

BA (Hons) Printed Textile Design and Surface Pattern

DEFINITIVE MODULE RECORDS

Definitive Module Records:

The programme of study is divided into modules as contained in this module handbook. The modules are written in such a way as to be useful and relevant for a number of years and describe the skills and knowledge you will be exposed to, and the types of activity we expect you to undertake. However, these modules will always be interpreted through assignments. These assignments are written each year to ensure their relevance to the workplace, new developments in the subject, emerging technology and the needs and interests of individual student groups. Each module will have a final (summative) assessment. This may be one assessment at the end of the module, or made up of several smaller assessments, which take place during and at the end of the module.

At the initial assignment briefing you will be made aware of the specified learning outcomes and assessment criteria for the module. The assignment will very clearly state the work required for assessment and the way in which the assessment will be conducted. Each module assignment brief will clearly refer to the learning outcomes and assessment criteria and the tasks required to achieve these. The brief should be read in conjunction with the indicative grading matrix to help you maximise your work.

In each module there is an essential reading list. This list will also be added to in the assignment to ensure relevance and currency.

Definitive Module Record

1. Factual Information			
Module Code & Title	BAPX101 Drawing and Visual Research	Level	4
Module Leader		Credit Value	20
Module Type	Practice	Notional learning hours	200

2. Rationale for the module and its links with other modules
<p>In this module, you will develop your existing drawing skills by experiencing a wide variety of different materials and techniques (both traditional and contemporary). You will learn ways of depicting complex 3 dimensional objects in two dimensions and explore 2D design skills. You will develop ways of seeing, looking, thinking and discovering. You will develop your visual language skills and an appreciation of the different ways in which an understanding of drawing in its widest sense can assist in this process. You will approach drawing as a means of designing decorative and repeat pattern layouts. You will explore a variety of repeat pattern formats and be encouraged to use repeating patterns in the drawing process</p> <p>Practical experience will be augmented by field trips and study of the use of drawings by historical and contemporary artists, designers and makers.</p> <p>At the end of the module, you will be better equipped to visually explore, record and communicate your ideas. You will understand the importance of drawing in relation to the design process and the importance of repeat structures to the skill base of the textile designer.</p>

3. Aims of the module
<ul style="list-style-type: none"> ● To introduce you to different drawing materials and techniques. ● To develop your skills and build confidence in drawing as a means of exploring and understanding the 'world', thinking through ideas and communicating. ● To build your appreciation of the importance of drawing as part of design process. ● To start to develop a knowledge and ability to use a range of methods of recording and designing in 2D and repeat pattern formats.

4. Indicative content
<p>There are many ways in which drawing can be used to underpin making and design skills. As well as learning traditional observational skills such as life drawing and still life which develop visual skills in seeing, recording and creating an image, students will consider ways to use a sketchbook to record and develop ideas, work in a range of scales to extend the possibilities of what is achievable. A wide variety of processes and materials will be introduced to develop an understanding of colour, line, tone, proportion, mark making, pattern and perspective for example. Through a range of presentations, workshops sessions and critiques, the module will explore expressive, investigative and experimental approaches to drawing as well as looking at how to communicate ideas from basic sketches to presentation drawings by hand or using computers. This module is designed to support the practical making modules and extend design skills as well as to give an appreciation of drawing for its own sake that can be taken forward in future modules and beyond.</p>

5. External/Industry links
Visits Visiting lecturers / practitioners

6. Assessment strategy, assessment methods and relative weightings
Formative assessment in seminar feedback, critiques and individual progress tutorials. Summative assessment 100% by coursework: Portfolio of all visual experimentation (sketchbooks, worksheets, experiments & tests) & final outcomes Reflective journal/blog

7. Mapping of assessment tasks to learning outcomes (see Annex 1)				
Assessment tasks	Intended learning outcomes			
	A5	B4	C2	D2
Portfolio of work	X	X	X	
Reflective journal/blog		X		X

8. Key reading list				
Author	Year	Title	Publisher	Location
Cohen, D. & Anderson, S.,	(2012).	<u>A Visual Language, Elements of Design</u>	A&C Black.	London
Edwards, B.,	(2013).	<u>The New Drawing on the Right Side of the Brain</u>	Harper Collins	London
Raynes, J.,	(2005).	<u>The Complete Guide to Perspective</u>	Collins & Brown	London
Schwarz, T.,	(2007).	<u>Mark Making</u>	Ter Burg Offset	Alkmaar
Thomas, P. & Taylor, A.,	(2003).	<u>Drawing (foundation course).</u>	Cassell Illustrated	London
Torreano, J.,	(2007).	<u>Drawing by Seeing: Using Gestalt Perception</u>	Laurence King	London
Berger, J.,	(2008).	<u>Ways of seeing</u>	Penguin Books	London

9. Other indicative sources (e.g. websites)
Web: PCA Print resources – see students.pca.ac.uk

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A5: Begin to identify the use of approaches and techniques relating to the subject and intention of creative work.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p>Workshops and Demonstrations: to introduce practical, creative and professional skills</p> <p>Studio development: to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p>Independent study: to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B4: Evidence and explore different methods of research – thematic, inspirational and visual – gathered from a range of sources.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p>Independent study: to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C2: Use drawing skills, visualisation techniques and a range of image-based media, materials and techniques to communicate concepts and ideas.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p>Workshops and Demonstrations: to introduce practical, creative and professional skills</p> <p>Studio development: to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p>Independent study: to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

D. Key transferable skills	Learning and teaching strategy
<p data-bbox="233 218 688 268"><i>At the end of the module, learners will be expected to:</i></p> <p data-bbox="233 302 716 384">D2. Begin to reflect on own practice, skills acquisition and growing awareness of wider printed textiles practices.</p>	<p data-bbox="808 218 1354 323">Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p data-bbox="808 327 1341 384">Workshops and Demonstrations: to introduce practical, creative and professional skills</p> <p data-bbox="808 388 1354 470">Studio development: to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p data-bbox="808 485 1349 596">Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p data-bbox="808 600 1333 714">Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p data-bbox="808 718 1321 774">Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p data-bbox="808 779 1341 856">Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

Definitive Module Record

1. Factual Information			
Module Code & Title	BAPX102 Workshop, Materials and Digital Practices	Level	4
Module Leader		Credit Value	20
Module Type	Practice	Notional learning hours	200

2. Rationale for the module and its links with other modules
<p>In this module, you will be taught how to work safely and responsibly in the various workshops. You will have an opportunity to experience working with a range of materials. You will be presented with design problems through a series of short projects in which you will be asked to provide solutions and put these into practice in the workshops. You will be asked to undertake research into the work of established artists, designers, manufacturers and retailers to inform and support the exploration and application of your ideas. You will maintain sketchbooks and technical journals to record your design process.</p>

3. Aims of the module
<ul style="list-style-type: none"> ● To teach safe working practices. ● To introduce students to materials and establish an appreciation of their properties. ● Develop problem solving and design skills and teach workshop processes/techniques. ● Develop research and recording skills including critical analysis and how to relate findings to practice.

4. Indicative content
<p>With specialist guidance, students will experiment with materials using appropriate techniques with attention to safe working practices in the workshops and studios.</p> <p>Through initial design projects, students will develop a good knowledge and understanding of techniques and processes involved in printed textile design.</p> <p>Students will keep a technical journal recording processes experienced during the module and will develop a visual language through which they can explore concepts and intentions.</p>

5. External/Industry links
<p>Visits Visiting lecturers / practitioners</p>

6. Assessment strategy, assessment methods and relative weightings
<p>Formative assessment in seminar feedback, critiques and individual progress tutorials. Summative assessment 100% by coursework:</p> <p>Journal / recording of all techniques and processes, dye lab and print records (sketchbooks, worksheets, experiments & tests) & final outcomes Reflective journal/blog</p>

7. Mapping of assessment tasks to learning outcomes (see annex 1)				
Assessment tasks	Intended learning outcomes			
	A1	B1	C2	D4
Portfolio of work	X		X	X
Reflective journal/blog	X	X		

8. Key reading list				
Author	Year	Title	Publisher	Location
Wisburn, L.,	(2012).	<u>The Complete Guide to Designing and Printing Fabric</u>	A&C Black	London
Kinnersly-Taylor, J.,	(2012).	<u>Dyeing and Screen Printing on Textiles</u>	A&C Black	London
Cole, D.,	(2008).	<u>Textiles Now</u>	Laurence King	London
Paine, S.,	(2006).	<u>The Art of Embroidery: Inspirational Stitches, Textures and Surfaces</u>	Thames and Hudson	London
Tellier-Loumagne, F.,	(2005).	<u>The Art of Knitting: Inspirational Stitches, Textures and Surfaces</u>	Thames and Hudson	London
Wolff, C.,	(1996).	<u>The Art of Manipulating Fabric</u>	Krause Publications	Wisconsin

9. Other indicative sources (e.g. websites)
<p>Journals: Crafts, Craft and Design Magazine, Embroidery, Elle Decoration, Wallpaper, Selvedge, View.</p> <p>http://www.thetextiledirectory.com http://www.vam.ac.uk/collections/fashion/features/1960s/textile_designers/craft/index.html://www.dezeen.com www.trendtablet www.WGSN.com www.trendbible.com</p>

