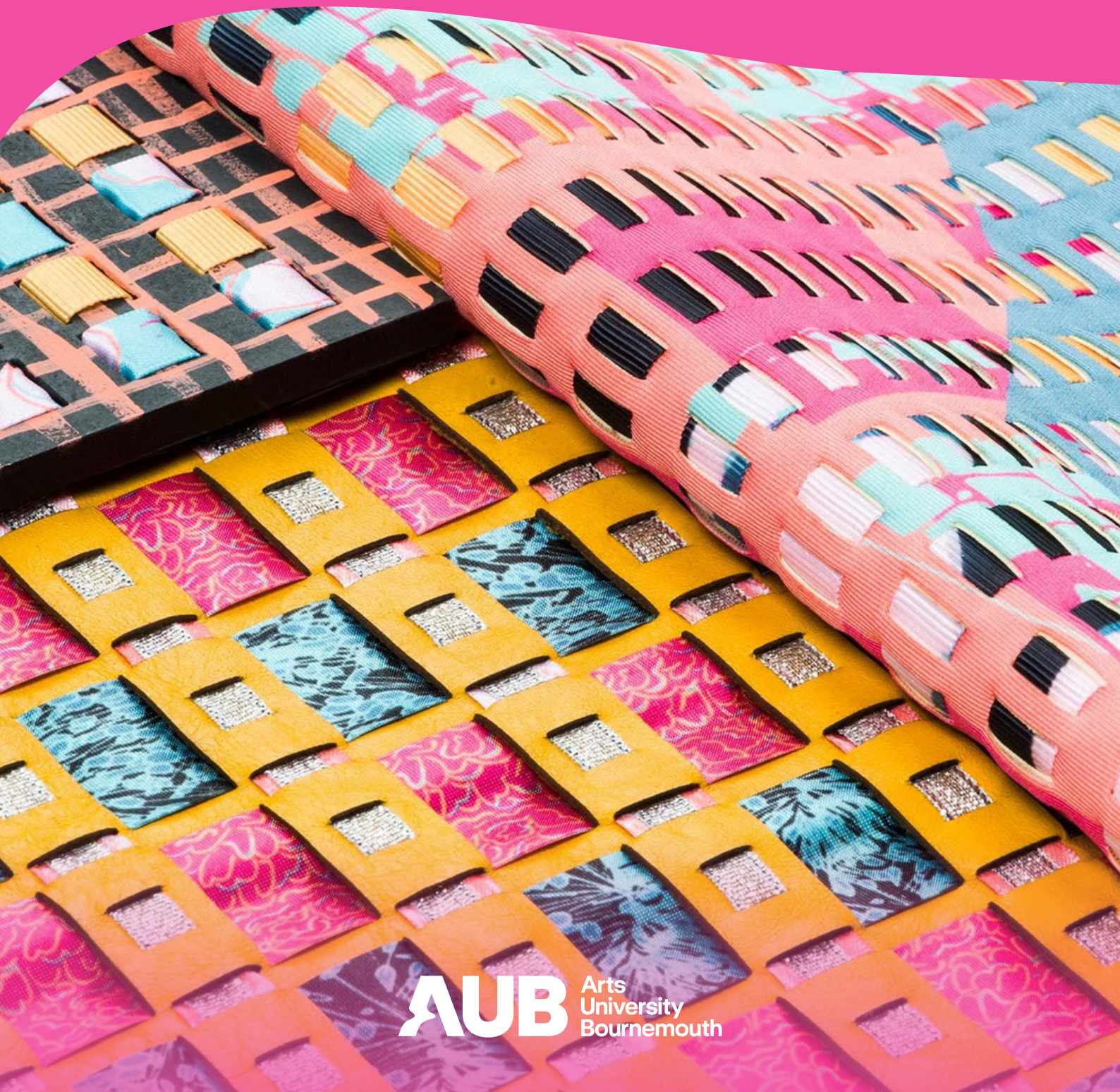
Course Specification

BA (HONS)
TEXTILES DESIGN



Arts University Bournemouth

ARTS UNIVERSITY BOURNEMOUTH

COURSE SPECIFICATION

The Course Specification provides a summary of the main features of the **BA (Hons) Textiles Design** course and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if they pass the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found in the Unit Descriptors, which forms part of the Course Handbook.

Key Course Information	
Final Award	BA (Hons)
Course Title	Textiles Design
Award Title	BA (Hons) Textiles Design
Teaching institution	Arts University Bournemouth
Awarding Institution	Arts University Bournemouth
Offered in the School of	Design and Architecture
Professional accreditation	None
Length of course / mode of study	3 years full-time / 4 years with optional placement year
Level of final award (in FHEQ)	Level 6
Subject benchmark statement	Art and Design
UCAS code	W236
Language of study	English
External Examiner for course:	Details available on request
Please note that it is not appropriate for students to contact external examiners directly	
Date of Validation	March 2012
Date of most recent review	June 2024
Date course specification written/revised	August 2024

Course Description

UK textiles design has a reputation for originality, creativity, and innovation. At the Arts University Bournemouth, students are encouraged to fully embrace this long-standing tradition by providing them with the opportunity to become part of the next generation of distinctive, dynamic, skilled, and inventive designers and makers to drive forward this diverse and broad industry.

