



Open
College
of the Arts



UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (HONS) TEXTILES

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2020/21]

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each unit can be found in the Unit Descriptors.

Section A – Material Course Information

Validating Body	University for the Creative Arts ¹		
Teaching Body	OCA – Open College of the Arts		
Final Award Title and Type	BA (Hons)		
Course Title	Textiles		
Course Location and Length	Campus: OCA/Open and Flexible Learning	Length: Maximum time allowed to complete the programme is 12 years	
Mode of Study	Full-time		Part-time ✓
Period of Validation	2020/21 to 2024/25		
Name of Professional, Statutory or Regulatory Body	Not Applicable		
Type of Accreditation	Not Applicable		
Accreditation due for renewal	Not Applicable		
Entry criteria and requirements ²			
<p>Level 4 are open access, so no prior qualifications are required. In order to progress to Level 5, students must have gained 120 credits at Level 4, through study or by Accreditation of Prior Learning.</p> <p>In addition to prior qualifications and learning accreditation, OCA specifies three general requirements for students to be admitted to its degree programmes:</p> <ul style="list-style-type: none"> ● English language competency; ● access to a desktop computer or laptop with internet access; ● the ability to easily manage a range of basic functions through ICT (information and communications technology) <p>Full details on each of these requirements can be found in the OCA Student Regulations in the section Admission Requirements.</p> <p>Students must also be aware of network etiquette and security considerations when using email and the internet. There is a section in OCA's Student Regulations about online etiquette. In addition there is a Data Protection and Confidentiality Policy appended to the Student Regulations. OCA takes these issues seriously. Data protection rules forms part of OCA's Conditions of Enrolment. In addition to the information located in our student documentation OCA is developing short videos to explain etiquette and online security.</p> <p>An unaccredited OCA Foundation Certificate is available for students who need to develop their technical and visual awareness skills before embarking on degree study.</p>			

¹ Regulated by the Office for Students

² This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

*This requirement may be waived, on rare occasions, by the Head of Learner Support if negotiated prior to the start of the course. Typically, exemptions are only given to students with specific disabilities or to those studying in prison.

UCAS entry profile

n/a

Specific requirements

In addition to meeting the admission requirements for all courses, students should ensure they understand the nature of the challenges and requirements of the course they are enrolling on, as outlined on the OCA website.

Disabled students

Applications from students with disabilities are considered using the same criteria and principles as all other applicants. All students with a disability are encouraged to indicate this on their application form in order that advice can be offered on the facilities and services available. Prospective students with a disability will be encouraged to discuss their requirements with the Head of Learner Support.

Maximum period of registration

The maximum period of registration for the course is 12 years.

Overall methods of assessment ³	Written exams:	Practical exams:	Coursework:
Stage 1	0.0%	0.0%	100.0%
Stage 2	0.0%	0.0%	100.0%
Stage 3	0.0%	0.0%	100.0%
Overall Learning & Teaching hours ⁴	Scheduled:	Independent:	Placement:
Stage 1	12.5%	87.5%	0.0%
Stage 2	150 hours	1050 hours	0 hours
	8.3%	91.7%	0.0%
Stage 3	100 hours	1100 hours	0 hours
	5.0%	95.0%	0.0%
	60 hours	1140 hours	0 hours
General level of staff delivering the course ⁵	The OCA's current policy is to recruit tutors who have at least an MA level professional practice in a relevant discipline or field and HE level teaching experience. All tutors are encouraged to work towards professional Recognition by the Higher Education Academy. This is a requirement for Programme Leaders and Unit Leaders. All tutors are expected to be professionally active, and engaged with contemporary developments in their field.		
Language of Study	English		
Subject/Qualification Benchmark Statement: Art & Design (2008)			

³ As generated by the most popular unit descriptors and calculated for the overall course stage data.

⁴ As generated by the most popular unit descriptors and calculated for the overall course stage data.