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Begin to identify a sense of their own creative identity, values and direction as textile designers.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p>Independent study: to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1: Begin to critically evaluate their own and others’ work, both formally and informally, and be able to respond positively to critical process.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p>Independent study: to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p>Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C2: Creatively explore a range of practical skills & processes applied to a variety textile print and design outcomes.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p>Workshops and Demonstrations: to introduce practical, creative and professional skills</p> <p>Studio development: to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p>Independent study: to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

D. Key transferable skills	Learning and teaching strategy
<p data-bbox="232 302 686 359"><i>At the end of the module, learners will be expected to:</i></p> <p data-bbox="232 390 776 447">D4. Work to deadlines, plan realistic goals and schedules and apply effective time management.</p>	<p data-bbox="808 302 1354 415">Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p data-bbox="808 422 1354 499">Studio development: to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p data-bbox="808 520 1354 625">Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p data-bbox="808 636 1354 741">Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p data-bbox="808 751 1354 804">Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p data-bbox="808 814 1354 888">Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

Definitive Module Record

1. Factual Information			
Module Code & Title	BAPX103 Design for Industry	Level	4
Module Leader		Credit Value	20
Module Type	Practice	Notional learning hours	200

2. Rationale for the module and its links with other modules
In this module you will undertake project(s) that will introduce you to the complexities of designing for industry. You will develop your approach to research, trend forecasting and design development, giving consideration to a specific product or end use. You will study historical and contemporary designers, design movements and relevant industrial models. You will learn all the different parts of the process from design to manufacture and selling a product. As part of this you will also develop project management and communication skills with internal and external clients.

3. Aims of the module
<ul style="list-style-type: none"> ● To provide an understanding of design, manufacture and selling in the contemporary marketplace. ● To develop the ability to research, identify and innovatively solve problems. ● To develop communication and negotiation skills with internal and external clients. ● To give an experience of working within external constraints and manage projects. ● To develop and awareness of relevant historical successes and failures.

4. Indicative content
<p>This module covers a range of skills that any artist /designer or maker will need for engaging with any manufacturer whether it be for sourcing work to be made or for working as a designer of objects made by small or large companies that use batch production. The module will involve studies of historical and contemporary models of practice, designers and manufacturers of note and may include visits to local and national manufacturers. Students will be considering issues involved with answering and developing design concepts and briefs, working with a company or brand, product specifications, prototyping, markets and market research, pricing, costing and selling. Options for manufacturing will be considered for batch production, by hand, mass production, digital processes.</p> <p><i>Communication skills will form an important part of this module, communicating and pitching presenting ideas as well as negotiating with clients and companies.</i></p> <p>The module will be delivered through a mixture of lectures, seminars, critiques and 1:1 tutorials as well as sessions in the workshops, studios and visits.</p>

5. External/Industry links
Visits Visiting lecturers / practitioners

6. Assessment strategy, assessment methods and relative weightings
Formative assessment in seminar feedback, critiques and individual progress tutorials. Summative assessment 100% by coursework: Portfolio of all visual experimentation (sketchbooks, worksheets, experiments & tests) & final outcomes Reflective journal/blog.

7. Mapping of assessment tasks to learning outcomes (see annex 1)				
Assessment tasks	Intended learning outcomes			
	A1	B5	C3	D1
Portfolio of work		X	X	X
Reflective journal/blog	X	X	X	

8. Key reading list				
Author	Year	Title	Publisher	Location
Cole, D.,	(2012).	<u>Patterns; New Surface Design</u>	Laurence King	London
De Sausmarez, J.,	(2012).	<u>Basic Colour. A Practical Handbook</u>	Herbert Press	London
Savior, L. A.,	(2007).	<u>Pattern Design: applications & variations</u>	Edition Olms	Zurich
Lidwell, W.,	(2010).	<u>Universal Principals of Design</u>	Rockport	Gloucester, Mass.
Cole, D.,	(2008).	<u>Textiles Now</u>	Laurence King	London

9. Other indicative sources (e.g. websites)
<p>Journals: Wallpaper Elle Decoration Vogue</p> <p>Web: www.wgsn.com www.dezeen.com www.hypebeast.com www.vice.com/en_uk www.highsnobiety.com</p>

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Reflect on and evaluate their own creative work & skills in the context of Printed Textile Design and Surface Pattern.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B5: Take risks, making constructive use of results, both successful and unsuccessful and recognise these as vital to the creative process.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p>Workshops and Demonstrations: to introduce practical, creative and professional skills</p> <p>Studio development: to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C3: Make creative work utilising both design and process that is underpinned by an awareness of design principles and forms of printed textile design and surface pattern.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p>Workshops and Demonstrations: to introduce practical, creative and professional skills</p> <p>Studio development: to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

D. Key transferable skills	Learning and teaching strategy
<p data-bbox="233 306 688 359"><i>At the end of the module, learners will be expected to:</i></p> <p data-bbox="233 394 776 447">D1: Begin to present own work in a coherent and professional manner.</p>	<p data-bbox="808 306 1354 415">Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p data-bbox="808 422 1354 531">Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p data-bbox="808 537 1354 646">Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p data-bbox="808 653 1354 705">Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p data-bbox="808 711 1354 787">Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

Definitive Module Record

1. Factual Information			
Module Code & Title	BAPX104 Professional Practice & PDP 1	Level	4
Module Leader		Credit Value	20
Module Type	Theory & Practice	Notional learning hours	200

2. Rationale for the module and its links with other modules
<p>This module is designed to help you explore the shape and patterns of employment in your chosen field and to enable you to start to match your current skills knowledge and creative portfolio to those that you will require to successfully compete for work in your intended career. Having identified areas for development you will work with the module leader to update your Professional Development Plan (PDP) enabling you to identify those experiences and skills you will need to acquire during your degree course. The module will cover a wide range of general skills including personal SWOT analysis, effective professional communication with employers, CVs, applications, looking at freelance working, including issues of contracts, copyright and working with agencies etc.</p>

3. Aims of the module
<ul style="list-style-type: none"> ● To investigate the employment structures and work patterns within Printed Textile Design and Surface Pattern and associated industries. ● To reflect on own personal skills, qualities, experience and abilities and on the expectations of the workplace. ● To explore appropriate career opportunities developing an action plan to enhance potential career progression. ● To develop effective professional communication methods and knowledge for use in contacting employers, networking, interviews, self-presentation and the production of effective and professional CV communications. ● To develop an understanding of soft and interpersonal skills in effective communication and the importance of these skills in acquiring and sustaining employment.

4. Indicative content
<p>This module will run for the whole of level 4 raising the students' awareness of career paths within Printed Textile Design and Surface Pattern and its associated industries alongside their practical studio-based modules. Through this process students will be asked to identify their own personal development needs feeding into their PDP, planning for their future careers. This module is realised through lectures & seminars, research tasks, individual, reflective activities and team assignments/ critiques.</p> <p>The module takes the student through in depth investigation of the structures and working patterns currently operating in the specific creative industry that the student aspires to pursue a career in. Alongside this, the student will be asked to undertake SWOT analysis of his or her own current skills and abilities. They will be asked to look at job roles or at practitioners, analysing their career histories. Through this process students will be asked to identify their own personal development needs feeding into their PDP and planning for their future careers.</p>

5. External/Industry links
Visits Industry / practice-based research Visiting lecturers / practitioners

6. Assessment strategy, assessment methods and relative weightings
Formative assessment in seminar feedback, critiques and individual progress tutorials. Summative assessment 100% by coursework.

7. Mapping of assessment tasks to learning outcomes (see annex 1)				
Assessment tasks	Intended learning outcomes			
	A1	B5	C6	D5
1. Research & reflective journal/blog	X		X	X
2. Critical self evaluation (500 words max)		X		

8. Key reading list				
Author	Year	Title	Publisher	Location
Price, B.,	(1997).	Running a Workshop: Basic Business for Craftspeople	Crafts Council	London
Lees, J.,	(2010).	How to get a job you'll love: a practical guide to unlocking your talents and finding your ideal career	McGraw-Hill	Maidenhead
Senior, M.,	(2005).	Writing an Effective Personal Statement: a step by step guide	Senior Press	Pinner
Whitely, J.,	(2004).	Going for self-employment: how to set up and run your own business	How to Books	Oxford

9. Other indicative sources (e.g. websites)
<p>Websites:</p> <p>http://www.gradsouthwest.com http://www.talentradder.com http://www.dezeen.com http://www.creative-choices.co.uk http://www.indeed.com http://www.linkedin.com</p> <p>Prospects http://www.prospects.ac.uk/frames/work_experiences.stm</p> <p>Workable http://www.workableuk.org</p> <p>Worklink http://www.worklink.org.uk</p> <p>Support4Learning http://www.support4learning.org.uk/careers/work_exp.htm</p> <p>Additional job sites There are some additional job sites that also include work experience opportunities: http://www.jobs.ac.uk http://www.jobsearch.monster.co.uk http://www.gojobsite.co.uk http://www.jobhunter.co.uk http://www.netjobs.co.uk http://www.dezeen.com</p> <p>Other sites allow you to search for companies that work in certain industries: http://www.kellysearch.com http://www.applegate.co.uk</p> <p>Company search and contact information http://www.yell.co.uk</p> <p>Online Journals</p>

Most journals / periodicals that contain vacancies can be found online by simply searching for the title, using the search engines below.