BA (Hons) Textiles Design at Arts University Bournemouth provides students with the opportunity to become textiles creatives within an exciting and innovative global industry. Here, emphasis is placed upon individual creative reflective practice, investigation into processes and techniques exploring both visual and theoretical principles in the investigation of colour, texture, pattern, surface, construction and materials. This dynamic realm where physical and digital making converge, offers a focus on excellent design, innovation, sustainability, and experimentation.

The vision is to inspire and encourage students to mature as autonomous and individual textiles designers and practitioners through the exploration, reflection, and refinement of their personal practice, which will enable them to position themselves at the forefront of the creative textiles industries globally. The university supports students in their experimental and commercial engagement within this field, through the exploration of both usual and unusual materials, the expected and unexpected processes and the hard and the soft use of materials.

Theoretical and contextual studies are embedded throughout the curriculum. This diverse subject area strengthens practice by challenging intellectual inquiry and informing creative development. Critical inquiry supports conceptual thinking, and practical, ethical, and sustainability issues are central to the learning experience, enabling students to become conscientious and responsible designers of the future.

An understanding of the professional practice of a creative textiles designer/maker, and the demands placed upon them, is paramount. Awareness of this rapidly changing profession is supported through industry-set briefs, live and projects, student-led placements, and engagement with textiles professionals from the course's extensive creative industry links.

As a specialist community of practitioners, teamwork and collaborative practice are highly valued – seeking to promote opportunities for complementarity, as well as individual creativity. A range of exploratory and practical workshop-based experiences will prepare students fully for employment and their futures; these are complemented and tested by engagement with practitioner experts and guests throughout.

On this course, design thinking is coupled with a broad range of textiles process skillsets e.g. dye, print, embroidery, fabric construction & manipulation, weave and development of materials, to ultimately create tactile, aesthetic solutions for everyday life and beyond, solutions for fashion, interiors and architectural surfaces, automotive design, wellbeing, science and technology and for CMF industries (Colour, Materials and Finishings).

This intensive, yet design-focused course supports emerging aspirations by providing a breadth of technical skills, (both digital and haptic), an intrigue into finding solutions, and the knowledge required to produce professional level work for all eventualities.

Graduates are therefore able and agile, demonstrating versatile and complex approaches to textiles applications, and are confident communicators of creative intent. The emphasis is placed upon commercial and creative application, enterprise, and self-reliance enabling students to make plans for their future applied careers. They will build portfolios reflecting the depth and complexity of their ability to solve design problems, with some of their ideas challenging the boundaries of this exciting discipline. The course will also prepare students for extended study at Master's Level, or to apply to train in the teaching profession. They will be able to apply their skills confidently to either freelance design, studio-based design & making, or to the vast range of related creative industries reliant on these skillsets both nationally and internationally.

Distinctive features of the course

Course Industry Patron Scheme: All courses at AUB are connected formally with an industry Patron, an industry practitioner or business that acts as a critical friend to the course and course team. Many courses work with several industry partners, but the more formal Industry Patron connection offers the opportunity to collaborate and maintain close relations with industry / business. This is a unique concept that ensures AUB courses are industry relevant and maintain current practices while providing further opportunities for students to engage with industry practitioners.
AUB Strategic vision

The BA (Hons) Textiles Design fits with the university's strategic vision in several ways:

***Innovation**:*

- Our students are progressing into a future where traditional disciplinary silos will have broken down, a future that will be evermore skilful and technologically challenging. This demands that we build on established teaching methods through an increasingly broad, inter-, and cross-disciplinary education that will expect an understanding of the role of computation across the arts, design and media: creativity needs technology just as much as technology needs creativity.
- We aim to ensure that our students will not only be able to access the most effective combination of analogue and digital technologies but also understand that innovation draws inspiration from a social, inclusive, and politically aware context that will drive not only their education but also the industries into which they progress.
- The course responds to emerging trends and technologies which will support the university's need to provide relevant and innovative courses within the creative education sector. The Textiles Design course engages with the AUB Innovation Studio through contemporary technical enhancement e.g. utilising digital textiles print equipment's, the digital jacquard loom, the UV and 3D printers (both for hard and soft substrates) and through to the opportunity to consider how innovation underpins the future of textiles design, making and associated industries.

