture and Pattern</i> ISBN 2940411638</p>	
<p>Learning Resources</p>	
<p>Dedicated studio space</p> <p>Art and Design workshops</p> <p>Digital workshops</p> <p>Library</p> <p>Minerva VLE</p> <p>Professional lecturer series</p> <p>Onsite gallery</p> <p>Bath Spa Careers: http://www.bathspa.ac.uk/careers</p>	

Code	SD4110-20
Title	Drawing and Digital Media
Subject area	Textile Design for Fashion and Interiors
Level	4
Credits	20
ECTS	10
Contact time	52 Hours (additional study time 148 hours)
Pre-requisites	None
Core/Optional	Core
Module Coordinator	Amanda Goode
Description	
<p>This module will develop drawing as a means of research and communication, exploring a range of materials and methods, including digital media to enhance the visual vocabulary and encourage an individual approach.</p> <p>Initially, it aims for you to establish drawing as a method to interrogate visual observations, analysing qualities such as colour proportions, line, form, texture, scale and pattern. The module enables you to develop your skills and confidence in creating an individual approach to mark making and image creation.</p> <p>The use of digital design and technology is considered a key aspect for the context of this module</p> <p>You will be encouraged to explore a variety of traditional, experimental and digital drawing techniques, tools, media and surfaces.</p>	
Outline Syllabus & Teaching & Learning Methods	
<p>Outline syllabus</p> <p>Students will develop skills in observation and recording, using a wide range of drawing, painting and mark making approaches and be introduced to drawing and creating images digitally in Adobe Creative Suite.</p> <p>Teaching and learning methods</p> <ul style="list-style-type: none"> • Studio engagement • Practical workshop introductions • Taught practical sessions • Directed projects • Active participation through seminars, group work and directed learning • Individual and group tutorials • Study trips and gallery visits 	

Intended Learning Outcomes	How assessed
<p>On successful completion of the module you will be able to:</p> <ul style="list-style-type: none"> • formulate visual research for drawing and digital media inspiration • demonstrate imaginative skills in drawing techniques, applying characteristics of different drawing media and exploring a range of approaches • express an individual style through drawing/image making • implement skills using digital media as a drawing/image making process • present and communicate visual ideas. 	<p>Assessment is based on the submission of coursework, with inter-related responses to the set project briefs, demonstrating the intended learning outcomes.</p>
Assessment Scheme	Weighting %
<p>The module assessment demonstrates how well you have performed in tackling the intended learning outcomes, and is measured against grade criteria.</p> <p>The module handbook provides more specific details on schedules, assignments, formative feedback and summative assessment for this module.</p> <p>Throughout the module you will receive formative feedback through individual and/or group tutorials, peer seminar sessions and group critiques. In many cases this feedback is received both verbally and in a written format.</p> <p>You will be informed about the ways that marks/grades and feedback are provided by your marking tutor(s) for this module, and you will receive written feedback on your learning achievements against the assessment criteria for your summative module assignment.</p> <p>The feedback aims to enable you to see how you may improve or develop particular aspects of your work, and you will receive the summative feedback along with your marks within three weeks of the completed module submission date.</p> <p>Assessment Requirements</p> <p>Refer to your module handbook for details of the coursework assessment tasks delivering the intended learning outcomes for this module.</p> <p>Your performance is holistically assessed against the submission of the required coursework for this module.</p>	<p>100%</p>

<p>This submission typically includes:</p> <ul style="list-style-type: none">• Drawings• Sketchbooks• Digital Media techniques• Visual research folder• Other visual outcomes in response to drawing, digital media and/or image making	
<p>Reading Lists/Key Texts & Websites</p>	
<p>Bowles, Melanie and Isaac, Ceri (2012) <i>Digital textile design</i>. ISBN 9781780670027</p> <p>Braddock, Sarah E. and O'Mahony, Marie (2001 & 2005) <i>Techno textiles: revolutionary fabrics for fashion and design</i> Bk 1 & 2. ISBN 9780500280967 and 9780500286845</p> <p>Quinn, Bradley (2010) <i>Textile futures</i>. ISBN 9781845208080</p> <p>Cutting edges : contemporary collage / edited by Robert Klanten, Hendrik Hellige and James Gallagher (2011) ISBN 9783899553383</p> <p>Un/folded : paper in design, art, architecture and industry / Petra Schmidt and Nicola Stattmann.(2009) ISBN : 3034600321 (hbk.) : 9783034600323 (hbk.) :</p>	
<p>Learning Resources</p>	
<p>Dedicated studio space</p> <p>Art and Design workshops</p> <p>Digital workshops</p> <p>Library</p> <p>Minerva VLE</p> <p>Professional lecturer series</p> <p>Onsite gallery</p> <p>Bath Spa Careers: http://www.bathspa.ac.uk/careers</p>	

Code	SD4111-20
Title	Colour, Yarn, Fabric and Materials
Subject area	Textile Design for Fashion and Interiors
Level	4
Credits	20
ECTS	10
Contact time	52 Hours (additional study time 148 hours)
Pre-requisites	None
Core/Optional	Core
Module Coordinator	Amanda Goode
Description	
<p>This module introduces the essential studio concerns of the textile design for fashion and interiors.</p> <p>You will investigate and record the nature and quality of different types of yarn, cloth and materials. You will explore the effects of colour to materials through natural and chemical dye processes.</p> <p>Through learning sewing methods and construction techniques, you will begin to develop an understanding of material qualities in relation to creating 3D products for broad areas of fashion and interiors.</p> <p>By the end of the module you will have produced sketchbooks, technical folders, paper work ideas, textile samples, and 3D work demonstrating your explorations of colour, and knowledge of materials and processes.</p>	
Outline Syllabus & Teaching & Learning Methods	
<p>Outline syllabus</p> <p>Practical taught workshop sessions will explore primarily textile related materials through their qualities properties, classifications and dye-fibre affinity.</p> <p>In sessions students will discuss their appropriateness/inappropriateness to various contexts and products. Sustainability (environmental, economic and social) of materials and processes will be considered.</p> <p>Workshop sessions in sewing methods and construction techniques will transform 2D sample into 3D constructed outcomes.</p> <p>Teaching and Learning Methods</p> <ul style="list-style-type: none"> • Practical workshop introductions and taught practical session • Directed project work • Active participation through seminars, group work and directed learning • Individual and group tutorials • Study trips and gallery/museum visits 	

<ul style="list-style-type: none"> • Personal presentation, display and documentation of work 	
Intended Learning Outcomes	How assessed
<p>On successful completion of the module, you will be able to:</p> <ul style="list-style-type: none"> • generate ideas for colour work in sketchbooks and/or other visual outcomes (for example; presentation sheets, blogs, PDF's etc.) • demonstrate basic skills in handling dyestuffs for textiles, yarns, fibres and other appropriate related materials, including the health and safety requirements of the workshop • develop methods of recording technical information • recognise the characteristics of simple textile materials • compile colour explorations in textile related materials • apply design and sewing construction methods developing 2D ideas into 3D outcomes. 	<p>Assessment is based on the submission of coursework, with inter-related responses to the set project briefs, demonstrating the intended learning outcomes.</p>
Assessment Scheme	Weighting %
<p>The module assessment demonstrates how well you have performed in tackling the intended learning outcomes, and is measured against grade criteria.</p> <p>The module handbook provides more specific details on schedules, assignments, formative feedback and summative assessment for this module.</p> <p>Throughout the module you will receive formative feedback through individual and/or group tutorials, peer seminar sessions and group critiques. In many cases this feedback is received both verbally and in a written format.</p> <p>You will be informed about the ways that marks/grades and feedback are provided by your marking tutor(s) for this module, and you will receive written feedback on your learning achievements against the assessment criteria for your summative module assignment.</p> <p>The feedback aims to enable you to see how you may improve or develop particular aspects of your work, and you will receive the summative feedback along with your marks within three weeks of the completed module submission date.</p> <p>Assessment Requirements</p> <p>Refer to your module handbook for details of the coursework</p>	