Metagrid website: <http://www.metagrid.com> allows you to find more than 4000 online newspapers and more than 2500 online magazines.

Annex 1 – Intended Learning Outcomes

<p>A. Knowledge and understanding</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Identify job opportunities and roles within the workplace and assess their suitability.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved</p> <p>Studio development: to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p>Independent study: to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p>B. Cognitive skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B5: Begin to analyse, evaluate and reflect on their strengths and weaknesses as learners alongside reflection of own skills and attributes in relation to employability.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved</p> <p>Studio development: to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p>Independent study: to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p>C. Practical and professional skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C6: Begin to develop an action plan for vocational and career progression based on awareness of Printed Textile Design and Surface Pattern & associated practices.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved</p> <p>Independent study: to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

D. Key transferable skills	Learning and teaching strategy
<p data-bbox="233 331 688 390"><i>At the end of the module, learners will be expected to:</i></p> <p data-bbox="233 422 781 562">D5: Begin to develop an understanding of effective methods of approaching opportunities, including contacting employers, networking, interviews, self-presentation and the production of effective and professional CV communications.</p>	<p data-bbox="808 331 1356 443">Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p data-bbox="808 449 1333 506">Lectures and seminars: to introduce the concepts and research methodologies involved</p> <p data-bbox="808 512 1352 623">Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p data-bbox="808 630 1333 741">Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p data-bbox="808 747 1325 804">Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p data-bbox="808 810 1341 867">Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

Definitive Module Record

1. Factual Information			
Module Code & Title	BAIS300 Interdisciplinary Studies	Level	4
Module Leader		Credit Value	20
Module Type	Theory & Practice	Notional learning hours	200

2. Rationale for the module and its links with other modules	
<p>This module provides an opportunity to expand and develop skills and knowledge, through the introduction of new approaches and methods that broaden and extend the student's understanding of practices both in their subject area, and the wider creative context in which they work.</p> <p>The module will introduce students to interdisciplinary approaches and methods in their subject, and open up possibilities for engagement with practices both within and outside their immediate subject area. As such, this Module complements all of the student's study to date, and contributes to their wider knowledge and understanding of creative practices.</p> <p>The module will encourage students to explore new skills, knowledge and approaches including team working and problem solving. Above all, it will encourage critical reflection on the range of interdisciplinary approaches and contexts explored within the module.</p>	

3. Aims of the module	
<ul style="list-style-type: none"> • To provide the opportunity to explore and reflect upon interdisciplinary approaches and solutions for creative practice • To develop skills and knowledge that can be applied to future projects and situations • To broaden awareness of new or unfamiliar materials-led, process-based creative practices 	

4. Indicative content	
<p>You will be encouraged to explore and develop your understanding of interdisciplinary approaches and solutions for creative practice, through practice-based enquiry. You will have the opportunity to explore interdisciplinary approaches through a range of activities such as working in collaborative teams, through project-based learning, and exploring new or unfamiliar approaches through directed study or independent learning.</p> <p>The module is delivered through a mixture of subject-based activities, projects and/or workshops, and group tasks. Specific content and activities will vary according to your subject area, including collaboration between programmes where appropriate. The development of new knowledge and skills associated with production and critical understanding will be encouraged through a range of approaches such as working with unfamiliar methods, processes and team based learning. An understanding of the possibilities inherent in interdisciplinary approaches within both your subject area and the wider creative context in which you work, will be core to all activities</p> <p>Throughout the module, you are invited to record and reflect on the work undertaken. At the mid-point, you will be given formative feedback on your progress during the module through individual, and/or group tutorial. You are required to keep a Reflective book/ file/ blog (you only need to choose one of these methods), that should record and document the development of your ideas, work in progress, realized outcomes and your engagement with all aspects of the module. Your tutor will advise on which method might suit your approach best. Evidence of this ongoing record will inform the formative review of your progress, and provide the basis for individual or group tutorial throughout the module.</p> <p>To compliment your learning in this module, you can elect to learn a range of new skills delivered through the 'Workshop Wednesdays' open access programme (booking via the student portal).</p>	

Towards the end of the module, all students will make a presentation of the outcomes of their work in this module. The presentation will take the form of a group presentation or showcase of work, to tutors and peers. Your tutor will advise on the approach most suited to your programme.

A 1000-word critical evaluation provides you with the opportunity to consider the breadth of your investigation, and reflect upon the impact of new approaches and solutions within your individual creative practice. Your evaluation should also include evidence of your contribution to the group presentation or showcase.

5. External/Industry links

Visits

Visiting lecturers / practitioners

6. Assessment strategy, assessment methods and relative weightings

Reflective book/ file/ blog

1000-word critical evaluation

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes			
	A5	B4	C2	D3
Reflective book/ file/ blog	X		X	
1000-word critical evaluation		X		X

8. Key reading list

Author	Year	Title	Publisher	Location
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The specific reading materials and research sources are located on the VLE for this module/specific elective.

9. Other indicative sources (e.g. websites)

The specific reading materials and research sources are located on the VLE for this module/specific elective

Annex 1 – Intended Learning Outcomes

<p>A. Knowledge and understanding</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A5: Demonstrate a basic understanding of materials, techniques and processes in an area of creative practice outside of main programme.</p>	<p>Learning and teaching strategy</p> <p>Lectures/ Seminars Group working Wednesday Workshops Tutorials Directed study Research book/ file/ blog</p>
<p>B. Cognitive skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B4: Show a basic understanding of interdisciplinary ideas and concepts and evidence understanding in practical and theory-based outcomes.</p>	<p>Learning and teaching strategy</p> <p>Lectures/ Seminars Group working Wednesday Workshops Tutorials Directed study 1000 word critical evaluation</p>
<p>C. Practical and professional skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C2: Produce a body of work that utilises materials, techniques and processes from an area of creative practice outside main programme of study.</p>	<p>Learning and teaching strategy</p> <p>Lectures/ Seminars Group working Wednesday Workshops Tutorials Directed study Research book/ file/ blog</p>
<p>D. Key transferable skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D3: Evidence ability to begin to articulate the potential for the transfer of materials, techniques and processes from one area of creative practice to another.</p>	<p>Learning and teaching strategy</p> <p>Lectures/ Seminars Group working Wednesday Workshops Tutorials Directed study 1000 word critical evaluation</p>

Definitive Module Record

1. Factual Information			
Module Code & Title	BCOP100 Contexts of Practice	Level	4
Module Leader		Credit Value	20
Module Type	Theory	Notional learning hours	200

2. Rationale for the module and its links with other modules
<p>This module introduces students to key theories and ideas, and provides a range of critical approaches to support the investigation, interpretation and analysis of contemporary art, design and media. Students will study a range of concepts that have shaped the way that we understand art, design and media in its wider historical and cultural contexts. Students will develop core research and communication skills to help them to articulate and contextualise their understanding of the themes covered in this module, and the knowledge gained will support creative practice by developing an understanding of the relationship between thinking and making.</p>

3. Aims of the module
<ul style="list-style-type: none"> • To introduce and develop understanding of a range of key social, cultural and economic theories and discourses that impact on the production and consumption of Printed Textile Design and Surface Pattern. • To introduce approaches to, and perspectives on the interpretation of practice. • To introduce and develop core research skills for the study of contemporary creative practice. • To introduce and develop a range of communication skills

4. Indicative content
<p>A series of themed lectures and seminars will introduce students to key ideas and theories relevant to the study of Printed Textile Design and Surface Pattern. The series will explore a range of discourses that affect the way we perceive and value these practices, including, key social and cultural theories concerned with issues of representation, ideology and narrative. The module encourages students to explore the impact of production, consumption, distribution and dissemination of Printed Textile Design and Surface Pattern in its contemporary context. Seminars and group tutorials develop the concepts presented in the lectures and allow students to begin to critically examine these core themes. Seminars are led or facilitated by a tutor, and individual and/or group tutorials provide guidance in relation to the assessment tasks.</p>

5. External/Industry links
<p>Visits Visiting lecturers/practitioners</p>

6. Assessment strategy, assessment methods and relative weightings
<p>Students are required to:</p> <ul style="list-style-type: none"> • Engage in research activities that identify and demonstrate a developing understanding of key ideas and theories that affect the production and consumption of arts, design, and media practices. • Show developing core research skills for the study of creative practice through the development of a reflective journal/blog. This should contain reflections on the lectures/seminars and all related tasks. This will be used to inform formative assessment on progress in the module and on completion of the module will be summatively assessed. • Demonstrate understanding and application of theoretical approaches to arts, design and media practices through a written essay. The essay may take the form of: a written essay (appropriately illustrated); a visual essay, a video essay/vlog. Your tutor will advise you on the most appropriate method and agree on an approach to take. • Respond to an essay question based on the learning within the module

7. Mapping of assessment tasks to learning outcomes (see annex 1)				
Assessment tasks	Intended learning outcomes			
	A2	B2	C5	D6
An essay (1500-2000 words or equivalent)	X	X	X	X
A reflective journal/ blog			X	X