⁵ Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

The course structure

The structure of all OCA undergraduate awards awarded by the University complies with the [Academic Regulatory Framework](#). The Academic Regulatory Framework includes information about the:

- Rules for progression between the stages of a course;
- Consequences of failure for reassessment and exit awards;
- Calculation and classification of awards;

Appendix 1 – Table of Units for students enrolling on the BA (Hons) Textiles in the academic year 2020/21:

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice of optional elective units or elective options in core units?	Order of units
Year/Stage 1					
TX4ATV - Textiles 1: A Textiles Vocabulary (OTEX4125)	4	40	Core		1
TX4MMT - Textiles 1: Mixed Media for Textiles (OTEX4138)	4	40	Core		2
TX4IAP - Textiles 1: Ideas and Processes (OTEX4137)	4	40	Core		3
Year/Stage 2					
TX5CCX - Textiles 2: Contemporary Context (OTEX5132)	5	60	Core		4
TX5CTP - Textiles 2: Contemporary Practice (OTEX5114)	5	60	Core		5
Year/Stage 3					
TX6PER - Textiles 3: Personal Specialism (OTEX6121)	6	40	Core		6 and 7
TX6RES - Textiles 3: Research (OTEX6123)	6	40	Core		6 and 7
TX6SYP - Textiles 3: Sustaining Your Practice (OTEX6122)	6	40	Core		8

Appendix 2 – Table of Units for students registering on the BA (Hons) Textiles from the academic year 2019/20 onwards:

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice of optional elective

				units or elective options in core units?
Year/Stage 1				
TX4ATV - Textiles 1: A Textiles Vocabulary (OTEX4125)	4	40	Core	
TX4IAP - Textiles 1: Ideas and Processes (OTEX4137)	4	40	Core	
TX4MMT - Textiles 1: Mixed Media for Textiles (OTEX4138)	4	40	Elective	Yes
AH4UVC – Visual Studies 1: Understanding Visual Culture (OTEX4118)	4	40	Elective	No
CA4CAT – Visual Studies 1: Creative Arts Today (OTEX4103)	4	40	Elective	No
Year/Stage 2				
TX5CCX - Textiles 2: Contemporary Context (OTEX5132)	5	60	Core	
TX5CTP - Textiles 2: Contemporary Practice (OTEX5114)	5	60	Core	
Year/Stage 3				
TX6PER - Textiles 3: Personal Specialism (OTEX6121)	6	40	Core	
TX6RES - Textiles 3: Research (OTEX6123)	6	40	Core	
TX6SYP - Textiles 3: Sustaining Your Practice (OTEX6122)	6	40	Core	

Appendix 3– Table of Units for students registering on the BA (Hons) Textiles from the academic year 2018/19 onwards:

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice of optional elective units or elective options in core units?
Year/Stage 1				
TX4ATV - Textiles 1: A Textiles Vocabulary (OTEX4125)	4	40	Core	
TX4IAP - Textiles 1: Ideas and Processes (OTEX4137)	4	40	Core	
TX4MMT - Textiles 1: Mixed Media for Textiles (OTEX4138)	4	40	Elective	Yes
AH4UVC – Visual Studies 1: Understanding Visual Culture (OTEX4118)	4	40	Elective	No
CA4CAT – Visual Studies 1: Creative Arts Today (OTEX4103)	4	40	Elective	No

Year/Stage 2				
TX5CCX - Textiles 2: Contemporary Context (OTEX5132)	5	60	Core	
TX5CTP - Textiles 2: Contemporary Practice (OTEX5114)	5	60	Core	
Year/Stage 3				
TX6PER - Textiles 3: Personal Specialism (OTEX6121)	6	40	Core	
TX6RES - Textiles 3: Research (OTEX6123)	6	40	Core	
TX6SYP - Textiles 3: Sustaining your Practice (OTEX6122)	6	40	Core	

Appendix 4 – Table of Units for students registering on the BA (Hons) Textiles from the academic year 2016/17 and 2017/18:

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice of optional elective units or elective options in core units?
Year/Stage 1				
TX4ATV - Textiles 1: A Textiles Vocabulary (OTEX4125)	4	40	Core	
TX4IAP - Textiles 1: Ideas and Processes (OTEX4137)	4	40	Core	
TX4MMT - Textiles 1: Mixed Media for Textiles (OTEX4138)	4	40	Elective	Yes
AH4WSA – History of Art 1: Understanding Western Art (OTEX4117)	4	40	Elective	No
AH4UVC – Visual Studies 1: Understanding Visual Culture (OTEX4118)	4	40	Elective	No
CA4CAT – Visual Studies 1: Creative Arts Today (OTEX4103)	4	40	Elective	No
Year/Stage 2				
TX5CCX - Textiles 2: Contemporary Context (OTEX5132)	5	60	Core	
TX5CTP - Textiles 2: Contemporary Practice (OTEX5114)	5	60	Core	
Year/Stage 3				
TX6PER - Textiles 3: Personal Specialism (OTEX6121)	6	40	Core	
TX6RES - Textiles 3: Research (OTEX6123)	6	40	Core	
TX6SYP - Textiles 3: Sustaining your Practice (OTEX6122)	6	40	Core	