***Collaboration**:*

- All courses across the School of Design & Architecture share a common structure at Levels 4 and 5 enabling collaboration and, where appropriate, a sharing of curriculum and resources. Whilst carefully maintaining and refining their individuality, distinctiveness and specialist focus, we work together with our students to ensure that their experience of the University, the School and their Course will be more holistic and reflective of the interdisciplinary nature of graduate employment into which our students will progress.
- The BA (Hons) Textiles Design course enables interdisciplinary collaborations across different courses or Schools across the university, more immediately with Fashion, Architecture, Commercial Photography and Arts & Events but also potentially including Design for Sustainable Futures and Modelmaking. his nurtures a culture of collaboration to develop among students, and has been long established through the success of the Creative Match Night, shared events, and projects. Collaborations are also embraced through external creative briefs and placements e.g. working with dance groups, fashion designers and established design companies.
- Collaboration is inherent to contemporary working practices and acts as a microcosm of the creative industries. The safe and accessible application of collaborative working environments are conducive to student learning and help them to develop their respect for difference and forge honesty. The course encourages collaboration among students, faculty, and external partners through collaborative design projects. By working together on real-world design briefs, students develop strong interpersonal skills, build professional networks, and gain exposure to diverse perspectives and expertise. This collaborative approach fosters a sense of connectedness within the design community and prepares students for collaborative work environments in their future careers.
- Collaboration across the School of Design & Architecture, and across AUB, acts as a force to positively reshape a more diverse and inclusive working environment for the future.

Connected:

- The course facilitates connections with industry professionals through guest lectures, workshops, optional industry placements and industry patron schemes. By engaging with practitioners in the field, students gain valuable insights into industry trends, practices, and expectations. These industry connections provide students with opportunities for mentorship, networking, and professional development, enhancing

their sense of connectedness to the broader design industry and preparing them for successful careers post-graduation.
- The course (staff and students) continues to have significant successes with national and international competitions, awards, exhibitions and commissions, therefore contributing to a growing network of successful alumni and industry relationships. Staff have been involved with mentoring prestigious international awards, presenting at charity events and aiding connections to be made across creative industries and partners.

***Internationalisation**:*

- The course incorporates diverse cultural perspectives and influences into the curriculum, exposing students to a wide range of design traditions, styles, and practices from around the world. By studying and analysing examples from different cultures, students develop a global understanding of textiles design, fostering cultural sensitivity and awareness. This international perspective prepares students to work in multicultural contexts and engage with diverse clients and communities in their future careers.
- The course aims to organise overseas study trips annually that serve as invaluable learning experiences that prepare students for internationalisation by exposing them to diverse cultures, design practices, and perspectives. They foster cultural awareness, expand global horizons, and cultivate the skills and mindset needed to thrive in an interconnected and multicultural world.

Optional Placement Year

The optional Placement Year offers students the opportunity to:

- Get under the skin of an **industry, organisation, and role** to assist them with making better-informed decisions about their future career prospects.
- Undertake a placement, which ensures students can take **personal responsibility** for tasks, duties, and projects within a real-world work setting.
- **Develop and recognise their own work ethic and powers of critical reflection**.
- Build **high-level transferable skills** and enhance professional competencies in the workplace.

The Placement Year will be recognised on the degree transcript. As students will remain a registered student for the duration of the Placement Year, they will retain access to all university support services. Students will be allocated a Placement Tutor who will maintain regular remote contact with them. Placements often lead to a permanent role on graduation, providing a greater chance of success for graduates of this course.

Course Aims

The course aims to:

1. Support students to develop, extend, and apply an in-depth knowledge and systematic understanding of techniques, processes, and skills required for contemporary textiles design practices.

2. Expand students' knowledge and understanding of textiles design/making and innovative creative practice, through an appreciation of the limitations and aesthetic possibilities of the discipline.

3. Build students' awareness and critical understanding of the broad historical, cultural, ethical, and contemporary issues and concerns of textiles design, production and application (e.g. sustainability, environmental effects & impact, and ethical practices.)

4. Promote students' personal development and understanding of creative practice, in relation to employability, appropriate professional career skills and future aspirations (e.g. engage with contemporary textiles design professionals; use research skills to investigate current industry processes, technologies, limitations and future thinking within this board field of study.)

5. Nurture students' independent thinking and intellectual abilities through research, self-reflection and professional engagement (e.g. through self-initiated textiles projects and through engagement with live briefs, collaborations and placement opportunities).

6. Articulate the ideas and thinking behind students' personal creative practice to multiple audiences (e.g. work collaboratively with peers, tutors and clients in the development of textiles design problem solving and to the broad application practices).

The overarching aim of the course is to produce an autonomous creative professional textiles design practitioner, who can innovate and respond to the demands of the future changes within the discipline at the highest level. Individual creative practice will explore visual and design led principles through to the development of tactile materials surfaces, (both hard and soft), artefacts, constructions and design sustainable solutions.

Throughout their journey students will attain a level of autonomy and they will be able to enter the workplace as competent and inspired textiles designers/makers, capable of independent critical reflection with relevant professional knowledge ready to apply to a broad, creative and continuously changing creative design industry.