8. Key reading list				
Author	Year	Title	Publisher	Location
Barnard, M.,	(2007).	<u>Fashion Theory: A Reader</u>	Routledge	London
Berger, J.,	(1972).	<u>Ways of Seeing</u>	Penguin	London
Collins, M.,	(2000).	<u>This is Modern Art</u>	Phoenix	London
Press, M., and Cooper, R.,	(2003).	<u>The Design Experience: The Role of Designers in the Twenty First Century</u>	Ashgate publishing	Surrey
Gale, C., and Kaur, J.,	(2002).	<u>The Textile book</u>	Berg	New York
Miller, J.,	(2009).	<u>20th Century Design</u>	Octopus publishing	London
Albrechtsen, N., and Slanke, F.,	(2011).	<u>Scarves</u>	Thames & Hudson	London
Berry, C. J.,	(1994).	<u>The Idea of Luxury : A Conceptual and Historical Investigation</u>	Cambridge University Press	New York
Polster, B., et al.	(2009).	<u>The A-Z of Modern Design</u>	Merrell	London

9. Other indicative sources (e.g. websites)
<p>Journals The library holds a number of journals and has access to online journals and useful research sites. Guidance on how to access some of these materials via Athens etc. will be given by the library staff and project supervisor as appropriate.</p> <p>Web University of Chicago Keywords Glossary</p>

Annex 1 – Intended Learning Outcomes

<p>A. Knowledge and understanding</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A2: Begin to identify and demonstrate an understanding of key theories and discourses that affect the practice, production and consumption of Printed Textile Design and Surface Pattern.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area Lectures and seminars: to introduce the concepts and research methodologies involved Independent study: to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p>B. Cognitive skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B2: Begin to apply appropriate theoretical approaches to the study and interpretation of Printed Textile Design and Surface Pattern.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area Lectures and seminars: to introduce the concepts and research methodologies involved Independent study: to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p>C. Practical and professional skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C5: Begin to research, evaluate and contextualise their own area of practice informed by key ideas and theories, applying appropriate academic conventions.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area Lectures and seminars: to introduce the concepts and research methodologies involved Independent study: to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p>D. Key transferable skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D6: Demonstrate a developing range of communication skills.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area Independent study: to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process Collaboration & Peer interaction: to develop core communication and interpersonal skills</p>

Definitive Module Record

1. Factual Information			
Module Code & Title	BAPX201 Design Team	Level	5
Module Leader		Credit Value	40
Module Type	Practice	Notional learning hours	400

2. Rationale for the module and its links with other modules
<p>Working in a team you will be challenged to produce a large volume of designs organised and focused towards presenting the design collection at an international design show such as Heimtex in Frankfurt, Germany / Surtex, New York, USA and importantly with the intention of selling the designs to a professional market.</p> <p>You will be required to identify your research area and understand your potential clients.</p> <p>You will be required to work collaboratively with your contemporaries, making pragmatic decisions about the development of the design collection, identifying trends and themes with the aim of ensuring the designs co-ordinate together to form a dynamic collection, which is commercially relevant.</p> <p>You will be required to use and further develop your skills in visual research, trend forecasting and market awareness. This module offers you the opportunity to consider your own design vision and orientate yourself as a designer relative to the commercial / client based world of design.</p>

3. Aims of the module
<ul style="list-style-type: none"> ● To empower students with the knowledge and understanding of how a professional design studio would operate. ● To develop skills, which facilitate new group collaborations and teamwork. ● To establish concepts, and ideas which are in response to well organised and analysed research. ● To develop maturity and a professional approach to the production of a large design collection.

4. Indicative content
<ul style="list-style-type: none"> ● Delivery of the module will begin with lectures and research activities exploring context in a contemporary textile design studio will operate, with key historical and contemporary practitioners, artists and designers identified for discussion. ● A series of workshops will introduce students to range of approaches to developing concepts for textile design, feature designs, co-ordinating designs, colourways, digital files etc. ● Students will respond to current design trend themes through appropriate primary and secondary research methods. <p>Students will design to a range of externally set, specific constraints. Students will produce final outcomes that meet professional criteria, using a range of materials and processes. Students will visit a professional textile design studio and analyse its method of working, approach to design and effectiveness.</p>

5. External/Industry links
<p>Visiting lecturers / practitioners Students will be encouraged to present their outcomes to an external audience.</p>

6. Assessment strategy, assessment methods and relative weightings
Formative assessment in seminar feedback, critiques and individual progress tutorials. Summative assessment 100% by coursework: Research: historical and contemporary research into the workings of textile design studios, trend analysis. Sketchbook/blog: ideas development, creative experimentation, reflective practice Reflective presentation of textile design collection outcomes and written critical self-evaluation.

7. Mapping of assessment tasks to learning outcomes (see annex 1)				
Assessment tasks	Intended learning outcomes			
	A3	B5	C2	D2
Body of research & practical work	X	X	X	
Reflective presentation of outcomes	X	X		X
Critical self-evaluation (250-500 words)		X		X

8. Key reading list				
Author	Year	Title	Publisher	Location
Cole, D	(2008).	<u>Textiles Now</u>	Laurence King	London
Quinn, B.,	(2013).	<u>Textile Visionaries</u>	Laurence King	London
Klaten, R., and Hellige, H.,	(2009).	<u>Naïve: Modernism and Folklore in Contemporary Graphic Design</u>	Gastalten	Germany
Ginko press	(2010).	<u>Juxtapoz Handmade</u>	Ginko Press	Berkeley, USA
Baseman, A.,	(1989).	<u>The Scarf</u>	New York	Stewart, Tabori & Chang
	(2009).	<u>Texstore Flowers vol 2</u>	Sixty Four srl	Italy
Parrott, H.,	(2013).	<u>Mark Making in Textile Art</u>	Batsford	London
Dupree, D.,	(2012).	<u>Heat Transfer Techniques</u>	A&C black	London

9. Other indicative sources (e.g. websites)
Journals: Crafts, Icon, Design Week, View, Domus, Grand Designs, Selvedge, Elle Decoration.
Websites http://www.perclairsparis.com http://www.wgsn.com http://www.heimtextil.com http://www.premierevision.com http://www.textile-view.com http://www.stroudinternationaltextiles.org.uk http://originuk.org http://www.amyhoughton.co.uk http://ukhandmade.co.uk/magazine/ www.etsy.com http://www.liberty.co.uk http://www.conranshop.co.uk

Annex 1 – Intended Learning Outcomes

<p>A. Knowledge and understanding</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A3: Be aware of trends and influences arising from a broad spectrum of art, design and media activity that may further enhance own Printed Textile Design and Surface Pattern practice.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area Lectures and seminars: to introduce the concepts and research methodologies involved Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p>
<p>B. Cognitive skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B5: Take risks making constructive use of results, both successful and unsuccessful and recognise these as vital to the creative process.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area Lectures and seminars: to introduce the concepts and research methodologies involved Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p>
<p>C. Practical and professional skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C2: Utilise a range of practical skills, processes and equipment in an effective and creative manner, applied to a variety of situations and contexts both traditional and contemporary.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area Workshops and Demonstrations: to introduce practical, creative and professional skills Studio development: to support development of studio practice alongside other students within a context of practical and theoretical engagement Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p>D. Key transferable skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D2: Develop reflective individual practice that will lead to an ongoing acquisition of skills and knowledge in order to foster personal and professional growth.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p>

Definitive Module Record

1. Factual Information			
Module Code & Title	BAPX202 Personal Project	Level	5
Module Leader		Credit Value	40
Module Type	Practice	Notional learning hours	400

2. Rationale for the module and its links with other modules
<p>This module will reflect the entrepreneurial creativity of the programme and encourage you to develop knowledge of appropriate professional contexts as they explore self-initiated, independent and authorial approaches to Printed Textile Design and Surface Pattern.</p> <p>You will design your own textile/surface pattern collection with emphasis on a particular area of personal interest.</p> <p>This module will allow you to pursue research and develop personal design ideas and also extend practical knowledge. With greater individual responsibility for your work, and under tutor guidance you will learn to examine more personal and special references to your chosen medium. The opportunity to work freely and to explore personal issues will demonstrate personal strengths and your individual position.</p> <p>You will effectively begin your professional design career while still at college. An important element will be the ability to think 'outside the box' and find creative solutions in the design process. By undertaking a self-directed project that supports creative direction, investigation and exploration should lead students to critically analyse their own personal visual language. Students will be encouraged to develop their entrepreneurial skills as they take responsibility for the whole process from concept to final product, taking design, manufacture, marketing and distribution into consideration.</p> <p>To support this outward-looking approach to dealing directly with audiences and markets, students will also research a range of self-promotion and presentation strategies. They will experiment with formal or informal creative self-promotion marketing material pertinent to their career aspirations and they will develop and realise their own concepts as they consider strategies for raising their profile and setting their design studio practice apart from the competition.</p>

3. Aims of the module
<ul style="list-style-type: none"> ● To initiate a self-directed project that demonstrates individuality, creativity, knowledge and inventiveness. ● To pursue personal relevant research and design work to produce a portfolio of designs. ● To put personal design ideas into practice thus consolidating and extending practical skills. ● To develop decision making, time management and problem solving skills. ● To foster a high degree of self-motivation. ● To encourage critical awareness and be able to evaluate own performance both verbally and in writing. ● To develop students skills in creatively presenting work to professional standards with a view to demonstrating their employability to potential clients, collaborators and employers.