<p>assessment tasks delivering the intended learning outcomes for this module.</p> <p>Your performance is holistically assessed against the submission of the required coursework for this module.</p> <p>This submission typically includes:</p> <ul style="list-style-type: none"> • Sketchbooks and/or other visual outcomes • Visual research folder • Technical folder • Textile related colour samples • 3D sewing construction outcomes 	<p>100%</p>
<p>Reading Lists/Key Texts & Websites</p>	
<p>Clarke, Simon (2011) <i>Textile Design</i>. ISBN 9781856696876</p> <p>Kinnersly-Taylor, Joanna (2012) <i>Dyeing and screen-printing on textiles</i>. ISBN 9781408124758</p> <p>Wells, Kate (2005) <i>Fabric dyeing and printing</i>. ISBN 978184091145X</p> <p>Textile innovation : interactive, contemporary and traditional materials / Ros Hibbert (2005) ISBN:0954011015</p>	
<p>Learning Resources</p>	
<p>Dedicated studio space</p> <p>Art and Design workshops</p> <p>Digital workshops</p> <p>Library</p> <p>Minerva VLE</p> <p>Professional lecturer series</p> <p>Onsite gallery</p> <p>Bath Spa Careers: http://www.bathspa.ac.uk/careers</p>	

Code	SD4112-20
Title	Constructed Textiles
Subject area	Textile Design for Fashion and Interiors
Level	4
Credits	20
ECTS	10
Contact time	52 Hours (additional study time 148 hours)
Pre-requisites	None
Core/Optional	Core
Module Coordinator	Amanda Goode
Description	
<p>This module introduces you to a range of constructed textile design skills. Through a series of practical workshops and related project briefs you will explore textile disciplines including knitting and weaving.</p> <p>The project briefs require that you identify research interests for mood, colour, image, texture, textile techniques and context. You will be expected to create drawings, sketchbook work, paper ideas and other appropriate methods of visual research leading to experimental textile ideas.</p> <p>In a technical folder you will collate and record your techniques and experiments in yarn, fabrics, materials and colour. Resolved drawings/2D paperwork, textile samples and visualisations, where appropriate, will be concluded as presentation sheets.</p> <p>By the end of the module you will have produced a body of constructed textile work demonstrating your knowledge of techniques and your individual design approach.</p>	
Outline Syllabus & Teaching & Learning Methods	
<p>Outline syllabus</p> <p>In practical taught workshop sessions student will explore and develop a variety of textile techniques associated with designing constructed textiles.</p> <p>Technical demonstrations will form part of the structured learning, and students will need to practice skills in following instructions to create textile samples. The tutor-set project briefs allow the student to choose sources of inspiration and research, so that the learnt textiles techniques can be developed into an individual and creative response.</p> <p>In the studio and in group-sessions, students will discuss their textiles in relation to various contexts and products for fashion and interiors. The role of skill, craft and discipline specific knowledge will be introduced and considered, including hand and machine techniques in practical and aesthetic terms.</p>	

Teaching and Learning Methods	
<ul style="list-style-type: none"> • Practical workshop technical demonstrations • Directed project work in workshops and the studio • Active participation through seminars, group work and directed learning • Individual and group tutorials • Study trips and gallery visits • Personal presentation, display and documentation of work 	
Intended Learning Outcomes	How assessed
<p>On successful completion of the module you will be able to:</p> <ul style="list-style-type: none"> • demonstrate methods of recording technical information • apply skills in constructed textile techniques, including a creative approach to developing a technique • generate ideas in response to the project design brief • organise visual research for a constructed textile project • implement a creative project for constructive textile design • present and communicate final ideas and samples. 	<p>Assessment is based on the submission of coursework, with inter-related responses to the set project briefs, demonstrating the intended learning outcomes.</p>
Assessment Scheme	Weighting %
<p>The module assessment demonstrates how well you have performed in tackling the intended learning outcomes, and is measured against grade criteria.</p> <p>The module handbook provides more specific details on schedules, assignments, formative feedback and summative assessment for this module.</p> <p>Throughout the module you will receive formative feedback through individual and/or group tutorials, peer seminar sessions and group critiques. In many cases this feedback is received both verbally and in a written format.</p> <p>You will be informed about the ways that marks/grades and feedback are provided by your marking tutor(s) for this module, and you will receive written feedback on your learning achievements against the assessment criteria for your summative module assignment.</p>	

<p>The feedback aims to enable you to see how you may improve or develop particular aspects of your work, and you will receive the summative feedback along with your marks within three weeks of the completed module submission date.</p> <p>Assessment Requirements</p> <p>Refer to your module handbook for details of the coursework assessment tasks delivering the intended learning outcomes for this module.</p> <p>Your performance is holistically assessed against the submission of the required coursework for this module.</p> <p>This submission typically includes:</p> <ul style="list-style-type: none"> • Sketchbooks and/or other visual outcomes • Visual research folders • Technical folders • Personal statement of project intention (max 100 words) • Constructed textile experiments • Resolved and presented textile samples 	<p>100%</p>
<p>Reading Lists/Key Texts & Websites</p>	
<p>Hilliard, Elizabeth and Cliff, Stafford (2002) <i>Fabric: the "Fired Earth" book of natural texture</i>. ISBN 9781862053731</p> <p>McCarty, Cara and McQuaid, Matilda (1998) <i>Structure and Surface: Contemporary Japanese textiles</i>. ISBN 1998 0870700766</p> <p>Selby, Margo (2011) <i>Contemporary weaving patterns</i>. ISBN 9781408139400</p> <p>Waller, Diane and Weir, Shelagh (2011) <i>World textiles: a sourcebook</i>. ISBN 9780714150932</p> <p>Extreme textiles : designing for high performance / Matilda McQuaid ; with essays by Philip Beesley ... [et al.] ; with contributions by Alyssa Becker, John W.S. Hearle.2005 ISBN:0500512256 (hbk.)</p> <p>Interwoven : Kvadrat textile and design / edited by Hettie Judah ; contributions by Tord Boontje ... [et al.].2013 ISBN:9783791348582 (hbk.)</p> <p>The art of knitting : inspirational stitches, textures and surfaces / Francoise Tellier-Loumagne 2005 ISBN:0500285578 (pbk.)</p>	
<p>Learning Resources</p>	
<p>Dedicated studio space</p> <p>Art and Design workshops</p>	

Digital workshops

Library

Minerva VLE

Professional lecturer series

Onsite gallery

Bath Spa Careers: <http://www.bathspa.ac.uk/careers>

Code	SD4113-20
Title	Pattern, Embellishment and Manipulation
Subject area	Textile Design for Fashion and Interiors
Level	4
Credits	20
ECTS	10
Contact time	52 Hours (additional study time 148 hours)
Pre-requisites	None
Core/Optional	Core
Module Co-ordinator	Amanda Goode
Description	
<p>This module introduces you to a range of textile design skills using pattern, embellishment and manipulation. Through a series of practical workshops and related project briefs you will explore textile disciplines including textile printing and embroidery.</p> <p>The project briefs require that you identify research interests for mood, colour, image, scale, texture, textile techniques and context. You will be expected to create drawings, sketchbook work, paper ideas and other appropriate methods of visual research leading to experimental textile ideas.</p> <p>In a technical folder you will collate and record your techniques and experiments in yarn, fabrics, materials and colour. Resolved drawings/2D paperwork, textile samples and visualisations, where appropriate, will be concluded as presentation sheets.</p> <p>By the end of the module you will have produced a body of patterned, embellished and manipulated textile work demonstrating your knowledge of techniques and your individual design approach.</p>	
Outline Syllabus & Teaching & Learning Methods	
<p>Outline syllabus</p> <p>In practical taught workshop sessions student will explore and develop a variety of textile techniques, including digital design processes, associated with designing textiles with pattern, embellishment and manipulation.</p> <p>Technical demonstrations will form part of the structured learning, and students will need to practice skills in following instructions to create textile samples. The tutor-set project briefs allow the student to choose sources of inspiration and research, so that the learnt textiles techniques can be developed into an individual and creative response.</p> <p>In the studio and in group-sessions, students will discuss their textiles in relation to various contexts and products for fashion and interiors. The role of skill, craft and discipline specific knowledge will be introduced and considered, including hand and machine techniques in practical and aesthetic terms.</p>	