The course will enable students to confirm and define their particular intentions, extend the scope and depth of their interests and promote their ability to respond to challenging textiles opportunities. The programme adopts a student-centred hands-on approach that fosters the ability to critically reflect on and contextualise their work without shifting the designer/maker focus of their learning. The aim is to encourage creative maturity and conceptual awareness of textiles design and making practices through both the new future facing, and traditional sustainable materials & technologies available.

Course Outcomes

By the end of the course students will be able to:

- Deploy a critical and systematic understanding of techniques, processes, and skills required for contemporary textiles practice and its application. (*Creativity*)

- Apply developed and effective visualisation, making and problem-solving skills through the research and production of contemporary and innovative textiles design & material solutions (*Relevance*).

- Evidence a critical and reflective understanding of historical, cultural, ethical and contemporary debates in relation to your own practice and to real world problems.
- (*Excellence & Relevance*).

- Locate and communicate textiles practice in relation to appropriate and related professional career potential and future (*Impact*).

- Critically reflect and independently research on the development and management of textiles practice and transferable skillsets (*Impact).*

- Describe and communicate effectively, the ideas, development and concepts underpinning creative practice to multiple audiences (*Creativity, Relevance, Impact, & Excellence).*

Reference Points

UK Quality Code for higher education, including:

- QAA Subject Benchmark Statement, Art & Design, December 2019.
- Framework for Higher Education Qualifications (FHEQ)
- AUB Learning and Teaching Framework
- AUB Strategic Plan
- AUB Employability strategies
- AUB EDI strategies

Learning, Teaching, and Assessment Strategies

The course aims to instill flexibility, adaptability, and willingness for students to push boundaries and to make a difference, in a rapidly changing and dynamic professional discipline. This will set graduates of this course apart.

Successful student progression is a key focus of the course, and all three levels are carefully designed to empower students to make their transition from level to level and then to employment or further study as seamlessly as possible.

The course team believe that education should be a holistic experience. This means that different aspects of student learning are integrated into course units. Teaching methods will vary depending on what is being delivered, but all aspects of the syllabus are brought together in the unit delivery and assessment. An example of this might be that a student attends history, theory, and practical sessions within a unit but they would be expected to demonstrate their knowledge and learning of these within integrated, rather than isolated, unit outcomes.

The student contact hours information provided in unit descriptors might, on occasion, be subject to some minor variation; for example, in response to student feedback, or to take advantage of unanticipated learning opportunities that would enhance the student learning experience. No changes will be made that would be to the detriment of the unit experience, or which would disadvantage student learning.

Some teaching may be delivered online when appropriate and will count as student contact hours.

Level 4: Learn How to Learn (*Knowledge and understanding of concepts and principles*)

Level 4 units provide students with a sound practical base for the study of the subject, contextualised by the parallel study of aspects of contemporary, historical, and visual culture. Projects, lectures, seminars, practical demonstrations, visits, case studies, guided research and tutorials will be used to disseminate information and to develop necessary learning skills. This will provide students with the opportunity to learn through experimentation and discovery and to develop skills within a personal context and the use of textiles broadly. This crucially will allow them to build upon their extensive workshop and studio experiences right through into Level 6, deepening their knowledge and honing their skills to become a graduate ready to communicate their high-level skillsets to a variety of audiences.

Creative Industry experience in the third term of level 4 is specifically designed to provide students with the study and time management skills necessary for higher education and employment, together with the ability to reflect and build upon their experiences and learning. The practical learning undertaken in Level 4 culminates in the third term when students undertake a Placement or Live Brief *“real”* experience coupled with collaboration. In practice, placements can last from the start of this unit until the end of the summer vacation period,

thereby providing an extended opportunity for students to consolidate and enhance their vocational and professional skills. Students are asked to write their first Learning Agreement with support from their year tutors regarding their individual interests. Placements for all students are co-ordinated and overseen by the course team, and they may also visit students while they are on their placement to review progress and to gain host input to provide students with evaluative feedback. An alternative comparable provision is also made for those students unable to take part due to financial or wellbeing issues at the AUB campus.

Level 5: Learn How to Break the Rules ***(****Understanding of limits & analyse capabilities)*

In Level 5 the learning and teaching methods provide students with increased opportunities for student-centred learning. The Level 5 units anticipate that students will be able to apply the knowledge, concepts, and skills addressed in Level 4 to fully exploit the range of opportunities for their personal creative development. Students' learning is initiated with units centred on risk-taking, experimentation, and a choice of live/collaborative applied briefs. Learning Agreements are again used in Level 5 – Innovation & Live Practice. And then similarly, the unit Professional Practice will also use a Learning Agreement to define the scope of students' study and research. The introduction of Learning Agreements at this level is important in giving students increased responsibility and enhanced preparation for Level 6 BA (Hons) Textiles Design, this is also supported by the Graduate Futures 2 & Confirmation unit. At the end of year two students may wish to engage in the optional placement year before returning to level 6.