4. Indicative content
<ul style="list-style-type: none"> ● After an initial period of exploratory workshops, delivery of the module will be focused on small group seminars, group critique sessions and 1:1 tutorial support. Students will also be expected to collaborate effectively with staff, peers and - where appropriate - any relative external service industries such as manufacturers/makers. ● Students will be expected to initiate and carry out a body of work that supports and extends their developing personal visual language. ● Student pitches will encourage the use of appropriate investigations via secondary sources into trending, audiences and target markets.

- The student will reflect upon and evaluate research, the ideas process and final outcomes and consider the successes and failures of the project in terms of developing own independent practice.
- The students will collaborate throughout the module in order to plan and realise a suitable outlet for the sale and promotion of their outcomes. This collective approach will encourage the growth of key employability and entrepreneurial skills: interpersonal skills, written and verbal communications, self-motivation and initiative, commercial and market place awareness.

5. External/Industry links

Visiting lecturers/practitioners/retailers

Students can work with external agencies and/or other students.

Students will be encouraged to publish, exhibit or present outcomes to an external audience.

Students should aim to receive feedback from and be supported by relevant practitioners from industry in the realisation of their outputs.

6. Assessment strategy, assessment methods and relative weightings

Formative assessment in seminar feedback, critiques and individual progress tutorials.

Summative assessment 100% by coursework:

Research: historical and contemporary approaches to independent and entrepreneurial practice

Sketchbook/blog/tests & mock-ups: ideas development, creative experimentation, reflective practice

Final production and appropriate display of negotiated outcomes.

Written critical self-evaluation.

7. Mapping of assessment tasks to learning outcomes (see Annex 1)

Assessment tasks	Intended learning outcomes				
	A1	B5	C2	C4	D3
Body of research & practical work	X	X	X	X	
Appropriate & professional presentation of outcomes	X		X		X
Critical self-evaluation (250-500 words)	X				X

8. Key reading list

Author	Year	Title	Publisher	Location
Quinn, B.,	(2013).	<u>Textile Visionaries: Innovation and sustainability in textile design</u>	Laurence King	London
Thittichai, K.,	(2011).	<u>Layered textiles: New surfaces with heat tools, machine and hand stitch</u>	Batsford	Wiltshire
Rowley, S.,	(1999).	<u>Reinventing Textiles: Tradition and Innovation: Vol 1</u>	Telos publishing	Prestatyn
Jefferies, J.,	(2001).	<u>Reinventing Textiles: Gender and Identity: Vol 2.</u>	Telos publishing.	Prestatyn
Sharrard, P. and Collet, A.,	(2004).	<u>Reinventing Textiles: Postcolonialism and Creativity: Vol3</u>	Telos publishing	Prestatyn
Quinn, B.,	(2010).	Textiles Futures	Laurence King	London
Jefferies, J. & Quinn, B.	(2008).	Contemporary Textiles: The Fabric of Fine Art	Black Dog Publishing	London
Further reading				
Ilyin, N.,	(2006).	<u>Chasing the perfect: thoughts on modernist design in our time</u>	Bellerophon Publications	New York
Pye, D.,	(1971).	<u>The nature and art of workmanship</u>	Studio Vista	London

Riley, N., & Bayer, P., (Ed)	(2003).	<u>Elements of Design</u>	Mitchell Beazley	London
Price, B.,	(1997).	<u>Running a Workshop: Basic Business for Craftspeople</u>	Crafts Council	London
Risatti, H., & Trapp, K. R.,	(2007).	<u>A Theory of Craft: Function and Aesthetic Expression</u>	University of North Carolina Press	US

9. Other indicative sources (e.g. websites)

Journals

Wallpaper, Elle Decoration, World of Interiors, House & Garden, Grand Designs, Selvedge, Icon, View.

Websites

<http://www.craftscouncil.org.uk/collect>
<http://www.perclairsparis.com>
<http://www.wgsn.com>
<http://www.heimtextil.com>
<http://www.premierevision.com>
<http://www.surtex.com/>
<http://www.printsourcenewyork.com>
<http://www.textile-view.com>
<http://www.stroudinternationaltextiles.org.uk>
<http://originuk.org>
<http://www.amyhoughton.co.uk>
<http://ukhandmade.co.uk/magazine>
www.etsy.com
<http://www.liberty.co.uk>
<http://www.conranshop.co.uk>
<http://www.crafts.org.uk> (Devon Guild of Craftsmen, Bovey Tracey)
<http://www.craftscouncil.org.uk/collection-and-exhibitions>
www.artscouncil.org.uk (funding & exhibition body & research texts)
www.craftscouncil.org.uk
www.rsa.org.uk (Royal Society of Arts site)
www.designnation.co.uk
www.designmuseum.org
<http://www.londondesignfestival.com>

Annex 1 – Intended Learning Outcomes

<p>A. Knowledge and understanding</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Understand and apply current textile design trends in the creation of textile and patterns relative to markets and products.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved</p> <p>Workshops and Demonstrations: to introduce practical, creative and professional skills</p> <p>Independent study: to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p>Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p>B. Cognitive skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B5: Engage in risk-taking and innovation to support the development of own personal visual language and design.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p>Workshops and Demonstrations: to introduce practical, creative and professional skills</p> <p>Independent study: to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p>Collaboration & Peer interaction: to develop core communication and interpersonal skills</p>
<p>C. Practical and professional skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C2: Demonstrate critical, technical and creative skills in the design, production and presentation of independent and self-promotional products.</p> <p>C4: Initiate and negotiate a creative project that demonstrates potential independent direction for own creativity.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p>Studio development: to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p>Independent study: to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p>

	<p>Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p>Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p>D. Key transferable skills</p>	<p>Learning and teaching strategy</p>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D3: Identify appropriate production processes, marketing & distribution plans in order to realise the potential of own ideas – both in a creative and a business sense.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p>Workshops and Demonstrations: to introduce practical, creative and professional skills</p> <p>Studio development: to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p>Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

Definitive Module Record

1. Factual Information			
Module Code & Title	BAPX 203 Professional Practice & PDP 2	Level	5
Module Leader		Credit Value	20
Module Type	Theory & Practice	Notional learning hours	200

2. Rationale for the module and its links with other modules	
<p>This module extends skills acquired during Level 4 allowing you to further explore professional Printed Textile Design and Surface Pattern practice alongside an investigation into in-house employment, commercial freelance design and entrepreneurial opportunities. Running across level 5, it will inform an understanding of the level of professionalism, creativity and adaptability required to negotiate a career in Printed Textile Design and Surface Pattern and associated professional industries.</p> <p>You will learn basic organisational techniques, costings, the basics of marketing and be introduced to the appropriate legal requirements and issues such as intellectual property rights. There will be an emphasis on development of appropriate skills in an employment context.</p> <p>Throughout the module, you will also consider business and practice skills required to plan for a career in Printed Textile Design and Surface Pattern, including the skills and attributes required in contemporary practice alongside developing an understanding of ethical responsibilities.</p> <p>Continuing on from the good practice set up in the level 4 Professional Practice module, reflection will also be an ongoing, continuous process recorded and archived through your PDP blog and further developed to create your own on-line design portfolio and presence. Industry placements/internships and visits will be encouraged.</p>	

3. Aims of the module	
<ul style="list-style-type: none"> ● To encourage personal investigation into the professional aspects of textile design through participation in industry placement/ internships. ● To enhance professional standards in working methods – research & presentation. ● To develop a relevant on line presence and portfolio. ● To develop and extend understanding of professional Printed Textile Design and Surface Pattern practice, including an understanding of ethical responsibilities. 	

4. Indicative content	
<ul style="list-style-type: none"> ● Students may embark upon internships within an appropriate professional setting and briefings and lectures by industry experts will extend awareness of professional expectations. ● Throughout the module tutorials will support an individual's preparations for working to industry requirements, developing an individual's initiative, alongside a growing understanding of the commercial contexts and the current competitive climate for the design/creative industries. ● The sharing of experiences by visiting experts and professionals will inspire an understanding of the enterprise and entrepreneurial aspects of the creative industries along with the overarching skills required for employment, such as liaising with clients. ● Student-led feedback sessions will enable the sharing of individual's experiences from external professional encounters and develop verbal communication skills. ● Submission should include presentation of an on-line portfolio, plus clear evidence of the understandings of the workings of a contemporary textile design studio, illustrating a working model study. This should clearly identify an annual cycle in the business and design activity of the studio case study. This module will further develop the student's presentation skills as well as their ability to communicate and pitch concepts and outcomes in a professional and competitive manner. 	

5. External/Industry links
Visits Site-based / industry / practice-based research Visiting lecturers / practitioners / industry professionals Contact with internal and external agencies will grow student's key employability and entrepreneurial skills. Students can approach external agencies for internships, for research. Students will engage with all aspects of professional practice throughout the module and give due consideration to the standards required by the industry.