Section B - Course Overview

This course is for students who wish to focus their studies on textiles and develop the intellectual, practical and transferable skills that will enable them to become independent designer makers of contemporary textiles and accessories or practice as artists using textiles as their media to develop a personal artistic vision or voice.

Both share the same studies until Level 6 where choices allow the student to pursue a personal direction.

Studies at Levels 4 and 5 guide students through stages to develop innovative work, showing technical, creative and analytical skills by using a structured approach that is process driven. The final assignment for each unit gives the student the opportunity for personal project work using visual and contextual research. There is an emphasis on the development of judgment to enable understanding and use of the range of materials and the techniques required to create work that is both individual in its concept and shows attention to quality, purpose and good craftsmanship.

The balance of the units at Levels 4 and 5 reflect the broad scope of textiles in relation to new technology and traditional skills, cultural and historical references, sustainability and ethical concerns, and responds to the work of twentieth and twenty first century artists and designers. The course provides the opportunity to acquire a range of hand craft skills, and at level 5 to work with computer generated ideas. Students can also design their own work-based blogs to share with other students on the OCA websites.

The units at Level 6 enable students to focus on their personal interests to further develop their own individual voice using approaches that may be conceptual, relate to the market place, the environment etc. In the Professional Practice unit, students consider their work in terms of market and exhibiting opportunities, networking, working to commission, publicity and personal profiles and websites.

Learning logs or blogs reinforce and question elements of the course and record students' own progress, thereby developing their ability for critique and self-evaluation. They are seen as integral to the student's study and help the tutor gain a better insight into the student's own learning methods and aspirations.

Individual needs are supported throughout by a one to one relationship with a specialist tutor.

The overall aim of this course is to help students to fulfill their creative potential through a continually updated program that takes into the account the changing world from perspectives that are both cultural and environmental. These skills and experience will provide a valuable head start in furthering a career or continuing studies at a higher level.

Section C - Course Aims

The main educational aims of the BA (Hons) Textiles are to:

1. Widen access to education in textiles at undergraduate level through Open and Flexible Learning.
2. Ensure students gain the traditional skills in textiles to form a solid foundation for further development.
3. Provide an intellectually stimulating programme of study based on high quality study material and tutor support.
4. Develop students' creative capacities and their ability in interpretation and application.
5. Develop students' critical understanding of the theoretical and conceptual issues central to the practice of textiles and the social, historical and cultural context in which it is practiced.

6. Provide an environment in which the student has the possibility of changing their view of the world and their interaction with it both visually and intellectually.
7. Foster high-level ethical and professional standards and an awareness of the possibilities offered by existing and new developments in textiles to expand their application areas.
8. To develop autonomous learners capable of applying intellectual and practical skills in a chosen area of textiles appropriate to employment, further study, or life-long learning.

Section D - Course Outcomes

Upon successful completion of the course students are able to:

Knowledge and Understanding

- 1 Demonstrate proficiency in a comprehensive range of textiles practices and techniques.
- 2 Manage the learning process resourcefully and independently and make appropriate use primary sources and scholarly reviews.
- 3 Demonstrate by means of written work and oral presentations a critical understanding of the principles of textile art and knowledge of emerging aspects of the discipline and those at the forefront of debate.
- 4 Critically and objectively evaluate own work (and the work of others).

Application

- 1 Demonstrate a breadth of inventiveness, ideas generation and techniques in the creation of textiles, and the ability to analyse, evaluate and synthesise ideas.
- 2 Handle ambiguity and uncertainty effectively, demonstrating problem solving techniques and interpretive skills.
- 3 Produce a body of work demonstrating a high level of visual and technical finish and the development of a personal language as a textiles artist or designer.
- 4 Communicate information and justify art work convincingly to specialist and non-specialist audiences, developing your knowledge of market forces in the textile market.
- 5 Engage in appropriate professional practices such as marketing, self-presentation and negotiation skills.
- 6 Operate in professional contexts that are relevant to your practice, requiring the application of specific interpersonal, professional and business skills within an ethical framework.

