Programme specification

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Textiles
Teaching Institution	Open College of the Arts
Awarding Institution	The Open University (OU)
Date of first OU review	June 2022
Date of latest OU review	
Next review	
Credit points for the award	360
UCAS Code	
JACS Code	
Programme start date	
Underpinning QAA subject benchmark(s)	Art and Design (2019)
Other external and internal reference points used to inform programme outcomes	
Professional/statutory recognition	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	PT DL
Duration of the programme for each mode of study	
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	June 2022

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

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 practised.

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.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The core unit on this degree is an option for student on BA Hons Creative Arts
Students who choose not to pursue / or are unable to complete the full BA (Hons) award may be considered for an exit award of a CertHE, DipHE or BA.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place
N/A

2.4 List of all exit awards
CertHE Textiles DipHE Textiles BA Textiles BA (Hons) Textiles

3. Programme structure and learning outcomes

Programme Structure - LEVEL 4					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable ?**	**Semester runs in**
Textiles 1: A Textiles Vocabulary (TX4ATV)	40	N/A	N/A	NO	N/A
Textiles 1: Mixed Media for Textiles (TX4MMT)	40			NO	
Textiles 1: Ideas and Processes (TX4IAP)	40			NO	

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Manage the learning process resourcefully and independently and make appropriate use primary sources and scholarly reviews	**Course materials** delivered through a combination of written, audio and audio visual and links to external online content. **Activities** such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
	Contextual information is provided within the course materials, online library as written and video content and links to other digital material.
	Critical reviews, either written or audio visual, where students connect practice with research.
	Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.
	1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.
	Group tutorials to evaluate and support the development of knowledge and understanding.
	Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**

3B. Cognitive skills	
B1 Critically and objectively evaluate own work (and the work of others). B2 Demonstrate a breadth of inventiveness, ideas generation and techniques in the creation of textiles, and the ability to analyse, evaluate and synthesise ideas. B3 Handle ambiguity and uncertainty effectively, demonstrating problem solving techniques and interpretive skills.	**Course materials** delivered through a combination of written, audio and audio visual and links to external online content. **Activities** such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments. **Contextual information** is provided within the course materials, online library as written and video content and links to other digital material. **Critical reviews**, either written or audio visual, where students connect practice with research. **Coursework** Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation. **1 - 1 tutorials** or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes. **Group tutorials** to evaluate and support the development of knowledge and understanding. **Summative assessment** is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**

3C. Practical and professional skills	
C1 Demonstrate proficiency in a comprehensive range of textiles practices and techniques	**Course materials** delivered through a combination of written, audio and audio visual and links to external online content.
	Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.
	Contextual information is provided within the course materials, online library as written and video content and links to other digital material.
	Critical reviews, either written or audio visual, where students connect practice with research.
	Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.
	1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.
	Group tutorials to evaluate and support the development of knowledge and understanding.
	Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**

3D. Key/transferable skills	
D1 Manage the learning process resourcefully and independently and make appropriate use primary sources and scholarly reviews	**Course materials** delivered through a combination of written, audio and audio visual and links to external online content.
	Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.
	Contextual information is provided within the course materials, online library as written and video content and links to other digital material.
	Critical reviews, either written or audio visual, where students connect practice with research.
	Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.
	1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes. **Group tutorials** to evaluate and support the development of knowledge and understanding.
	Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation.

Exit Award at Stage 1 (HE4) CertHE Textiles

Programme Structure - LEVEL 5					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Textiles 2: Contemporary Context (TX5CCX)	60	N/A	N/A	NO	N/A
Textiles 2: Contemporary Practice (TX5CTP)	60			NO	

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A2 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	**Course materials** delivered through a combination of written, audio and audio visual and links to external online content. **Activities** such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments. **Contextual information** is provided within the course materials, online library as written and video content and links to other digital material.

Learning Outcomes – LEVEL 5
3A. Knowledge and understanding

	Critical reviews, either written or audio visual, where students connect practice with research.
	Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.
	1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.
	Group tutorials to evaluate and support the development of knowledge and understanding.
	Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B4 Critically and objectively evaluate own work (and the work of others)	**Course materials** delivered through a combination of written, audio and audio visual and links to external online content.
B5 Demonstrate a breadth of inventiveness, ideas generation and techniques in the creation of textiles, and the ability to analyse, evaluate and synthesise ideas.	**Activities** such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.

3B. Cognitive skills	
B6 Handle ambiguity and uncertainty effectively, demonstrating problem solving techniques and interpretive skills.	**Contextual information** is provided within the course materials, online library as written and video content and links to other digital material. **Critical reviews**, either written or audio visual, where students connect practice with research. **Coursework** Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation. **1 - 1 tutorials** or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes. **Group tutorials** to evaluate and support the development of knowledge and understanding. **Summative assessment** is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C2 Demonstrate proficiency in a comprehensive range of textiles practices and techniques	**Course materials** delivered through a combination of written, audio and audio visual and links to external online content. **Activities** such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.