Level 6: Learn How to Show-Off ***(****Communicate to variety of audiences)*

Level 6 is structured progressively to provide increased opportunities for confidence-building, autonomous learning/self-management, and self-reliance.

The progressive promotion of student-centred learning reflects maturity as a student and allows students to aim towards their individual goals.

Teaching is directed at supporting individual engagement in learning although there will be opportunities to work in teams/collaborations that value peer co-operation.

The integration of theory and practice is promoted and reinforced through a team-teaching approach. Lectures, seminars, and tutorials may be delivered by team members, as appropriate, in the creative environment of the studio and links are encouraged between practical and theoretical works.

Level 6 of the BA (Hons) Textiles allows students to confirm their creative goals and to extend the scope and depth of their inquiry. They will be encouraged to formulate and identify their particular skills and potential. Risk, ambition and application within the field will be crucial to their individual development alongside intellectual and academic integrity which will be further encouraged, both through written content and ‘thinking through making’.

The Guest Speaker Programme of current designers, makers, agents, and textiles/design professionals will continue to invigorate, enlighten, and inform students' studio practice and career plans. Transferable and employment skills will also be incorporated through this program with support from AUB Futures and tutors underpinning units e.g. Specialist Professional Practice and Graduate Futures 3.

At Level 6, students must take the major responsibility for their study. Teaching support reflects the expectations upon them as mature learners, through tutorial support and formative/summative assessment that complements the autonomous nature of their studies.

Level 6 study provides the opportunity for students to extend their interests and abilities and demonstrate their capacity for sustained independence and professional work on graduation

and how they apply their learning e.g. textiles for fashion, textiles for interiors, CMF applications, textiles for wellbeing etc.

Student Engagement

We would like to encourage our students to think of their practice as “co-creation” and we would like them to consider their degree course as a potential model of co-creation. Throughout their time with us we value the opportunity to work with our students in developing and delivering BA (Hons) Textiles Design and in the process build their engagement, resilience, confidence, resourcefulness, and lateral thinking that will not only help them through the course but in their progression to employment and/or further study.

Student engagement in the Textiles Design course is fostered through opportunities for cooperation, collaboration, and sharing of learning experiences, providing students with the chance to learn from one another and collectively enhance their understanding and skills. In fostering an environment of cooperation, collaboration, and sharing learning experiences the Textiles Design course empowers students to develop a sense of community, build supportive networks, and collectively elevate their understanding and mastery of the discipline.

By incorporating powerful student engagement strategies into the course such as Live Projects, Industry Guest Lectures and Workshops, alongside a strong portfolio development (Graduate Futures I, II and III) it is possible to effectively support students' employability by providing them with practical experiences, industry insights, and professional skills necessary for success in their future careers.

Students are encouraged to take a participatory approach to their learning and the curriculum is designed with the intention that the student will engage in both campus-based and self-directed activities. Throughout their time with at AUB, students will work with specialist core staff and visiting practitioners to build their engagement, resilience, confidence, resourcefulness, and lateral thinking that will not only help them through the course but in their progression to employment and/or further study.

Creativity and Risk, Learning and Communication

How do the students on the course learn? How do they apply what we are trying to teach them and in what ways can we encourage the more expressive, “risky,” progressive forms of design response?

Studio culture is central to the ethos of the course. From before they join the course (at open days and interviews) our students will have appreciated that, whilst not trying to replicate practice, the studio is central to their practice. Making full use of the opportunities provided by studios and other resources benefits the learning experience of all our students regardless of their backgrounds and previous experience.

The course objectives are met by deploying a wide variety of teaching and learning methods such as lectures, seminars, tutorials and workshops. In consultation with the Course Leader, staff are responsible for co-ordinating individual units of study, and for selecting appropriate methods of delivery according to subject matter and student experience.

There may also be occasions where digital delivery is appropriate. Where this is the case, this might include on-line lectures, seminars, presentations, and one-to-one tutorials.

The methods employed induct students to the disciplines required of a creative practitioner and promote the development of transferable skills.

The study time allocated to each unit in the course incorporates a balance of formal teaching, tutorial support and independent learning. The course is structured progressively to provide increased opportunities for independent learning as students reach the later stages of the course.

The tutor leading the taught units will employ a variety of methods of delivery to encourage students' participation in the learning process. These will be dependent on the nature of the unit and the progress of the unit. Throughout the units within a year (and year on year) in the course, students are encouraged to gradually become more autonomous, progressively being asked to consider themselves as professional designers.

The understanding of the role and appropriateness of communication is essential: clarity and professionalism in the verbal, visual and written communication of the self, of ideas and solutions to problems is prioritised on the course from the moment students join us.