Section E - Learning, Teaching and Assessment

Learning and Teaching Strategy

The Open College of the Arts (OCA) strategic vision is “to be at the forefront of student-led creative arts education through open, enhanced, & supported distance learning, for an evolving society”. OCA is a non-profit educational charity, whose purpose is to widen participation in arts education through open flexible distance and online learning.

OCA uses a learning design process to consider the content, activities, and support needed to deliver course aims. This flexible approach recognises and supports a diverse range of student experiences, ambitions, and needs. In line with OCA's core values, it also considers how to encourage more open, empowering, engaging, social, sustainable and evolving approaches to learning, teaching, and assessment.

As distance learners, students will need to work independently and to develop appropriate research and study skills. An induction programme and 'Getting Started' introductions are

in place to support students to do this, and to help establish relationships with peers and tutors. Ongoing study skills support is available through #weareoca, OCA's blog content, and other cross-curriculum study skills resources.

OCA's virtual learning environment, OCA Learn, provides a platform for content, activities, and support for each unit. A dedicated Degree Space is in place to foster course wide dialogue and peer support through forum activities and shared resources. OCA has a responsibility to ensure all learning environments, content, and communication are as accessible as possible for individuals who have sensory, cognitive, neurological, physical, or other disabilities, and to provide an inclusive learning environment that acknowledges the diversity of our students' experiences. OCA's Student Engagement Strategy places a key focus on accessibility, with provision for designing learning materials with enhanced operability for mobile devices, which conform to all appropriate accessibility standards.

Course content is delivered through a range of learning materials, including written, video, and interactive media. These materials provide introductions and framing of subject related content, technical guidance, case studies, and other appropriate information. Materials are primarily accessed through OCA Learn, as well as #weareoca, which provides opportunities for current tutor and student-led content and debate.

Accompanying activities, such as exercises, research tasks, and assignments, encourage students to work independently and flexibly by selecting, testing, and interpreting relevant research, and applying understanding of critical thinking and creativity. Through these activities, students will begin to identify, develop and manage their own projects and document their progress through a learning log, or similar format. Learning logs are provided through OCA Spaces.

Students are expected to have a basic grasp of any software required for their course and to learn more complex usage as necessary as they progress. OCA provides students with G Drive online storage which includes word processing, presentation, drawing, and mind mapping tools. While OCA does not provide a help desk service to students for software, learning activities provide structured context for software learning at staged points throughout the course, and forums provide opportunities for peer support.

Learning is supported by tutors who provide timely, well-grounded and constructive formative feedback that aims to stretch and challenge learners at staged points within the unit. In parallel, tutor and student-led learning takes place through online group work. Group work offers opportunities to discuss and shape ideas, and share and support approaches to learning within video, webinar, study events, and/or forum activities and support. Critically reflecting on work through self-evaluation provides a valuable way for students to observe and learn from peers, to develop increasingly professional personal and graduate skills, and to develop a deepening recognition of subject boundaries. Students are encouraged to do this through their learning log, reflective assessment presentations, and by reflecting on formative feedback.

Student Services provide study planning and pastoral support for any student who requests it. This is available personally via telephone, online, or within student forums, or more generally through additional resources, signposted through OCA Learn and/or #weareoca.

Students will engage with a range of academic literature throughout the course, supported through library access and seminars. Essential and recommended reading lists have been selected for their academic currency, and from authors and practitioners across a range of viewpoints, ethnicities, identities, and cultures. All reading lists can be accessed through the digital library services and eBooks. Additional online texts and journals are also available via UCA's online library. Students are supported through OCA's Link Librarian via OCA Learn and #weareoca content and debate.

As students progress, their research will become more self-directed. Independent research and projects will be undertaken alongside a consideration of any ethical issues. Guidance,

resources, and support for any external and/or collaborative projects are available through the Enterprise Hub and in discussion with tutors.

In addition to OCA's core support, OCA's Student Association (OCASA) provides opportunities for students to physically engage with cross-curriculum Study Events, asynchronous Virtual Study Events, or to become involved in wider student discussions or other events.