<p>Teaching and Learning Methods</p> <ul style="list-style-type: none"> • Practical workshop technical demonstrations • Directed project work in workshops and the studio • Active participation through seminars, group work and directed learning • Individual and group tutorials • Study trips and gallery visits • Personal presentation, display and documentation of work 	
Intended Learning Outcomes	How assessed
<p>On successful completion of the module you will be able to:</p> <ul style="list-style-type: none"> • demonstrate methods of recording technical information • apply skills in pattern, embellishment and manipulation techniques for textiles, which explore texture and scale • generate ideas in response to the project design brief • organise visual research for a textile project with pattern, embellishment and manipulation • implement a creative project for textile design exploring pattern, embellishment and manipulation • present and communicate final ideas and samples. 	<p>Assessment is based on the submission of coursework, with inter-related responses to the set project briefs, demonstrating the intended learning outcomes.</p>
Assessment Scheme	Weighting %
<p>The module assessment demonstrates how well you have performed in tackling the intended learning outcomes, and is measured against grade criteria.</p> <p>The module handbook provides more specific details on schedules, assignments, formative feedback and summative assessment for this module.</p> <p>Throughout the module you will receive formative feedback through individual and/or group tutorials, peer seminar sessions and group critiques. In many cases this feedback is received both verbally and in a written format.</p> <p>You will be informed about the ways that marks/grades and feedback are provided by your marking tutor(s) for this module, and you will receive written feedback on your learning achievements against the assessment criteria for your summative module assignment.</p>	

<p>The feedback aims to enable you to see how you may improve or develop particular aspects of your work, and you will receive the summative feedback along with your marks within three weeks of the completed module submission date.</p> <p>Assessment Requirements</p> <p>Refer to your module handbook for details of the coursework assessment tasks delivering the intended learning outcomes for this module.</p> <p>Your performance is holistically assessed against the submission of the required coursework for this module.</p> <p>This submission typically includes:</p> <ul style="list-style-type: none"> • Sketchbooks and/or other visual outcomes • Visual research folders • Technical folders • Personal statement of project intention (max 100 words) • Pattern, Embellishment and Manipulation textile experiments • Resolved and presented textile samples 	<p>100%</p>
<p>Reading Lists/Key Texts & Websites</p>	
<p>Meller, Susan (2002) <i>Textile designs: 200 years of patterns for printed fabrics arranged by motif, colour, period and design</i>. ISBN9780500283656</p> <p>Nicholl, Karen (2012) <i>Embellished: new vintage</i>. ISBN 9781408105757</p> <p>Surfaces and textures : a visual sourcebook / Polly O'Neil (2008) ISBN:9780713688597</p> <p>Style Book: Pattern and Print / Elizabeth Walker ISBN: 9781908271211</p> <p>Stitch and structure / Jean Draper (2013) ISBN: 9781849941211 (hbk.) :</p> <p>www.patternity.org</p> <p>http://printpattern.blogspot.co.uk/</p>	
<p>Learning Resources</p>	
<p>Dedicated studio space</p> <p>Art and Design workshops</p> <p>Digital workshops</p> <p>Library</p> <p>Minerva VLE</p> <p>Professional lecturer series</p> <p>Onsite gallery</p> <p>Bath Spa Careers: http://www.bathspa.ac.uk/careers</p>	

MODULE DESCRIPTOR: Historical and Critical Studies

Code	CX5151-20
Title	Contextual Studies
Subject area	Textile Design for Fashion Interiors Integrated Masters in Textile Design for Fashion Interiors
Pathway	None
Level	5
Credits	20
ECTS*	10
Contact time	The total number of hours allocated to this module is 200: contact time is approximately 48 hours. The rest of the time should be spent in directed and independent learning.
Pre-requisites	n/a
Acceptable for	3D Idea Material Object; Creative Arts Practice; Fine Art; Graphic Communication; Photography; Textile Design for Fashion Interiors Integrated Masters Textile Design for Fashion Interiors
Excluded combinations	n/a
Core/Optional	Core
Module Co-ordinator	Dr Jo Turney
Description & Aims	
<p>Description This module has two components:</p> <ol style="list-style-type: none"> Options: Studies in Visual Culture (75%) Preparation for Final Study (25%) <p>Aims</p> <ul style="list-style-type: none"> To enable students to concentrate on a particular field of enquiry To develop further their ability to define appropriate subjects for individual research and to formulate valid arguments 	

<ul style="list-style-type: none"> • To help students identify viable research proposals • To give advice on research material and methods of analysis • To enable students to establish a sound basis for subsequent work on their final studies 	
Outline Syllabus & Teaching & Learning Methods	
<p>Outline syllabus</p> <p>Options</p> <p>In drawing up the list of options available at any one time, the planning team places emphasis on ensuring that they cover a sufficiently diverse range and include material pertinent to each constituency of students.</p> <p>Preparation for Final Study</p> <p>There is no set syllabus as each student formulates an individual programme of work in consultation with tutors.</p> <p>Teaching and learning methods</p> <p>Options</p> <p>The principal method of delivery is seminar presentations and discussions led by the option tutor. Students are encouraged to undertake preparation and to participate fully in each seminar. Supporting material includes written handouts, slides, videos, films and, where appropriate, visits.</p> <p>Preparation for Final Study</p> <p>Students submit written proposals and these provide a basis for arranging tutorials to discuss and, if necessary, refine or change the proposed subject of study. The allocation of tutors is reviewed at this point and decisions taken formally about approval, or non-approval, of subjects.</p>	
Intended Learning Outcomes	How assessed**
<p>On completion of this module students will have:</p> <p>Options</p> <ul style="list-style-type: none"> • increased their understanding of methods of analysis and interpretation and their ability to select appropriately • developed further their skills in carrying out viable research projects and defining suitable essay topics • demonstrated improved ability to formulate arguments supported by appropriate evidence and critical enquiry • developed their communication skills, both oral and written <p>Preparation for Final Study</p> <ul style="list-style-type: none"> • identified viable proposals for research and ways of pursuing their investigations • accomplished some research and identified further sources of information • begun to formulate how they intend to articulate their findings • established a sound basis for successful completion of their 	<p>an essay, or its equivalent, arising out of the taught programme which should not exceed 3500 words;</p> <p>a progress report of 800-1000 words and a bibliography and a list of other research sources</p>

final studies.	identified (Form 2).
Assessment Scheme	Weighting %
<p>Options</p> <p>Tutors formulate specific requirements tailored to each option and notify the students of these at the beginning of the module. The requirements must include an essay, or its equivalent, arising out of the taught programme which should not exceed 3500 words; the number of words must be stated at the end of the text. In some instances the requirements could include such material as: writing in forms other than an essay; visual responses to aspects of the programme; collections of newspaper cuttings.</p> <p>Final Study Preparation</p> <p>Students submit by the specified deadline a progress report of 800-1000 words and a bibliography and a list of other research sources identified.</p> <p>Students are required to submit an electronic version of all written assessments via Minerva. Check course programme booklet for further details.</p> <p>Students will receive formative assessment through a variety of methods including participation in seminars and tutorials.</p> <p>Assessment Criteria: Options</p> <ul style="list-style-type: none"> • Definition of an appropriate subject, taking into account its level of ambition and the selection of pertinent examples • Thoroughness of research • Understanding of the method(s) of analysis and interpretation employed and their application • Critical engagement with the sources used • Formulation of a structured argument • Use of appropriate evidence and supporting analysis • Clarity of exposition • Adherence to standard academic conventions for referencing sources <p>Assessment Criteria: Final Study Preparation</p> <ul style="list-style-type: none"> • Evidence of research • Formulation of a feasible programme of study • Evidence of critical and analytic thought • An appropriate level of ambition in the proposed subject 	<p>75%</p> <p>25%</p>