The progressive promotion of independent learning reflects the student's anticipated maturity and allows them to direct their learning towards individual goals. The teaching across the course is focused on providing the student with the ability to make judgements necessary to take increasing responsibility for the management of their own learning.

Teaching is directed at supporting individual engagement in learning although there will be opportunities for students to work in teams to enable them to learn the value of peer co-operation.

Presentation of work to colleagues; group critique, group evaluation of work, guest critique; self-initiated writing of design project briefs and the progressive self-management of time. All these lead to the stage that, at the start of Level 6, the student is in a position where they can instigate, develop, write, and design individual responses to research and design interests that will direct their studies for the year.

The integration of theory and practice is promoted and reinforced through a team-teaching approach. Lectures, seminars, and tutorials may be delivered by team members, as appropriate, in the creative environment of the studio.

Specialist Workshops

If time and resources allow, members of the staff team and/or external specialists might deliver specialist workshops. These workshops offer opportunities to engage with a diverse range of activities that may or may not be immediately connected with the units being taken but are always, we feel, interesting and valuable things to do.

The Use of Learning Outcomes

The learning outcomes for each unit are carefully designed for students to understand what they should be capable of doing, and will be assessed against, upon completion of each unit. Learning Outcomes 1, 2, 3 and 4 are aligned to the teaching and assessment of units across the course at each level.

Broadly speaking, the learning outcomes for all units on this course are written with the following framework in mind:

LO1 Acquisition of knowledge and skills that are being considered in a specific unit.

LO2 Application of knowledge and skills to the development of design projects.

LO3 Detailed resolution and communication of finalised design projects.

LO4 Encouraging the student to engage with wider social, ethical, political, and ecological aspects of their learning, which will include Graduate Futures, that go beyond the specificities of units whilst still acknowledging that engagement should be recognised within the curriculum structure (hence being aligned to a Learning Outcome).

Assessment

Each unit is assessed separately, and the assessment forms part of the unit. Assessment both provides a measure of student achievement, and also provides students with regular feedback on how their learning is developing.

For every unit of a course, we will inform students of what they are expected to learn; what they need to submit; how their work will be assessed; and the deadline for presenting work for assessment.

A minimum of one unit at Level 4 will be assessed on a pass/fail basis, with written feedback but no numerical grade. All other units will be given a percentage mark.

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

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

On successful completion of an Honours degree course, students will be awarded a degree classification based on their unit marks. The final classification is determined using all unit marks at Levels 5 and 6.

If a student has joined Level 6 through either the Recognition of Prior Learning (RPL) route or having completed a Foundation Degree (FdA), the final classification is determined using only unit marks at Level 6.

For further information on assessment, progression, awards, and classifications, please visit https://aub.ac.uk/regulations

Course Structure

All students are registered for the award of BA (Hons); however, exit awards are available if a student leaves the course early, having successfully completed one or two levels. If students successfully complete a level of the course, they will automatically be entitled to progress to the next level.

For the award of a Certificate of Higher Education (Cert HE), students must have achieved a minimum of 120 credits at Level 4. This qualification may be awarded if a student leaves the University following successful completion of the first year of the course.

For the award of a Diploma of Higher Education (DipHE), students must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification may be awarded if a student leaves the University following successful completion of the second year of the course.

For the award of a BA (Hons) a student must have achieved a minimum of 360 credits of which a minimum of 240 must be at Level 5 or above, of which a minimum of 120 credits

must be at Level 6. This qualification will be awarded upon successful completion of the course.

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

Core Values and Skills

In developing courses, the University aims to create a curriculum that reflects its values and ethos. It should prepare students for the future not only in enabling them to have a successful career, but also empower students with the knowledge, skills and passion to have a positive impact on the world and be an agent for change. AUB has drawn from the United Nations Sustainable Development Goals (SDGs) (https://sdgs.un.org/goals) which have informed our values of Equality, Diversity and Inclusion as well as our Graduate Attributes.

Equity, Diversity, and Inclusion (EDI)

"We are better for our diversity. We are enriched by the depth of respect we have for each other and the strength of our relationships with our people, our places and the planet. Through our commitment to working with those who are different to us, or challenge us, we grow stronger together, creating new synergies, global connections and sustainable futures." (AUB Strategy 2030)

As an organisation we have moral, social and legal obligations to fulfil in terms of EDI, and in doing so our commitment is to put EDI at the heart of every area of activity. It is not covered as a separate, stand-alone section, rather it forms an integral part of the curriculum, throughout your study here.

Graduate Attributes (GA) and Graduate Futures

Over recent years, there has been an increasing pace of change, technological, social, environmental. This has been further impacted by the world-wide pandemic effecting significant change in the global economy and the employment market.

In this context, the University has recognised the importance of developing AUB graduates who have the attributes to be able to build their career, adapting to different circumstances and embracing changes. A suite of attributes has been defined that we feel are particularly appropriate to the creative courses that we deliver and to AUB's core values; during their course, both curricular and extra-curricular activities will give them the opportunity to prepare for their working career.