3C. Practical and professional skills	
C3 Operate in professional contexts that are relevant to your practice, requiring the application of specific interpersonal, professional and business skills within an ethical framework.	**Contextual information** is provided within the course materials, online library as written and video content and links to other digital material.
	Critical reviews, either written or audio visual, where students connect practice with research.
	Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.
	1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.
	Group tutorials to evaluate and support the development of knowledge and understanding.
	Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D2 Manage the learning process resourcefully and independently and make appropriate use primary sources and scholarly reviews.	**Course materials** delivered through a combination of written, audio and audio visual and links to external online content.
	Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.

3D. Key/transferable skills	
	Contextual information is provided within the course materials, online library as written and video content and links to other digital material.
	Critical reviews, either written or audio visual, where students connect practice with research.
	Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.
	1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.
	Group tutorials to evaluate and support the development of knowledge and understanding.
	Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation.

Exit Award at Stage 2 (HE5) DipHE Textiles

Programme Structure - LEVEL 6						
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Textiles 3: Personal Specialism (TX6PER)	40	N/A	N/A	NO	N/A
Textiles 3: Research (TX6RES)	40			NO	
Textiles 3: Sustaining Your Practice (TX6SYP)	40			NO	

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A3 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. A4 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.	**Course materials** delivered through a combination of written, audio and audio visual and links to external online content. **Activities** such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments. **Contextual information** is provided within the course materials, online library as written and video content and links to other digital material.

Learning Outcomes – LEVEL 6
3A. Knowledge and understanding

	Critical reviews, either written or audio visual, where students connect practice with research.
	Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.
	1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.
	Group tutorials to evaluate and support the development of knowledge and understanding.
	Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B7 Critically and objectively evaluate own work (and the work of others). B8 Demonstrate a breadth of inventiveness, ideas generation and techniques in the creation of textiles, and the ability to analyse, evaluate and synthesise ideas.	**Course materials** delivered through a combination of written, audio and audio visual and links to external online content. **Activities** such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.

3B. Cognitive skills	
B9 Handle ambiguity and uncertainty effectively, demonstrating problem solving techniques and interpretive skills.	**Contextual information** is provided within the course materials, online library as written and video content and links to other digital material.
	Critical reviews, either written or audio visual, where students connect practice with research.
	Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.
	1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.
	Group tutorials to evaluate and support the development of knowledge and understanding.
	Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**

3C. Practical and professional skills	
C4 Demonstrate proficiency in a comprehensive range of textiles practices and techniques. C5 Engage in appropriate professional practices such as marketing, self-presentation and negotiation skills.	**Course materials** delivered through a combination of written, audio and audio visual and links to external online content.
	Activities such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments.
	Contextual information is provided within the course materials, online library as written and video content and links to other digital material.
	Critical reviews, either written or audio visual, where students connect practice with research.
	Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation.
	1 - 1 tutorials or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes.
	Group tutorials to evaluate and support the development of knowledge and understanding.
	Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D3 Manage the learning process resourcefully and independently and make appropriate use primary sources and scholarly reviews. D4 Communicate information and justify art work convincingly to specialist and non-specialist audiences, developing your knowledge of market forces in the textile market.	**Course materials** delivered through a combination of written, audio and audio visual and links to external online content. **Activities** such as exercises, research tasks, online workshops, forums, digital studio spaces and assignments. **Contextual information** is provided within the course materials, online library as written and video content and links to other digital material. **Critical reviews**, either written or audio visual, where students connect practice with research. **Coursework** Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation. **1 - 1 tutorials** or written formative feedback, to reinforce individual understanding and ensure learning is in line with learning outcomes. **Group tutorials** to evaluate and support the development of knowledge and understanding. **Summative assessment** is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation.

Exit Award at Stage 3 (HE6) BA Textiles

Exit Award at Stage 3 (HE6) BA Hons Textiles

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
- **where in the structure above a professional/placement year fits in and how it may affect progression**
- **any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route**

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/module gives the student the opportunity for personal project work using visual and contextual research. There is an emphasis on the development of judgement 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/modules 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/modules 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 marketplace, the environment etc. In the Professional Practice unit/module, students consider their work in terms of market and exhibiting opportunities, networking, audience, 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 fulfil their creative potential through a continually updated program that takes into 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.

5. Support for students and their learning

OCA Learn, provides an accessible virtual learning environment for learning materials, support, and other resources. Through OCA Learn you will access your course content and activities, submit your work for feedback from tutors, and engage in online group activities.

Course content is provided primarily through written materials, and are designed to be engaging and accessible. Course activities provide learning opportunities that are relevant, engaging, and adaptable. Both course content and activities offer a starting point to undertake self-directed learning to achieve your learning outcomes.

Tuition is provided at set points in your course by academic staff, through:

- **Feedback reports** offered as written or verbal formats.

Additionally, the course provides regular opportunities for:

- **Synchronous group activities** offered as live events with supporting forums.
- **Asynchronous group activities** within forums or other online platforms.

All forms of tuition offer formative feedback through constructive and well-grounded comments that aims to stretch and challenge learners at set points within the course.