Reading Lists/Key Texts & Websites
Options Tutors issue a reading list for each option. They may recommend additional reading to individual students once research topics are defined. The slide collection is available for students who make seminar presentations. In certain instances visits may be arranged to galleries, museums or other relevant places. Final Study Preparation Students are expected to identify appropriate sources; they receive advice from tutors on an individual basis.
Learning Resources
Lecture Theatre Seminar Rooms Library Access to Minerva

* ECTS (European Credit Transfer and Accumulation System) – Framework for Qualifications of the European Higher Education Area recommend that two UK credits are equivalent to one ECTS credit

** eg examination, presentation, coursework, performance, case study, portfolio, etc.

Code	SD5104-20
Title	Professional Contexts 2
Subject area	Textile Design for Fashion and Interiors
Level	5
Credits	20
ECTS	10
Contact time	52 Hours (additional study time 148 hours)
Pre-requisites	Level 4 modules or equivalent
Core/Optional	Core
Module Coordinator	Amanda Goode
Description	
<p>This module examines the operation and range of practice in textile design by exploring the diversity of professional practice and how it is structured within a design studio. It considers the design process (research, trend predictions, budgeting, time management, presentation, marketing, collection building and digital design), and the role of enterprise in employability, including teamworking. This is a work-based learning module, and includes the involvement of industry professionals with 'live' external project briefs.</p> <p>You will explore the possibilities for your own career development through a growing knowledge of the industry and furthering your design skills in your specialist textile subject area. The use of digital design and technology is considered as a key aspect of the context for this module.</p>	
Outline Syllabus & Teaching & Learning Methods	
<p>Responding to Industry professionals and external projects to create a textile-based collection.</p> <p>Teaching and Learning Strategies</p> <p>You will learn through a range of:</p> <p>Lectures, seminars, team working and peer discussions.</p> <p>Guidance and progress reviews through tutorial contact.</p> <p>Managing independent study time and project development.</p> <p>Minerva resources.</p>	

Intended Learning Outcomes	How assessed
<p>On completion of this module you will be able to:</p> <ul style="list-style-type: none"> • assess how a textile design studio creates a collection • evidence team working skills • show development of ideas and concepts linked to the design, construction and decoration of textiles • present the use of digital media in design and communication • evidence a developed capacity for independent research and evaluation • demonstrate time management, organisational and communication skills. 	<p>Assessment is based on the submission of coursework, with inter-related responses to the set project briefs, demonstrating the intended learning outcomes.</p>
Assessment Scheme	Weighting %
<p>The module assessment demonstrates how well you have performed in tackling the intended learning outcomes, and is measured against grade criteria.</p> <p>The module handbook provides more specific details on schedules, assignments, formative feedback and summative assessment for this module.</p> <p>Throughout the module you will receive formative feedback through individual and/or group tutorials, peer seminar sessions and group critiques. In many cases this feedback is received both verbally and in a written format.</p> <p>You will be informed about the ways that marks/grades and feedback are provided by your marking tutor(s) for this module, and you will receive written feedback on your learning achievements against the assessment criteria for your summative module assignment.</p> <p>The feedback aims to enable you to see how you may improve or develop particular aspects of your work, and you will receive the summative feedback along with your marks within three weeks of the completed module submission date.</p> <p>Assessment Requirements</p> <p>Refer to your module handbook for details of the coursework assessment tasks delivering the intended learning outcomes for this module.</p>	

<p>Your performance is assessed against the submission of the required coursework for this module, with weightings as follows:</p> <ol style="list-style-type: none"> 1. portfolio of coursework in response to external briefs 2. digital presentation of the project. <p>This submission typically includes:</p> <ul style="list-style-type: none"> • Statement of intent in response to external brief (max 100 words) • Sketchbooks and/or other visual outcomes • Visual research folders • Technical folders • Experimental textile samples • Resolved and presented textile samples • Digital version of project resolution (for example PDF portfolio, power-point presentation, blog etc.). 	<ol style="list-style-type: none"> 1. 75% 2. 25%
<p>Reading Lists/Key Texts & Websites</p>	
<p>Sarah E. Braddock Clarke & Jane Harris. <i>Digital Visions for Fashion and Textiles: Made in code</i> ISBN 978-0-500-516447</p> <p>Mary Schoeser. <i>International Textile Design</i> ISBN 1-85669-072-5</p>	
<p>Learning Resources</p>	
<p>Dedicated studio space</p> <p>Art and Design workshops</p> <p>Digital workshops</p> <p>Library</p> <p>Minerva VLE</p> <p>Professional lecturer series</p> <p>Onsite gallery</p> <p>Bath Spa Careers: http://www.bathspa.ac.uk/careers</p>	

Code	SD5110-20
Title	Developing a Specialism
Subject area	Textile Design for Fashion and Interiors
Level	5
Credits	20
ECTS	10
Contact time	52 Hours (additional study time 148 hours)
Pre-requisites	Level 4 modules or equivalent
Core/Optional	Core
Module Coordinator	Amanda Goode
Description	
<p>This is your first studio practice module in Year 2 (level 5), it is designed to enable you to explore and develop into a chosen textile design area. Prior to starting the module you will have proposed an area of textile design that you wish to develop, and this would have been agreed with your tutor as an initial starting point.</p> <p>In Year 1 you were introduced to a range of textile techniques and design processes, building on the interests, knowledge and skills gained you now have the opportunity to further develop your lines of enquiry and potential future direction within textile design for fashion and interiors.</p> <p>There are no set restrictions in which textile specialism you choose to work within, generally students select to work in the broad areas of knit, weave, print or embroidery. To advance your textile design skills there will be specialism-specific technical workshops. You may however wish to specialise in a combination of textile areas or only work in digital design for textiles for example, and there may also be other options for you to explore within the boundaries of textile design for fashion and interiors.</p> <p>The module will have a tutor-set project brief and you will be expected to develop your technical textile abilities alongside furthering your creative design process. The project will conclude with a presentation of your portfolio of work and a reflective statement, which states your project discoveries and starts to define your next textile design intentions.</p>	
Outline Syllabus & Teaching & Learning Methods	
<p>Outline syllabus</p> <p>Students will have negotiated with their tutor a line of enquiry in a textile design specialism. A tutor-set creative project brief will define a range of activities aimed at enabling the student to develop both textile technical skills and their individual approach to design.</p> <p>Advanced technical demonstration workshop sessions will enable to further their textile design techniques, students will engage with the sessions most relevant to their chosen</p>	