6. Assessment strategy, assessment methods and relative weightings
Formative assessment in seminar feedback, critiques and individual progress tutorials. Summative assessment 100% by coursework.

7. Mapping of assessment tasks to learning outcomes (see Annex 1)					
Assessment tasks	Intended learning outcomes				
	A1	A4	B1	C1	D4
1. Research & reflective journal/blog		X	X	X	X
2. Critical self evaluation (1000 words max)	X				

8. Key reading list				
Author	Year	Title	Publisher	Location
Good Small Business Guide,	(2008).	<u>How to start and grow your own business</u>	A & C Black	London
The Guardian,	(2009).	<u>The Guardian Postgraduate Guide</u>	Guardian	London
Reuvid, J., and Golzen, G.,	(2003).	<u>A guide to Working for Yourself</u>	Kogan press	USA
Mornement, C.,	(2006).	<u>Craft Galleries Guide</u>	BCF Books	Somerset
Mornement, C.,	(2006).	<u>Second Steps</u>	BCF Books	Somerset
Ingraham, Z.,	(2009).	<u>Prospects Postgraduate Directory Arts and Humanities</u>	Graduate Prospects	Manchester
Ingraham, Z.,	(2010).	<u>Postgraduate Directory. Courses and Research</u>	Graduate prospects	Manchester
Shephard, R.,	(2010).	<u>Prospects funding guide</u>	Graduate prospects	Manchester
University College Falmouth,	(2010).	<u>Creative CV Guide</u>	University College Falmouth	Falmouth
The Patent Office,	(2000).	<u>Copyright- Basic Facts</u>	The Patent Office.	Newport, South Wales
The Patent Office,	(2001).	<u>Design Registration</u>	The Patent Office	Newport, South Wales

9. Other indicative sources (e.g. websites)

Web:

<https://www.linkedin.com/start/join>

<http://www.heimtextil.com>

<http://www.premierevision.com>

<http://www.surtex.com/>

<http://www.printsourcenyork.com>

www.artscouncil.org.uk (funding & exhibition body)

www.briffa.com (design legislation lawyers)

www.craftscouncil.org.uk (funding & exhibition body)

www.caa.org.uk (professional craft association)

www.oxotower.co.uk (exhibition venue & studios)

www.societyofdesignercraftsmen.org.uk (professional craft organisation)

www.ipo.gov.uk (Intellectual Property Office site)

For general careers guidance refer to PCA 3Es office, Careers Library, PCA Library

Annex 1 – Intended Learning Outcomes

<p>A. Knowledge and understanding</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A1. Identify personal and professional strategies for future development by critically evaluating own skills, attributes and aspirations in terms of the requirements of the creative industries.</p> <p>A4. Develop an understanding of guidance relating to ethical responsibilities for Printed Textile and Surface Pattern Designers.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved</p> <p>Workshops and Demonstrations: to introduce practical, creative and professional skills</p> <p>Independent study: to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p>B. Cognitive skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B1. Critically evaluate own and others work and be able to engage with, and respond positively to, the processes of critique and art direction.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p>Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p>Collaboration & Peer interaction: to develop core communication and interpersonal skills</p>
<p>C. Practical and professional skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C1. Generate ideas and produce solutions to problems posed by external clients, live commissions or competitive/simulated briefs and present the work to the professional standards required.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved</p> <p>Studio development: to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p>Independent study: to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

D. Key transferable skills	Learning and teaching strategy
<p data-bbox="233 216 688 268"><i>At the end of the module, learners will be expected to:</i></p> <p data-bbox="233 302 768 415">D4. Demonstrate an increasing ability to work at a professional pace on tasks and projects, exhibiting the appropriate levels of time-management, self-organisation and motivation.</p>	<p data-bbox="808 216 1354 321">Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p data-bbox="808 327 1268 380">Lectures and seminars: to introduce the concepts and research methodologies involved</p> <p data-bbox="808 386 1341 438">Workshops and Demonstrations: to introduce practical, creative and professional skills</p> <p data-bbox="808 445 1357 529">Studio development: to support development of d studio practice alongside other students within a context of practical and theoretical engagement</p> <p data-bbox="808 535 1349 640">Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p data-bbox="808 646 1341 730">Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

Definitive Module Record

1. Factual Information			
Module Code & Title	GCOP200 Contexts of Practice	Level	5
Module Leader		Credit Value	20
Module Type	Theory	Notional learning hours	200

2. Rationale for the module and its links with other modules
<p>This module extends and develops the themes, ideas, concepts and critical discourses introduced in Year One. Students will attend core lectures and participate in a lecture/ seminar series designed to deepen their understanding of creative practice in its wider contexts. This themed approach encourages students to make considered and appropriate links between their area of practice and wider contextual and interdisciplinary discourses. You will continue to develop critical approaches to research, which will inform your understanding of the relationship between context and practice.</p>

3. Aims of the module
<ul style="list-style-type: none"> • To develop and extend a critical understanding of critical, cultural and contextual frameworks which inform the production and consumption of textile design and textile products. • To develop independent thinking, project planning and management skills. • To develop enhanced communication skills, which demonstrate knowledge and understanding of critical theories and discourses and their impact on creative practice.

4. Indicative content
<p>The module begins with a series of core lectures that will cover essential research skills and extend students' ability to research Printed Textile Design and Surface Pattern in its global contexts. Students are encouraged to connect their developing interests to the analytical and theoretical methods provided. Alongside the taught elements students will engage in independent, self-directed research into contemporary Printed Textile Design and Surface Pattern. Research undertaken will be documented in a research journal/blog. These research journals/blogs will be used during formative tutorials/assessment points to discuss student progress towards achieving summative outcome, which is an illustrated essay/research blog (2,000–2,500 words or equivalent). During the final phase of this module students will begin to think about what they are going to undertake in the 3rd year (level 6) Contexts of Practice 3 module and will prepare an initial research project proposal as an annexe to the illustrated research essay/blog.</p>

5. External/Industry links
<p>Visits Visiting lecturers / practitioners</p>

6. Assessment strategy, assessment methods and relative weightings
<p>Students are required to:</p> <ul style="list-style-type: none"> • Engage in research activities that identify and demonstrate a developing understanding of key ideas and theories that affect the production and consumption of arts, design, and media practices. • Show developing core research skills for the study of creative practice through the development of a reflective journal/blog. This should contain reflections on the lectures/seminars and all related tasks. This will be used to inform formative assessment on progress in the module and on completion of the module will be summatively assessed. • Demonstrate understanding and application of theoretical approaches to arts, design and media practices through a written essay. The essay may take the form of: a written essay (appropriately illustrated); a visual essay, a video essay/vlog. Your tutor will advise you on the most appropriate method and agree on an approach to take. • Independently develop an essay question based on the learning within the module, in agreement with their tutor.

7. Mapping of assessment tasks to learning outcomes (see annex 1)					
Assessment tasks	Intended learning outcomes				
	A2	A3	B2	C5	D6
An essay (2,000–2,500 words or equivalent)	X	X	X	X	X
A reflective journal/ blog				X	X

8. Key reading list				
Author	Year	Title	Publisher	Location
Press, M., & Cooper R.,	(2003).	<u>The design Experience: The Role of Designers in the Twenty First Century</u>	Ashgate publishing	Surrey
Gale C., & Kaur, J	(2002).	<u>The Textile book</u>	Berg	New York
Miller, J.,	(2009).	<u>20th Century Design</u>	Octopus publishing	London
Albrechtsen, N., Slanke, F.,	(2011).	<u>Scarves</u>	Thames & Hudson	London
Berry, C. J.,	(1994).	<u>The Idea of Luxury : A Conceptual and Historical Investigation</u>	Cambridge University Press	New York
Polster, B.,	(2009).	<u>The A-Z of Modern Design</u>	Merrell	London
Von Busch, O., & Cuba, L.,	(2015).	<u>The Fashion Condition</u>	The Fashion Praxis collection	Dorset
Fletcher, K.,	(2014).	<u>Sustainable Fashion and textiles: Design Journeys</u>	Routledge	London
Grayling, A. C.,	(2010).	Ideas that Matter: A personal Guide for the 21st Century: Key Concepts for the 21st Century.	W&N	London
Study guides				
Chambers, E., Northedge, A.,	(2008).	<u>The arts good study guide (2nd Edition).</u>	Open University Press	Milton Keynes
Cottrell, S.,	(2005).	<u>Critical Thinking Skills: developing effective analysis and argument</u>	Palgrave MacMillan	Basingstoke
Smith, P.,	(2002).	<u>Writing an Assignment: Effective ways to improve your research and presentation skills (5th edition)</u>	How to Books	Oxford

9. Other indicative sources (e.g. websites)
<p>Journals The Year's Work in Critical and Cultural Theory</p> <p>The library holds a number of journals and has access to online journals and useful research sites. Guidance on how to access some of these materials via Athens etc. will be given by the library staff and project supervisor as appropriate.</p>