This course will introduce students to topics which are integrated with the curriculum at every stage of learning. This will allow the student to structure their career development journey through levels 4-6 of the degree course and consider the following stages: Self Awareness, Opportunity Awareness, Decision Making and Transitioning into Work. These align to the AUB Career Readiness stages: Explore, Focus, Engage and Achieve.

In practice, this means that each unit of the course, at each Level, will include elements of career development and these will be shown explicitly in unit descriptors and outline syllabuses (Graduate Futures). Whilst students engage with these as they go through each unit, they will all come together in the final unit at each Level. Such an approach is designed to support students in the next steps they take after graduation, in whatever direction those may be, and is fundamental to degree studies.

Students will also have the option, between Level 5 (Year 2) and Level 6 (Year 3) of undertaking an extended period of work experience. The course team will be able to discuss this at the appropriate time.

Maintaining Health and Wellbeing

Throughout the course students are encouraged to reflect on their own health and wellbeing, and to develop themselves as a healthy creative practitioner. Students will consider how to develop study and work strategies and habits which maintain and promote their own wellbeing, and to manage their professional activities in a way which safeguards their mental and physical health.

Course staff have designed the course in order that, as far as is reasonably possible, health and wellbeing are promoted. Therefore, it is vital students maintain constructive communication with their colleagues and their staff throughout their time on this course.

Course Content

Level 4 of the course provides students with the creative, practical, and fundamental skills that they will build upon during the degree, to help develop their knowledge as textiles designers and practitioners. It introduces students to the required visual language and textiles techniques and processes through the ***Creative Beginnings and Body & Space*** units.

Embedded within these units, there is a strong emphasis placed upon drawing and the development of design skills through 2D, 3D, and introductory digital design processes in order for students to realise their ideas within a textiles context. An introduction to practical process-based workshops such as print, stitch, dye techniques, construction, etc. plays a key role in allowing students to develop their work confidently, while solving problems and making creative design decisions and solutions through a "hands-on" approach. Trends and forecasting are also introduced at this stage for those who may wish in the future to align themselves with the design-led markets of textiles for interiors, for fashion, and for industries requiring CMF design, (Colour, Materials, and Finish). This basic grounding provides students with an insight into contemporary design and making practice through referencing a range of disciplines from illustration, fine art, interiors, fashion and how it impacts upon the textiles industries.

The importance of textiles practice and concepts are also addressed through the year linked to students' practical experiences. Workshop-based projects and research tasks reinforce their learning and critical understanding of the wider textiles discipline. Students are exposed to various lectures to expand and build upon their historical, cultural, ethical and social knowledge and inform personal opinions on the real world around them and the subject area. They may be influenced in their design and making by the topics raised at this point, such as eco textiles, techno textiles, consumption, sustainability, wellbeing and ethical concerns within the broad industry, etc.

Throughout this level, students are also encouraged to begin thinking through their future aspirations and options, reflecting upon the directions in which their learning is taking them, and developing their personal plans within the ***Graduate Futures I & Placement unit***. They are given opportunities to discuss these ideas and plans of future career paths with a range of practicing textiles designers, makers, freelancers, collaborative events, live briefs, AUB Futures team and cross-course tutor input.

The work-related focus of the course invites visiting practitioners and designers to enhance the curriculum. The guest speaker program is designed to inspire and focus students' career plan decision-making to secure a relevant work placement or alternative ‘real-world’ experience at the end of Level 4. Industry contacts are constantly updated, and efforts are made to place students with suitable contacts, negotiating between the student, the course team, and the relevant experience through an outline Learning Agreement. This draws together students' achievements on the course so far and gives them live opportunities to

apply their learning in the workplace, collaborative learning and/or through a simulated equivalent alternative experience at the University.

In Level 5, students are able to apply the knowledge, concepts, and skills addressed in Level 4 to fully exploit the range of opportunities for their personal creative development. They are encouraged to innovate with the fundamental skills already developed and to apply this to their Learning Agreements in the first unit ***Innovation & Live Project***. The emphasis within this unit is to engage in live briefs and collaborations, commencing a dialogue with the broad creative industry and imbedding the language of *risk* during the design process. Latterly in Level 5, the ***Professional Practice*** unit also utilises a Learning Agreement to define the scope of students' study and to confirm the direction in which they wish to develop coupled with research investigations exercising their theoretical knowledge of the discipline and preparing them for Level 6 study. ***Graduate Futures II*** unit again runs across the year supporting and building upon level 4 experiences and enhancement with collaboration events, tasks, sign-posting guidance on personal career building and aspirations through to continued industry guest talks and AUB Futures team support. The ***Confirmation*** part of this unit runs towards the end part of the year allowing students to apply themselves practically, reflecting upon their personal interest and research findings from the year in readiness for level 6. They will be encouraged to recognise key areas of specialist practice and application to include *sustainability*, *material investigations* and *out-sourcing* to gain research influences for level 6.