<p>area.</p> <p>Students are expected to engage proactively in their studio spaces, utilising this and the workshop facilities where appropriate. Tutors will input through group tutorials and critiques.</p> <p>Teaching and Learning Methods</p> <ul style="list-style-type: none"> • Technical demonstrations • Directed project work • Engagement in using both hand and digital processes • Active participation through seminars and peer learning • Lecture series • Group tutorials and critiques • Study trips and gallery visits • Personal presentation, display and documentation of work 	
Intended Learning Outcomes	How assessed
<p>On successful completion of the module you will be able to:</p> <ul style="list-style-type: none"> • demonstrate methods of recording advancing complexities of textile design related technical information • collate an individual response to visual and contextual research • demonstrate explorations of drawing, primary research and sketchbook work, to inform techniques and design • evidence of advancing skills in handling textile related materials and techniques • communicate informed design choices especially in colour, scale, materials and processes • evidence design process in response to project briefs • present and communicate the project conclusion and future textile design intentions. 	<p>Assessment is based on the submission of coursework, with inter-related responses to the set project briefs, demonstrating the intended learning outcomes.</p>
Assessment Scheme	Weighting %
<p>The module assessment demonstrates how well you have performed in tackling the intended learning outcomes, and is measured against grade criteria.</p> <p>The module handbook provides more specific details on schedules, assignments, formative feedback and summative assessment for this module.</p>	

<p>Throughout the module you will receive formative feedback through individual and/or group tutorials, peer seminar sessions and group critiques. In many cases this feedback is received both verbally and in a written format.</p> <p>You will be informed about the ways that marks/grades and feedback are provided by your marking tutor(s) for this module, and you will receive written feedback on your learning achievements against the assessment criteria for your summative module assignment.</p> <p>The feedback aims to enable you to see how you may improve or develop particular aspects of your work, and you will receive the summative feedback along with your marks within three weeks of the completed module submission date.</p> <p>Assessment Requirements</p> <p>Refer to your module handbook for details of the coursework assessment tasks delivering the intended learning outcomes for this module.</p> <p>Your performance is holistically assessed against the submission of the required coursework for this module.</p> <p>This submission typically includes:</p> <ul style="list-style-type: none"> • Statement of intent in response to tutor-set brief (max 100 words) • Sketchbooks and/or other visual outcomes • Visual research folders • Technical folders • Experimental textile samples or other tutor- negotiated outcomes • Resolved and presented textile samples or other tutor- negotiated outcomes 	<p>100%</p>
<p>Reading Lists/Key Texts & Websites</p>	
<p>Tellier-Loumange, Francoise. <i>The Art of Knitting</i>. Thames and Hudson. 978-0500285572</p> <p>Cole, Drusilla. <i>The Pattern Source Book</i>. Laurence King. 978-1856696210</p> <p>Brittain-Catlin, Timothy. <i>The Cutting Edge of Wallpaper</i>. Black Dog Publishing. 978- 1904772569</p> <p>Hemmings, Jessica. <i>Warp and Weft</i>. 978-1408134443. A&C Black Publishers Ltd</p> <p>Radical lace and subversive knitting / David Revere McFadden, Jennifer Scanlan, Jennifer Steifle Edwards (2008) ISBN:9781851495689</p> <p>By hand : the use of craft in contemporary art / edited by Shu Hung and Joseph Magliaro.(2010) ISBN:9781568989426 (pbk.)</p> <p>www.trendland.com</p>	

Learning Resources

Dedicated studio space

Art and Design workshops

Digital workshops

Library

Minerva VLE

Professional lecturer series

Onsite gallery

Bath Spa Careers: <http://www.bathspa.ac.uk/careers>

Code	SD5111-40
Title	Defining your Identity
Subject area	Textile Design for Fashion and Interiors
Level	5
Credits	40
ECTS	20
Contact time	104 Hours (additional study time 296 hours)
Pre-requisites	SD5110-20, SD5112-20
Core/Optional	Core
Module Coordinator	Amanda Goode
Description	
<p>This is a 40-credit (400 hour) studio practice module. As a double weighted module, it is designed to enable you more time to define your chosen specialist textile design area and specifically for fashion or interiors.</p> <p>In SD5110-20 you explored developing a textile design specialism, and reflected on your project and future intentions. In this module you will need to further define your approach to textile design, and within the tutor-set briefs develop your own project direction. To advance your textile design skills there will be specialism-specific technical workshops.</p> <p>You will choose a fashion or interiors brief in which to frame your project and this will define which technical product skills set to learn.</p> <p>A programme of technical demonstrations and taught sessions will run for students selecting either fashion or interiors, to enable the learning of product development skills.</p> <p>By the end of the module you will have produced a collection of textile designs and created prototypes of fashion or interior products (samples, sections, details or complete as appropriate to your project direction).</p>	
Outline Syllabus & Teaching & Learning Methods	
<p>Outline syllabus</p> <p>Students will select from tutor-set briefs for textile design in either fashion or interiors, enhancing the briefs with their individual project direction proposal.</p> <p>Technical demonstrations and taught sessions will run for students selecting either fashion or interiors to enable the learning of product development skills.</p> <p>Continuing advanced technical demonstration workshop sessions will enable students to further their textile design techniques, students will engage with the sessions most relevant to their chosen area.</p> <p>Students are expected to engage proactively in their studio spaces, utilising this and the workshop facilities where appropriate. Tutors will input through group tutorials and</p>	

<p>critiques.</p> <p>Teaching and Learning Methods</p> <ul style="list-style-type: none"> • Technical demonstrations • Taught practical sessions • Directed project work • Engagement in using both hand and digital processes • Active participation through seminars and peer learning • Lecture series • Group tutorials and critiques • Study trips and gallery visits • Personal presentation, display and documentation of work 	
Intended Learning Outcomes	How assessed
<p>On successful completion of the module you will be able to:</p> <ul style="list-style-type: none"> • evidence recording advancing complexities of technical information in textile design and product development • collate an individual response to visual and contextual research in textile design and product development • demonstrate exploration of drawing, primary research and sketchbook work including 3D product ideas to inform techniques and design development • evidence advancing skills in handling textile materials and techniques • apply new skills in product development for fashion or interiors • develop design process skills in response to project briefs • contextualise textile design work for either fashion or interiors • present and communicate the project conclusions 	<p>Assessment is based on the submission of coursework, with inter-related responses to the set project briefs, demonstrating the intended learning outcomes.</p>
Assessment Scheme	Weighting %
<p>The module assessment demonstrates how well you have performed in tackling the intended learning outcomes, and is measured against grade criteria.</p> <p>The module handbook provides more specific details on schedules, assignments, formative feedback and summative assessment for this module.</p>	

<p>Throughout the module you will receive formative feedback through individual and/or group tutorials, peer seminar sessions and group critiques. In many cases this feedback is received both verbally and in a written format.</p> <p>You will be informed about the ways that marks/grades and feedback are provided by your marking tutor(s) for this module, and you will receive written feedback on your learning achievements against the assessment criteria for your summative module assignment.</p> <p>The feedback aims to enable you to see how you may improve or develop particular aspects of your work, and you will receive the summative feedback along with your marks within three weeks of the completed module submission date.</p> <p>Assessment Requirements</p> <p>Refer to your module handbook for details of the coursework assessment tasks delivering the intended learning outcomes for this module.</p> <p>Your performance is holistically assessed against the submission of the required coursework for this module.</p> <p>This submission typically includes:</p> <ul style="list-style-type: none"> • Personal project brief in response to tutor-set brief (max 2 sides A4) • Sketchbooks and/or other visual outcomes • Visual research folders • Technical folders • Experimental textile samples or other tutor- negotiated outcomes • Resolved and presented textile samples or other tutor- negotiated outcomes. 	<p>100%</p>
<p>Reading Lists/Key Texts & Websites</p>	
<p>Da Cruz, Elyssa. Black, Sandy. <i>Fashioning Fabrics</i>. 978-1904772415. Black Dog Publishing.</p> <p>Shackleton, Emma. Campbell, Sarah. <i>The Collier Campbell Archive</i>. 978-1908150820 ILEX</p> <p>Quinn, Bradley. <i>Textile Designers at the Cutting Edge</i>. Laurence King. 978-1856695817</p> <p>www.trendbible.com</p> <p>www.elledecoration.co.uk</p> <p>www.londonfashionweek.co.uk</p>	