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
<p>At the end of the module, learners will be expected to:</p> <p>A2: Identify and demonstrate an understanding of key theories and discourses that affect the practice, production and consumption of Printed Textiles.</p> <p>A3: Evidence an understanding of the relationship between theory and practice and interpret, analyse and evaluate critical approaches to creative practice.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved</p> <p>Independent study: to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Collaboration & Peer interaction: to develop core communication and interpersonal skills</p>
B. Cognitive skills	Learning and teaching strategy
<p>At the end of the module, learners will be expected to:</p> <p>B2: Apply appropriate theoretical approaches to the study and interpretation of Printed Textiles & associated practices, building awareness of the ethical, social and cultural consequences of art and design practice.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p>Independent study: to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p>
C. Practical and professional skills	Learning and teaching strategy
<p>At the end of the module, learners will be expected to:</p> <p>C5: Competently utilise a range of appropriate research methods and academic conventions.</p>	<p>Lectures and seminars: to introduce the concepts and research methodologies involved</p> <p>Independent study: to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
D. Key transferable skills	Learning and teaching strategy
<p>At the end of the module, learners will be expected to:</p> <p>D6: Demonstrate communication skills, which evidence knowledge and understanding of critical, cultural and contextual discourses.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved</p> <p>Independent study: to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Collaboration & Peer interaction: to develop core communication and interpersonal skills</p>

Definitive Module Record

1. Factual Information			
Module Code & Title	BAPX301 Research and Experimentation	Level	6
Module Leader		Credit Value	40
Module Type	Theory and Practice	Notional learning hours	400

2. Rationale for the module and its links with other modules	
<p>This module will stipulate the overarching direction and outline research methodologies that will provide a platform from which your Creative and Professional Conclusion module may develop.</p> <p>It is a period of reflection on past creative outcomes and the success of their commercial application. The questioning of theories and experimentation in practical processes will allow you to plan your final project and negotiate a course towards its conclusion considering future career or learning aspirations.</p> <p>Negotiated proposals for outcomes must evidence indicative inclusion of contextual studies subject matter and creative intent for the final year must be clearly definable at the end of this module.</p>	

3. Aims of the module	
<ul style="list-style-type: none"> ● To evaluate acquired knowledge and technical abilities and apply in-depth levels of critical judgment to learning experiences and outcomes. ● To select and experiment independently with pertinent processes and techniques to allow synthesis between theory and practice. ● To express research methodology and artistic intent in a considered and professional manner utilising relevant media and communication channels. ● To reconcile personal practice and specialisations in relation to future career aspirations and the commercial applications of creative outcomes. ● To question, embed and utilise contextual study content within negotiated proposals for final year modules. 	

4. Indicative content	
<ul style="list-style-type: none"> ● Through negotiations with tutors, you will develop proposals that will include details of intended research methodologies and artistic outcomes. ● Individual and group tutorials will guide you through a cohesive and intensive programme of extended, personally directed research and a phase of continual evaluation of past and present practice. ● Creative visual and written experimentation will be encouraged in studio-based sessions. You will be supported across faculties with specialist knowledge and equipment, but will initiate processes and techniques that inform your specialist practice independently. ● Critiques conducted in peer groups and on an individual basis, will evaluate strengths and limitations of individual approaches and their relationship with contextual content. Critical discussion will encourage engagement with alternative texts, theories, exhibitions and visual stimuli. 	

5. External/Industry links	
<ul style="list-style-type: none"> ● You will select and research potential clients and collaborators. ● Visiting Lecturers/Practitioners/Industry experts - will continue to inform you of currents trends, innovations and professional expectations in the Printed Textiles industry. 	

6. Assessment strategy, assessment methods and relative weightings	
Formative assessment based on short discreet writing tasks, in seminar feedback, studio critiques and individual progress tutorials.	

Summative assessment 100% by coursework:

Portfolio of all related practical work, including research and development, experimentation and sketchbooks/research & reflective blogs and the resolved outcomes of all work undertaken during the module.

Proposal (1,000 words or equivalent) including statement of intent and creative positioning that demonstrates the application of analysis and research appropriate to Level 6 outcomes.

7. Mapping of assessment tasks to learning outcomes (see annex 1)				
Assessment tasks	Intended learning outcomes			
	A3	B2	C1	D6
Portfolio of research, development & outcomes	X	X	X	X
Proposal	X			X

8. Key reading list				
Author	Year	Title	Publisher	Location
Wisburn, L.,	(2012).	<u>The Complete Guide to Designing and Printing Fabric</u>	A & C Black	London
Rose, G.,	(2007).	<u>Visual Methodologies</u>	Sage	London
Britten Newell, L.,	(2007).	<u>Out Of The Ordinary: Spectacular Craft</u>	V&A/ Crafts Council	London
Coles, D.,	(2008).	<u>Textiles Now</u>	Laurence King	London
Quinn, B.,	(2013).	<u>Textile Visionaries</u>	Laurence King	London
	1999	Chinese Patterns	Pepin Press	
Ginko press	(2010).	<u>Juxtapoz Handmade</u>	Ginko Press	Berkeley, USA
		Historical Ornament		
Adamson, G.,	(2007).	<u>Thinking Through Craft</u>	Berg.	
Bowles, M.,	(2009).	<u>Digital Textile Design</u>	Laurence King	London,
Dupree, D.,	(2012).	<u>Heat Transfer Techniques</u>	A & C Black	London

9. Other indicative sources (e.g. websites)
<p>Journals:</p> <p>Vogue Wallpaper Elle Decoration World of Interiors House & Garden Grand Designs</p> <p>Web:</p> <p>https://www.linkedin.com/start/join http://www.heimtextil.com http://www.premierevision.com http://www.printsourcenyork.com/ http://www.craftscouncil.org.uk/collect/ http://www.perclairsparis.com http://www.wgsn.com http://www.surtex.com/ http://www.printsourcenyork.com http://www.textile-view.com</p>

<http://www.stroudinternationaltextiles.org.uk/>
<http://originuk.org>
<http://www.amyhoughton.co.uk>
<http://ukhandmade.co.uk/magazine/>
www.etsy.com
<http://www.liberty.co.uk>
<http://www.conranshop.co.uk>

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A3. Evidence an understanding of the relationship between theory and practice and interpret, analyse and evaluate critical approaches to creative practice.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p>Studio development: to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p>Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B2. Apply appropriate theoretical approaches to the study and interpretation of art, design and media products and practices, and conduct a rigorous independent investigation into an appropriate research topic, which informs their creative practice.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p>Studio development: to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p>Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1. Analyse research from a range of Printed Textile Design and Surface Pattern practices and apply findings meaningfully and experimentally as you devise appropriate, innovative and distinctive printed textiles concepts in response to the needs of a specific briefs, clients or audiences.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p>Studio development: to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of</p>

	<p>the knowledge and information gained during the module</p> <p>Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p>Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p>D. Key transferable skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D6: Demonstrate communication skills, which evidence knowledge and understanding of critical, cultural and contextual discourse, within a Printed Textiles context.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p>Studio development: to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p>Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

Definitive Module Record

1. Factual Information			
Module Code & Title	BAPX302 Creative and Professional Development	Level	6
Module Leader		Credit Value	20
Module Type	Theory & Practice	Notional learning hours	200

2. Rationale for the module and its links with other modules	
<p>This module will enable you to use personal career ambitions to position yourself for progression to employment, self-employment or to post-graduate study. It will provide multiple opportunities for you to assimilate previous industry experiences and research into both contextual subject matter and creative outcomes of the final year modules.</p> <p>The module will encourage you to consider audiences, end-users and relevant markets. Relationships with appropriate external agencies, individuals and professionals will be explored and interactions with the creative, commercial and cultural environments will be investigated.</p>	

3. Aims of the module	
<ul style="list-style-type: none"> ● To support and inform the development of an individually appropriate strategy for progression into employment, self-employment, professional practice or continued education. ● To extend your understanding and consideration of appropriate audiences, end-users and markets and to raise awareness of industry relevant technologies, techniques and innovations. ● To encourage you to utilise personal career ambitions to inform studio practice, contextual content and creative outcomes at professional levels. ● To provide opportunities for you to reflect on industry and workplace experiences and to encourage synergy between these and artistic and contextual outcomes. ● To encourage the growth of key employability and entrepreneurial skills and to develop cross media communication to a professional level. 	

4. Indicative content	
<ul style="list-style-type: none"> ● Visiting lecturers will continue to encourage individuals to re-evaluate, question and refine personal proposal and practice. ● Lectures will encourage the cross-referencing of quantitative and qualitative marketing. ● Seminar tasks will promote the application of formative and summative assessment techniques to research and communication activities. ● Case studies will allow you to evaluate innovative promotional strategies and media selection, and analyse their effectiveness in driving consumers to specified locations. ● Tutorials and critiques will provide opportunities for reflection and evaluation of professional strategies and communications along with the evolution of career aspirations. ● Workshops to develop the management of critical paths, budgets, client expectations and collaborative practices. 	

5. External/Industry links	
<ul style="list-style-type: none"> ● Visiting lecturers / practitioners ● Relevant practitioners and industry experts offer required support and advice that is identified through your presentations and your/tutor negotiations. ● You can approach external agencies for research, to publish/manufacture outcomes. ● You will be encouraged to enter international / national competitions. ● You will engage with all aspects of professional practice throughout level 6 on the programme and within this module. You will give due consideration to the extent to which you need to plan for employment/freelance practice. 	