In Level 6, students are increasingly encouraged to manage their own learning and have a mature appreciation of the uncertainty, ambiguity, and limits of knowledge within textiles and associated industries. They develop an understanding of the systematic relationships between research, design, making, production, and application and to expand upon this through the ***Specialist Professional Practice, Research Project*** and ***Major Project units***. Some of this knowledge is informed by, or at the forefront of the discipline. Research and learning are related to the professional context of textiles, and students are encouraged to consider their professional potential beyond graduation through the ***Graduate Futures III*** unit. This unit allows time for the individual to prepare and reflect upon their choices and upon their future aspirations, including guidance on graduate ready portfolios, self-promotion and opportunity hunting and presentation.

Through the encouragement of broad and open design, making and thinking skills, this course is one of the most progressive of its type in the country. Opportunities for collaboration are openly encouraged within Levels 4, 5 and 6 study also. This enables students to emulate how linking and associated disciplines may work together, and they gain an insight into related industries and their different creative languages. Teamworking and other transferable skills are also enhanced through these collaborations in preparation for students to put these skills into practice both professionally and academically upon graduation.

Specialist resources:

The course offers dynamic studio and workshop working in a way that mirrors creative industry. Students work together in a high-energy environment, with state of the arts facilities and excellent tools and equipment.

We have access to:

- A dedicated digital hub with UV, sublimation and Mymake digital printing machines for both fabric and hard material surfaces.
- A dedicated textiles print room with traditional hand silk screen facilities and associated processes with dark room.
- Laser-cutter access in the 3D workshop and a fabric laser-cutter in the textiles department.

- A stitch room with digital embroidery machinery (Happy & Brothers) with industry standard Wilcom software.
- Irish & Cornelly and embellishing machines
- A dedicated dye room with specialist dye vats and equipment.
- A specialist sonic welder developed by staff team and industry.
- A specialist digital Jacquard loom in the Innovation centre.
- Domestic knit machines.
- Tufting room and tufting guns
- 3D workshop access and facilities for hard surfaces, materials and casting.

Digital suite access and Software:

- 40+ x Licences for Wilcom CAD embroidery
- Photo-shop
- Illustrator
- In-design

Course Units

Level 4		
TXT401	Creative Beginnings	40
TXT402	Body and Space	40
TXT403	Graduate Futures I and Placement	40
Level 5		
TXT501	Innovation and Live Project	40
TXT502	Professional Practice	40
TXT503	Graduate Futures II and Confirmation	40
Level 6		
TXT601	Specialist Professional Practice	20
TXT602	Research Project	20
TXT603	Major Project	60
TXT604	Graduate Futures III	20

Course Diagram

This diagram shows the proposed start/end dates for each unit and shows teaching weeks only; holiday periods are not included.

<table>
<tr><td></td><td colspan="30">Level 4</td></tr>
<tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr>
<tr><td></td><td colspan="10">Autumn Term</td><td colspan="10">Spring Term</td><td colspan="10">Summer Term</td></tr>
<tr><td rowspan="2">Induction week</td><td colspan="9">TXT401 Creative Beginnings
40 credits
Weeks 1-10

Pass/fail unit</td><td>Assessment</td><td colspan="9">TXT402 Body and Space
40 credits
Weeks 11-20</td><td>Assessment</td><td colspan="9" rowspan="2"></td><td rowspan="2">Assessment</td></tr>
<tr><td colspan="20">TXT403 Graduate Futures 1
40 credits
Weeks 1-30</td></tr>
</table>

<table>
<tr><td></td><td colspan="30">Level 5</td></tr>
<tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr>
<tr><td></td><td colspan="10">Autumn Term</td><td colspan="10">Spring Term</td><td colspan="10">Summer Term</td></tr>
<tr><td rowspan="2"></td><td colspan="9">TXT501 Innovation and Live Project
40 credits
Weeks 1-10</td><td>Assessment</td><td colspan="9">TXT503 Graduate Futures II and Confirmation
40 credits
Weeks 11-20</td><td>Assessment</td><td colspan="9" rowspan="2"></td><td rowspan="2">Assessment</td></tr>
<tr><td colspan="20">TXT502 Professional Practice
40 credits
Weeks 1-30</td></tr>
</table>

Level 6

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Autumn Term										**Spring Term**												**Summer Term**							

TXT601 Specialist Professional Practice
20 credits
Weeks 1-8

Assessment

TXT603 Major Project
60 credits
Weeks 11-21

Assessment

TXT602 Research Project
20 credits
Weeks 1-11

Assessment

TXT604 Graduate Futures III
20 credits
Weeks 21-27

Assessment

Image: Louisa Bishop | BA (Hons) Textiles Design