Learning Resources

Dedicated studio space

Art and Design workshops

Digital workshops

Library

Minerva VLE

Professional lecturer series

Onsite gallery

Bath Spa Careers: <http://www.bathspa.ac.uk/careers>

Code	SD5112-20
Title	Styling and Display
Subject area	Textile Design for Fashion and Interiors
Level	5
Credits	20
ECTS	10
Contact time	52 Hours (additional study time 148 hours)
Pre-requisites	SD5110-20, SD5111-40
Core/Optional	Core
Module Coordinator	Amanda Goode
Description	
<p>This is your final studio practice module in Year 2 (level 5). The module aims to enable you to explore your identity as a textile designer for fashion or interiors through styling and display. The module gives you the opportunity to develop skills in planning, which may involve teamwork and coordinating an event.</p> <p>In your previous studio modules you have developed and defined your textile specialism, and have started to inform your textile design process through engagement with product development in either fashion or interiors.</p> <p>Building on the foundation of your design, thinking, technical and contextual skills acquired, in this module you create your own project brief within the framework of styling and display options directed by your tutors.</p> <p>You are required to create a new collection of textile design work with a clear intention to explore your personal style and identity.</p> <p>The emphasis will be on the aesthetic presentation and display for the project conclusion.</p>	
Outline Syllabus & Teaching & Learning Methods	
<p>Outline syllabus</p> <p>Students will create an individual project brief within the framework of styling and display options for presented outcome in a group scenario.</p> <p>Group sessions will discuss and explore processes in advancing visual research, 'coolhunting', trends, colour forecasting, styling, display, professional presentations and creative direction.</p> <p>Students will be introduced to skills in photography and using the photographic studio, and will work in small groups to explore creating styled photographic images.</p> <p>Students are expected to engage proactively in their studio spaces, utilising this and the workshop facilities where appropriate to create textile design collections, styling and display ideas.</p>	

Tutor-led study trips and self-directed research activities will be organised to enable the evaluation of contemporary styling and display methods.

Tutors will input through practical sessions, seminars, group tutorials and critiques.

Teaching and Learning Methods

- Taught practical sessions
- Technical introductions to photography
- Group working
- Directed project work
- Engagement in using both hand and digital processes
- Active participation through seminars and peer learning
- Lecture series
- Group tutorials and critiques
- Study trips and gallery visits
- Personal presentation, display and documentation of work

Intended Learning Outcomes	How assessed
<p>On successful completion of the module you will be able to:</p> <ul style="list-style-type: none"> • set an individual project brief within a set framework • demonstrate an individual response to visual and contextual research, including the exploration of drawing, and other methods of research and experiments which inform the textile design process, styling and display • evidence organisational and time management skills • apply advancing skills in developing textile design collections or other appropriate tutor-negotiated outcomes • implement working collaboratively in small groups • express your personal style identity • present your work to audiences in a range of situations, communicating your ideas/collection through styling and display. 	<p>Assessment is based on the submission of coursework, with inter-related responses to the set project briefs, demonstrating the intended learning outcomes.</p>
Assessment Scheme	Weighting %
<p>The module assessment demonstrates how well you have performed in tackling the intended learning outcomes, and is measured against grade criteria.</p>	

<p>The module handbook provides more specific details on schedules, assignments, formative feedback and summative assessment for this module.</p> <p>Throughout the module you will receive formative feedback through individual and/or group tutorials, peer seminar sessions and group critiques. In many cases this feedback is received both verbally and in a written format.</p> <p>You will be informed about the ways that marks/grades and feedback are provided by your marking tutor(s) for this module, and you will receive written feedback on your learning achievements against the assessment criteria for your summative module assignment.</p> <p>The feedback aims to enable you to see how you may improve or develop particular aspects of your work, and you will receive the summative feedback along with your marks within three weeks of the completed module submission date.</p> <p>Assessment Requirements</p> <p>Refer to your module handbook for details of the coursework assessment tasks delivering the intended learning outcomes for this module.</p> <p>Your performance is holistically assessed against the submission of the required coursework for this module.</p> <p>This submission typically includes:</p> <ul style="list-style-type: none"> • Personal project brief in response to the tutor-set brief (max 2 sides A4) • Sketchbooks and/or other visual outcomes • Visual research folders • Technical folders • Experimental textile samples or other tutor- negotiated outcomes • Resolved and presented textile samples or other tutor- negotiated outcomes • Group exhibition of individual projects 	<p>100%</p>
<p>Reading Lists/Key Texts & Websites</p>	
<p>Lim, C & Leon, H <i>Opening Ceremony</i> Rizzoli, ISBN-13: 978-0847838707</p> <p>Walker, T & Ansel, R <i>Tim Walker: Story Teller</i> Thames and Hudson Ltd ISBN-13: 978-0500544204</p> <p>Kamphuijus, H & Tan, J <i>Colour Hunting</i> Frame Publisher ISBN-13: 978-9077174272</p> <p>Reproducing Scholten & Baijings / Louise Schouwenberg. 2015</p> <p>ISBN : 9780714868714 (hbk.)</p>	

www.uniquestyleplatform.com

www.sightunseen.com

www.wgsn.com

www.style.com

www.dezeen.com

www.designboom.com

Learning Resources

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Onsite gallery

Bath Spa Careers: <http://www.bathspa.ac.uk/careers>

MODULE DESCRIPTOR: Historical and Critical Studies

Code	CX6151-20
Title	Contextual Studies
Subject area	3D Idea Material Object; Creative Arts Practice; Fashion Design; Fine Art; Graphic Communication; Photography; Textile Design for Fashion Interiors Integrated Masters Textile Design for Fashion Interiors
Pathway	None
Level	6
Credits	20
ECTS*	10
Contact time	Time Allocation An average of 20 hours per week for 10 weeks on Historical and Critical Studies work during level 6.
Pre-requisites	n/a
Acceptable for	3D Idea Material Object; Creative Arts Practice; Fashion Design; Fine Art; Graphic Communication; Photography; Textile Design for Fashion Interiors Integrated Masters Textile Design for Fashion Interiors
Excluded combinations	n/a
Core/Optional	Core
Module Co-ordinator	Dr Jo Turney
Description & Aims	
Description This module has one component: The completion of a substantial piece of individual	

<p>research to be presented in written or other form by agreement with the module tutor</p> <p>Aims</p> <ul style="list-style-type: none"> • To enable students to select for extended study subjects which they consider especially pertinent and engaging • To promote appropriate levels of ambition in students' identification of tasks for themselves • To help students to develop their research skills and their ability to be selective • To encourage further application of methods of interpretation and analysis introduced in previous modules • To develop the skills needed to structure an extended argument and to support arguments by a suitable level of discussion, detailed documentation and demonstration 	
<p>Outline Syllabus & Teaching & Learning Methods</p>	
<p>Outline Syllabus</p> <p>There is no set syllabus as students continue with the individual programmes of work already approved.</p> <p>Teaching and Learning Methods</p> <p>Each student has a supervising tutor. There are taught sessions, access to online learning resources and students are encouraged to work in small groups. Tutors arrange to see students at regular intervals to advise on work in progress, including the planned format, structure and argument of the submission. They read work in draft form and return it in tutorials with comments and advice.</p>	
<p>Intended Learning Outcomes</p>	<p>How assessed**</p>
<p>Learning Outcomes</p> <p>On completion of this module students will have:</p> <ul style="list-style-type: none"> • increased ability to formulate and pursue viable subjects of individual interest • learnt how to conduct an extended programme of research and to select and organise their data • acquired greater skill in applying methods of interpretation and analysis • developed independent judgement, clarity of thought, and articulateness • gained confidence in their capacity to undertake this kind of project. 	<p>6000 to 8000 word written submission or (by agreement with module leader and course leader) assessment by alternative means such as oral presentation, website, portfolio or exhibition. The alternative submission to be accompanied by a contextualising essay of not less than 2000 words.</p>
<p>Assessment Scheme</p>	<p>Weighting %</p>
<p>Written texts must be of no less than 6,000 and no more than 8,000 words in length. The number of words should be stated at the end of the text. Students are required to submit an electronic version of all written assessments via Minerva.</p>	<p>100%</p>