Students should expect 6 hours of tuition per 40 credit unit/module. Tuition is the amount of contact time academic staff will offer to students to deliver formative feedback.

Your degree has an online Department space, within OCA Learn, to help encourage academic dialogue and develop a learning community. This space will offer an overview of your degree, regular group activity opportunities, spaces to ask questions, signposting to additional support and/or resources, and access to your Programme Leader.

Online library access, reading lists, and additional resources are available via the Library page on OCA Learn. Library support is offered by a librarian, via 'Ask the Librarian' forums. Key reading lists are accessible electronically.

OCA Spaces provides students with a secure online journal service, to be used during your studies, and for tutor feedback and assessment. Templates are provided relevant to your course, along with guidance and support on setting up your online journal or learning log.

The Student Handbook, on OCA Learn, provides additional guidance, information, and support to all students to cover study skills, time management, and academic skills, and signposting to appropriate wellbeing, pastoral, or other support, provided by the Learner Support Team.

The Enterprise Hub, on OCA Learn, offers guidance on sustaining your creative practice, careers, employability, and other enterprise related opportunities throughout your studies. Group activities support the Enterprise Hub.

OCA Discuss, offers a forum platform to all students, to help encourage peer support.

WeAreOCA, provides a dynamic and collaborative space, across OCA learning communities, to test, discuss, showcase, journal, and support experiences of learning, teaching, and/or practices within the creative arts.

At the end of your course, you will submit your work for summative assessment. The Assessment Guidance page, on OCA Learn, provides information on assessment, how best to prepare, and a forum to ask questions. Support for assessment will be provided through group activities via your Department space.

6. Criteria for admission

All applicants must be aged 18 or over at point of over admission to the course

OCA is an open access provider of courses; this means that evidence of prior qualifications to study OCA courses is not required to enrol at Stage 1 (HE4). OCA specifies four general requirements for students to be admitted to its programmes:

1. **English language competency**
2. **Access to a desktop computer or laptop with internet access**
3. **Access to basic technology to document work,**
4. **The ability to easily manage a range of basic functions through ICT (information and communications technology**

Full details on each of these requirements can be found in the OCA Admissions Policy

As part of some course units/modules at undergraduate level, students are required to use specified applications in addition to those referred to above. For example; Photoshop image editing software for photography course units/modules; Final Cut Pro or similar for moving image course units/modules; scorewriter programme Sibelius or Dorico for music course units/modules; vector graphics software Adobe Illustrator for visual communications and graphic design course units/modules.

Students and prospective students are required to self certify their ability and confidence with Information Technologies as set out above as part of their application and enrolment to OCA. OCA bears no liability in this regard.

Students may apply for an ICT Exemption where they have a medical reason, or disability, or other compelling reason (for example, service overseas) that may prohibit them from using ICT or be detrimental to them to use ICT. Cases for ICT exemption are considered by the Learner Support team, and evidence will be requested in support of your application. This may include medical documentation, Needs Assessments, or other documentation depending on the nature of your application

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.

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 learnersupport@oca.ac.uk.

7. Language of study
English

8. Information about non-OU standard assessment regulations (including PSRB requirements)
N/A

9. Methods for evaluating and improving the quality and standards of teaching and learning.
Effective learning and teaching is underpinned by regular quality checks, as outlined in the Quality Handbook, and routine evaluation and monitoring of provision, learning, teaching, and assessment.

Quality checks take place when course content and activities are initially designed. These ensure that learning materials meet the expectations of validated documents, assessment requirements, accessibility requirements, and are in line with the QAA Quality Code.

Annual Monitoring provides a quality process through which the curriculum, learning, teaching, and assessment are evaluated by your Programme Leader. Annual Monitoring reports are reviewed by senior members of OCA staff, and an action plan established to help improve the course over the following academic year.

OCA collects feedback from students, formally and informally, to contribute to the Annual Monitoring process. OCA runs two internal surveys, the Unit/module Evaluation Survey which gathers feedback and opinions on individual unit/module experiences, and the Stage Analysis Survey which looks at perspectives across a whole stage of study. Informal evaluation and monitoring also takes place through the ongoing dialogue between students and academic staff. This is facilitated through group activities, student surveys, and forums. We also collect feedback from External Examiners that is outside the remit of the assessment process and academic standards of the course, which is communicated to the Programme Leaders and OCA Directors to note.

Feedback reports are subject to routine checks by OCA staff to ensure accuracy and consistency.

OCA uses a Peer Supported Review (P-SR) process to evaluate and develop teaching practices. This offers teaching observations, peer-to-peer discussions, and self-reflections, with a view to developing and enhancing teaching skills and knowledge.

Effective learning and teaching is informed through reflective practice. OCA supports academic staff to engage in relevant professional development through access to appropriate staff development opportunities. Training for academic staff is provided to fulfil the main duties of their roles. Where appropriate, further professional development will be provided. Reflective practice is supported through academic team meetings, and through the Higher Education Academy Fellowship scheme.

10. Changes made to the programme since last (review
N/A