Assessment Strategy

OCA's assessment strategy is based on an assessment for learning model which emphasises assessment *for* learning rather than assessment *of* learning. Therefore, assessment is seen as an integrated and meaningful part of the learning journey. Assessment outcomes encourage learners to critically reflect on their progress and to articulate ideas and outcomes effectively through appropriate presentation formats.

Assessment criteria focus on the extent to which knowledge of relevant concepts, practices, theories, and contexts are demonstrated, the level of understanding demonstrated through the testing and application of knowledge, and the degree to which knowledge and understanding are demonstrated through the application of technical, communication, personal, transferable, and graduate skills. To help articulate these, assessment criteria are presented at each level through a set of range statements.

Summative assessment can take place online or at a physical assessment event. Students will submit work in line with course assessment guidelines, and will be assessed through group marking overseen by the Programme Leader. Quality assurance is provided through moderation of marks, internal verification of the assessment process, parity checks to ensure grades are consistent across OCA, plagiarism checks, and scrutiny by External Examiners. Students will be provided with summative marks and feedback at the end of each unit.

Costs of additional materials/resources

Software and digital equipment

As part of some units, students are required to use specialist applications. Students are responsible for sourcing and, where necessary, purchasing any additional software specified. Where possible, open or freeware equivalents will be discussed alongside industry standard options. Students are eligible for any student discounts on computer equipment and software.

Materials and resources

Students are responsible for sourcing and purchasing the materials, resources, and any additional equipment used in the production of their work. These costs will differ from student to student, depending on each student's area of focus.

Transportation of work

Students are responsible for any postage costs of work to/from tutors or OCA for formative feedback and/or assessment. OCA will charge students for any excess postage payable on work submitted for formal assessment which exceeds the maximum permitted weight. Alternatively, students can submit work digitally for free.

Learner Support Scheme

In line with OCA's Access and Participation Plan, the College continues to invest in schemes to improve engagement into creative arts from those from low socio-economic backgrounds through a bursary fund.

For further details on your specific course costs, please visit www.oca.ac.uk.

Section F - Employability

OCA recognises that its current student body holds a broad range of employment and enterprise aspirations. Many students have established careers, see their studies as a change in direction, and for an increasing number of younger students, as a first step into a creative career. As distance learners, OCA students are located across the UK and internationally and consequently have differing levels of resources and opportunity. In order to provide meaningful and consistent educational experiences and outcomes for all of these students, OCA encourages students to interpret the concept of 'enterprise' in ways that are personally relevant to their particular aspirations, social contexts, and locations.

As a charity, OCA supports a curriculum that has a positive impact upon people's lives and society as a whole, and encourages engagement with enterprise that has a clear societal impact. This means undertaking external projects that can have a wider social benefit, and developing practices that are socially aware and environmentally sustainable.

To encourage this, learning materials and activities provides a framework for students to begin to define, establish and sustain their practices at a variety of scales and ambitions, and encourage students to think about freelance, employment, social enterprises, or entrepreneurship outcomes. A focus on research and ethics helps to frame these activities within wider social contexts. Students are also encouraged to undertake collaborative projects with other students, and to work on competition briefs or other external opportunities.

A key benefit of distance learning is in allowing self-sustaining ways of developing a creative practice to build over time, and by balancing study/work/life commitments. Students can establish studio spaces and build resources throughout their studies, to feel prepared and equipped at the end of their course. Therefore, enterprise related themes are embedded through the course to encourage this sustainable approach.

An Enterprise Hub will provide a central online resource to support self-directed student activities. The Hub will provide guidance and resources on key enterprise themes, such as establishing and undertaking external projects/work-related learning, working collaboratively, establishing business or enterprise opportunities such as external exhibitions, business plans, or social enterprises, and connecting to appropriate professional networks.

OCA will use the Enterprise Hub to help establish relationships with other organisations, businesses, and funding opportunities. These in turn will provide the potential for business incubators, mentoring options, internship opportunities and enable access to seed-funding for students.

Section F - Enhancing the Quality of Learning and Teaching

The course is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the applicable national Subject Benchmarks and references the National Framework for Higher Education Qualifications.

In addition all courses are monitored on an annual basis where consideration is given to:

- External Examiner's Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Survey
- Feedback from Student Representatives