<p>Students submit by the specified date.</p> <p>Alternative submissions must include analytical written material but may in addition take the form of video or slide presentation or other format suitable for the subject, provided it is capable of meeting the criteria for assessment and is agreed in advance by the supervising tutor.</p> <p>Assessment Criteria</p> <ul style="list-style-type: none"> • Definition of a valid subject of individual interest and pertinence • Evidence of an appropriate level of ambition • Thoroughness of research • Understanding of the material consulted and of the methods of interpretation and analysis employed • Critical engagement with the sources used • Formulation of a well structured argument • Selection of appropriate evidence and supporting analysis • Clarity of exposition • Adherence to standard academic conventions for referencing sources. 	
<p>Reading Lists/Key Texts & Websites</p>	
<p>Students are expected to identify appropriate sources; they receive advice from tutors in a variety of learning environments.</p>	
<p>Learning Resources</p>	
<p>Lecture Theatre Seminar Rooms Library Minerva On-line learning resources</p>	

* ECTS (European Credit Transfer and Accumulation System) – Framework for Qualifications of the European Higher Education Area recommend that two UK credits are equivalent to one ECTS credit

** eg examination, presentation, coursework, performance, case study, portfolio, etc.

Code	SD6102-20
Title	Professional Context 3
Subject area	Textile Design for Fashion and Interiors
Level	6
Credits	20
ECTS	10
Contact time	52 Hours (148 hours additional independent study time)
Pre-requisites	Level 4 & 5 modules or equivalent
Core/Optional	Core
Module Coordinator	Frances Turner
Description	
<p>The module provides a focus for individual professional practice and examines the operations of a practitioner within contemporary textile design, including goal setting, managing workloads and meeting deadlines. The module offers students the opportunity to explore the supporting activities needed to practice as a designer, including I</p> <p>It also considers the diversity of roles and processes of textile design within the context of the ever-changing creative industries, and encourages strategies for developing an entrepreneurial approach with regard to your employability. Social, ethical and environmental issues are considered as a context for determining your individual aspirations.</p>	
Outline Syllabus & Teaching & Learning Methods	
<p>Outline Syllabus</p> <p>Students will be introduced to a variety of learning opportunities provided by the course including attending seminars and presentations by design practitioners and industry partners, gaining an understanding of the nuances of freelance, self-employment, sole traders/business owners in the creative industries, and will be able to access a wide range of sessions provided by the University's Business Support. Students will compile lecture notes in response to the sessions.</p> <p>Investigation develops within a self-directed research folder, making critical observations that support the students emerging practice for a career in textile design, exploring relevant audiences, clients, markets, users, consumers, participants, co-workers and co-creators. Students are encouraged to interview design professionals and textile researchers where possible to inform your contextual self-evaluation report. Students should include the consideration of ethical, social and environmental issues in individual practice.</p> <p>Students are expected to engage in activities generating ideas and producing outcomes for self-promotion, letter writing to potential employers, CV preparation, press packs etc. This would usually involve co-working with other disciplines to achieve quality outcomes in producing these materials, in photography and graphics for example.</p>	

<p>Self-evaluation to contextualise the students work and future project intentions are articulated through a written report.</p> <p>Teaching and Learning Strategies</p> <p>You will learn through a range of:</p> <ul style="list-style-type: none"> • Lectures, seminars and peer discussions • Guidance and progress reviews through tutorial contact • Managing independent study time and project development • Minerva resources 	
Intended Learning Outcomes	How assessed
<p>On completion of this module you should be able to:</p> <ul style="list-style-type: none"> • judge the professional practice activities which best support your individual design intentions • evidence the research which frames your design approach through critical, contextual, conceptual and ethical dimensions (through a research folder, blog, PDF, film etc.) • apply your skills in generating promotional and employment related materials (letters to employers, CV's, press packs, business cards etc.) • examine and articulate your future design intentions. 	<p>Assessment is based on the submission of a research folder and written contextual self-evaluation report, demonstrating the intended learning outcomes.</p>
Assessment Scheme	Weighting %
<p>The module assessment demonstrates how well you have performed in tackling the intended learning outcomes, and is measured against grade criteria.</p> <p>The module handbook provides more specific details on schedules, assignments, formative feedback and summative assessment for this module.</p> <p>Throughout the module you will receive formative feedback through individual and/or group tutorials, peer seminar sessions and group critiques. In many cases this feedback is received both verbally and in a written format.</p> <p>You will be informed about the ways that marks/grades and feedback are provided by your marking tutor(s) for this module, and you will receive written feedback on your learning</p>	

<p>achievements against the assessment criteria for your summative module assignment.</p> <p>The feedback aims to enable you to see how you may improve or develop particular aspects of your work, and you will receive the summative feedback along with your marks within three weeks of the completed module submission date.</p> <p>Assessment Requirements</p> <p>Refer to your module handbook for details of the coursework assessment tasks delivering the intended learning outcomes for this module.</p> <p>Your performance is assessed against the submission of the weighted coursework for this module.</p> <p>This submission includes:</p> <ol style="list-style-type: none"> 1. Self-directed visual and annotated research folder (analogue or digital), which includes lecture notes, and the development of promotional/employability materials 2. Contextual self-evaluation report with future project intentions 	<p>1. 50%</p> <p>2. 50%</p>
<p>Reading Lists/Key Texts & Websites</p>	
<p>How to build a brand in textile design http://vimeo.com/60068622</p> <p>A Briggs-Goode and K Townsend, April 2011 <i>Textile design: Principles, advances and applications</i> ISBN-13: 978 1 84569 646 7</p> <p>Alex Russell, 2011 <i>The Fundamentals of Printed Textile Design</i> ISBN 9782940411474</p> <p>Textiles today : a global survey of trends and traditions / Chloe Colchester (2007) ISBN: 0500513813 (hbk.) 9780500513811 (hbk.)</p> <p>www.designtrust.co.uk</p> <p>http://makingit.cockpitarts.com/</p>	
<p>Learning Resources</p>	
<p>Dedicated studio space</p> <p>Art and Design workshops</p> <p>Digital workshops</p> <p>Library</p> <p>Minerva VLE</p> <p>Professional lecturer series</p> <p>Onsite gallery</p> <p>Bath Spa Careers: http://www.bathspa.ac.uk/careers</p>	

Code	SD6110-20
Title	Resolving a Personal Project
Subject area	Textile Design for Fashion and Interiors
Level	6
Credits	20
ECTS	10
Contact time	52 Hours (148 hours additional independent study time)
Pre-requisites	Level 5
Core/Optional	Core
Module Coordinator	Amanda Goode
Description	
<p>This studio module in year 3 (level 6) requires that you use your prior knowledge and experience from your level 5 studies, as a foundation for a self-directed experimental textile design project, aimed at either fashion or interiors.</p> <p>By developing a personal project, you set the parameters and clearly define your intentions, within a planned time schedule. This module gives you the opportunity to explore new methods and open up your style of work to new challenges and outcomes. The module should demonstrate resolution of some experimental ideas into sample collections or product prototypes.</p> <p>The module is supported by a series of technical demonstrations in product development in fashion and interiors, and you will select which appropriate group of sessions to attend for your developing practice.</p>	
Outline Syllabus & Teaching & Learning Methods	
<p>Outline syllabus</p> <p>Students will construct a personal project brief and time schedule for textile design in either fashion or interiors. The project direction and intentions will be communicated to tutors and peer groups through a digital presentation in a seminar session. Sustainability (environmental, economic and social) of materials and processes should be considered.</p> <p>A programme of technical demonstrations and taught sessions will run for students selecting either fashion or interiors to enable the advancement of product development skills.</p> <p>Students advance their visual research, contextualisation, textile design techniques and product developments, by actively engaging in a studio and workshop culture and will seek appropriate technical support when required.</p>	

Intended Learning Outcomes	How assessed
<p>On successful completion of the module you will be able to:</p> <ul style="list-style-type: none"> • construct a textile design project brief with clearly defined aims, objectives and outcomes for fashion or interiors, demonstrating your intellectual enquiry in the discipline • apply skills in time management, including setting and achieving milestones, making appropriate use of the interaction between intention, process, outcome, context and methods of dissemination • implement experimental research and techniques in textiles, demonstrating an evaluative approach throughout the project • demonstrate textile design development and the process of design development for a contextual outcome in either fashion or interiors (for example an appropriately illustrated design process for a sample range of fashion prints or knitted interior products or woven accessories etc) • present your capacity to be creative and an aesthetic sensibility • organise work into a coherent and considered coursework portfolio, which articulates your knowledge of textile design effectively for your chosen contextual framework. 	<p>Assessment is based on the submission of coursework, with inter-related responses to the taught processes and negotiated project brief, demonstrating the intended learning outcomes.</p>
Assessment Scheme	Weighting %
<p>The module assessment demonstrates how well you have performed in tackling the intended learning outcomes, and is measured against grade criteria.</p> <p>The module handbook provides more specific details on schedules, assignments, formative feedback and summative assessment for this module.</p> <p>Throughout the module you will receive formative feedback through individual and/or group tutorials, peer seminar sessions and group critiques. In many cases this feedback is received both verbally and in a written format.</p> <p>You will be informed about the ways that marks/grades and feedback are provided by your marking tutor(s) for this module, and you will receive written feedback on your learning achievements against the assessment criteria for your summative module assignment.</p>	

<p>The feedback aims to enable you to see how you may improve or develop particular aspects of your work, and you will receive the summative feedback along with your marks within three weeks of the completed module submission date.</p> <p>Assessment Requirements</p> <p>Refer to your module handbook for details of the coursework assessment tasks delivering the intended learning outcomes for this module.</p> <p>Your performance is holistically assessed against the submission of a negotiated project.</p> <p>This submission typically includes:</p> <ul style="list-style-type: none"> • Personal project brief (max 2 sides A4) • Sketchbooks and/or other visual outcomes • Visual research folders • Technical folders • Experimental textile samples or other tutor- negotiated outcomes • Resolved and presented textile samples or other tutor- negotiated outcomes • Contextual visualisations of the intended market outcomes 	<p>100%</p>
<p>Reading Lists/Key Texts & Websites</p>	
<p>Beverly Gordon, <i>Textiles: The Whole story</i> Thames and Hudson ISBN 978-0-560-51566-2</p> <p>Sarah E. Braddock Clarke & Jane Harris, <i>Digital Visions for Fashion and Textiles: Made in code</i> ISBN 978-0-500-516447</p> <p>Mary Schoeser, <i>International Textile Design</i> ISBN 1-85669-072-5</p> <p>Drusilla Cole, <i>Textiles Now</i> ISBN978-1-85669</p>	
<p>Learning Resources</p>	
<p>Dedicated studio space</p> <p>Art and Design workshops</p> <p>Digital workshops</p> <p>Library</p> <p>Minerva VLE</p> <p>Professional lecturer series</p> <p>Onsite gallery</p> <p>Bath Spa Careers: http://www.bathspa.ac.uk/careers</p>	

Code	SD6103-60
Title	Self Directed Project - Textile Design
Subject area	Textile Design for Fashion and Interiors
Level	6
Credits	60
ECTS	30
Contact time	156 Taught Hours + 444 Self Study Hours
Pre-requisites	Level 4 & 5 modules + CX 6151-20,SD610-20
Core/Optional	Core
Module Coordinator	Amanda Goode
Description	
<p>You will work on a self-initiated project conceived, developed, written and directed by yourself. You will write the brief ,including your background thinking, to give clear guidelines for the aims, objectives and outcomes. You may work in more than one discipline, but this must be clearly defined at the outset of the project and discussed with the your individual tutor. You must also consider the market carefully in areas such as fashion, interiors , product and exhibiting. You may cross over from one discipline to another providing that this becomes part of the self-initiated project.</p>	
Outline Syllabus & Teaching & Learning Methods	
<p>Outline Syllabus</p> <ul style="list-style-type: none"> • Submission of a working title and a project description brief at the beginning of Semester 2 with a time plan • Presentation of completion of work in visual form <p>Teaching and Learning Strategies</p> <ul style="list-style-type: none"> • Advice, guidance and progressive reviews through tutorial contact and lecture programme • Management of independent study time • Organisation of the sequential project stages • Critical appraisals, evaluations and work reviews • Studio practice in resolving creative problems and in craft and technology skills development • Presentations 	

Reading Lists/Key Texts & Websites

Art Textiles of the World: Great Britain Vol. 2 Edited with an introduction by Dr Jennifer Harris, ISBN 0952626764

Interior Design Review Vol. 8 Andrew Martin, ISBN 0953004562

WORSLEY H Decades of Fashion – The Hutton Getty Picture Collection Könemann, ISBN 3829012802

MCCARTHY C / MCQUAID M Structure & Surface Moma, New York ISBN 0870700766 1998

COLCHESTER C The New Textiles Thames & Hudson, ISBN 0500277370

ROBINSON A / MARKS R Woven Cloth Construction The Textile Institute, ISBN 0900739045 1973

CRILL R / WEARDEN J / WILSON V., Dress in Detail from around the World V&A Publications, ISBN 1851773770

Historical Fashion in Detail: the 17th and 18th Centuries Hart and North, Victoria and Albert Museum ISBN 0810966085 2003

MELLER S Textile Designs: 200 Years of Patterns for Printed Fabrics Arranged by Motif, Colour, Period and Design Thames and Hudson, ISBN 0500283656 2002

SCOTT J Mixed Media Sculpture – Textile Perspectives The Crowood Press, ISBN 1861265786 2003

WATSON W Advanced Textile Design Ariel, ISBN 1900073056 1996

www.wgsn.com <http://www.dezeen.com/> <http://www.premierevision.com/en>
http://www.edelkoort.com/trend_publication/ <http://www.craftscouncil.org.uk/>

Self Directed Project -

Weaving textiles that shape themselves / Ann Richards (2012) ISBN: 9781847973191 (hbk.)

Textile and Weaving Structures / Peter Collingwood

Accession number: bs.a1514559 [no ISBN NUMBER]

<http://www.style.com/> <http://www.frameweb.com/> <http://www.vogue.co.uk/>

Learning Resources

Trips and visits

Dedicated studio space

Digital workshops

Library

Minerva VLE

Professional lecturer series

Onsite gallery

Bath Spa Careers: <http://www.bathspa.ac.uk/careers>

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** eg examination, presentation, coursework, performance, case study, portfolio, etc