6. Assessment strategy, assessment methods and relative weightings
Formative assessment in seminar feedback, critiques and individual progress tutorials. Summative assessment 100% by coursework.

7. Mapping of assessment tasks to learning outcomes (see annex 1)					
Assessment tasks	Intended learning outcomes				
	A2	B5	C2	C6	D1
1. Research & reflective journal/blog	X	X			X
2. Portfolio of promotional material			X	X	

8. Key reading list				
Author	Year	Title	Publisher	Location
Coles, D.,	(2008).	<u>Textiles Now</u>	Laurence King	London
Quinn, B.,	(2013).	<u>Textile Visionaries</u>	Laurence King	London
	(1999).	<u>Chinese Patterns</u>	Pepin Press	
Ginko press,	(2010).	<u>Juxtapoz Handmade</u>	Ginko Press	Berkeley
Alfoldy, S., (Ed)	(2007).	<u>Neo-Craft – Modernity and the Crafts.</u>	The Press of Nova Scotia College of Art & Design.	Nova Scotia
Bowles, M.,	(2009).	<u>Digital Textile Design</u>	Laurence King	London
Dupree, D.,	(2012).	<u>Heat Transfer Techniques</u>	A & C Black	London

9. Other indicative sources (e.g. websites)
<p>Journals: Wallpaper Elle Decoration World of Interiors House & Garden Grand Designs</p> <p>Web: https://www.linkedin.com/start/join http://www.heimtextil.com http://www.premierevision.com http://www.printsourcenewyork.com/ http://www.craftscouncil.org.uk/collect/ http://www.perclairsparis.com http://www.wgsn.com http://www.surtex.com/ http://www.printsourcenewyork.com http://www.textile-view.com http://www.stroudinternationaltextiles.org.uk http://originuk.org http://www.amyhoughton.co.uk http://ukhandmade.co.uk/magazine www.etsy.com http://www.liberty.co.uk http://www.conranshop.co.uk</p> <p>For general careers guidance refer to PCA Careers Library, PCA Library</p>

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A2: Demonstrate specific knowledge and demonstrate an understanding of key theories and discourses that affect the practice, production and consumption of Printed Textile Design and Surface Pattern and related outcomes/outputs.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B5. Utilise research, experience and evaluations in order to form valid independent viewpoints and insights, allowing for informed conjecture and judgment.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p>Studio development: to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p>Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C2. Demonstrate a range of practical skills and expertise, utilising processes and equipment in an effective and creative manner, in accordance with good professional practice and applied to a variety of situations and contexts.</p> <p>C6. Work in collaboration with external and internal agencies and partners to produce effective self-promotional strategies</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p>Studio development: to support development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p>Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

D. Key transferable skills	Learning and teaching strategy
<p data-bbox="233 333 688 390"><i>At the end of the module, learners will be expected to:</i></p> <p data-bbox="233 422 732 533">D1. Communicate concepts effectively and professionally employing both visual and written communications and live presentation techniques.</p>	<p data-bbox="776 333 1349 422">Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p data-bbox="776 422 1354 533">Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p data-bbox="776 533 1349 590">Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p data-bbox="776 590 1308 678">Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

Definitive Module Record

1. Factual Information			
Module Code & Title	BAPX 303 Creative and Professional Conclusion	Level	6
Module Leader		Credit Value	40
Module Type	Theory & Practice	Notional learning hours	400

2. Rationale for the module and its links with other modules
This module represents the culmination of the knowledge, skills and understanding acquired throughout the entirety of your study on the programme through the engagement in a project that is the result of your self-initiated or self-selected brief.

3. Aims of the module
<ul style="list-style-type: none"> ● To enable you to present a body of work that confirms your personal position as an artist/designer/maker at the conclusion of a BA programme. ● To enable you to identify and demonstrate your depth of understanding of their chosen specialism. ● To enable you to prepare and develop propositional information that will establish your progression and standing professionally outside the College environment. ● To enable you to recognise and promote your transferable skills.

4. Indicative content
You will complete the production of this self-initiated major project, demonstrating appropriate professional standards and providing a critical self-assessment and suitable promotional material. You will be supported throughout by regular group and individual tutorials, as well as practical workshops, visiting artists/lecturers programme, and regular progress presentations.

5. External/Industry links
<ul style="list-style-type: none"> ● Visiting lecturers / practitioners ● Visits ● You will continue to work with external agencies and/or other students. ● You will receive feedback from and be supported by relevant practitioners from industry in the realisation of your outputs.

6. Assessment strategy, assessment methods and relative weightings
Formative assessment in seminar feedback, critiques and individual progress tutorials. Summative assessment 100% by coursework:
Portfolio consisting of resolved and appropriately presented studio work, research work/files and other supporting materials.
A written statement including creative intent and an evaluation. (Relative weightings will be defined in assignment briefs)

7. Mapping of assessment tasks to learning outcomes (see annex 1)				
	Intended learning outcomes			
	A3	B5	C5	D2
Portfolio of work	X	X	X	X
Statement	X		X	X

8. Key reading list				
Author	Year	Title	Publisher	Location
Lees, J.,	(2004).	<u>How to get a job you'll love: a practical guide to unlocking your talents and finding your ideal career</u>	McGraw-Hill	Maidenhead
Senior, M.,	(2005).	<u>Writing an Effective Personal Statement: a step-by-step guide</u>	Senior Press	Pinner
Whiteley, J.,	(2004).	<u>Going for self-employment: how to set up and run your own business.</u>	How to Books	Oxford
AGCAS,	(2003).	<u>After your degree... what next?: subject specific graduate careers information</u>	AGCAS	Sheffield

9. Other indicative sources (e.g. websites)
<p>Journals:</p> <p>Elle Decoration Vogue Homes and Gardens Domus Wallpaper Selvedge Grand Design</p> <p>Web:</p> <p>http://www.dezeen.com https://www.linkedin.com/start/join http://www.heimtextil.com http://www.premierevision.com http://www.printsourcenyork.com/ http://www.craftscouncil.org.uk/collect/ http://www.perclairsparis.com http://www.wgsn.com http://www.surtex.com/ http://www.printsourcenyork.com http://www.textile-view.com http://www.stroudinternationaltextiles.org.uk http://originuk.org http://www.amyhoughton.co.uk http://ukhandmade.co.uk/magazine www.etsy.com http://www.liberty.co.uk http://www.conranshop.co.uk</p>

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A3. Evidence an understanding of the relationship between theory and practice and interpret, analyse and evaluate critical approaches to creative practice informed by recent research in the discipline.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p>Independent study: to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p>Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B5. Utilise research, experience and evaluations in order to form valid independent viewpoints and insights, allowing for informed conjecture and judgment.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p>Independent study: to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p>Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C5. Research, evaluate and contextualise their own area of practice informed by key ideas and theories, applying appropriate academic conventions and utilising a range of appropriate research methods.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area</p> <p>Independent study: to begin to develop students’ learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p>Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

D. Key transferable skills	Learning and teaching strategy
<p data-bbox="233 275 688 327"><i>At the end of the module, learners will be expected to:</i></p> <p data-bbox="233 363 768 474">D2. Develop reflective individual practice that will lead to an ongoing acquisition of skills and knowledge in order to foster personal and professional growth.</p>	<p data-bbox="808 275 1354 386">Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p data-bbox="808 390 1354 501">Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p data-bbox="808 506 1333 617">Critiques: to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p data-bbox="808 621 1325 674">Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p data-bbox="808 678 1341 758">Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

Definitive Module Record

1. Factual Information			
Module Code & Title	BAPX304 Contexts of Practice 3	Level	6
Module Leader		Credit Value	20
Module Type	Theory	Notional learning hours	200

2. Rationale for the module and its links with other modules	
<p>This module provides students with two pathways. Each pathway supports the development of independent critical thinking and requires them to consider and contextualise their practice by situating it within a wider set of discourses and contexts.</p> <p>Pathway One - Written Research Project (WRP) is an opportunity to conduct a substantive piece of independent research, which is focused on an area related to creative practice.</p> <p>Pathway Two - Contextual Enquiry Project (CEP) is a practice-led research project with critical commentary, in which students conduct an in-depth inquiry intended to inform and reposition their creative practice.</p>	

3. Aims of the module	
<ul style="list-style-type: none"> ● To position your own practice and/or relevant topic within an appropriate critical -and contextual framework – historical, contemporary and theoretical. ● To develop conceptual and critical thinking in relation to practice and to exercise critical judgement. ● To develop skills in primary research, critical analysis and evaluation and to synthesise information. ● To communicate and articulate ideas in an appropriate format. ● To develop awareness of your own work and subject specialism in relation to other areas of art and design practice. 	

4. Indicative content	
<p>The module begins with the submission of an initial project proposal at the end of the summer term in level 5 indicating the research theme / pathway. At the start of the term in level 6, you will consolidate this proposal, after discussing it with your contextual research supervisor. Group seminars and discussions will address emerging research themes, reinforce research methodologies and develop a timeline for completion.</p> <p>The delivery of the module is largely by individual project supervision and self-directed study, with you undertaking a consistent and rigorous independent research project with the support and guidance of your project supervisor, who will work with you to guide and focus the research process.</p>	

5. External/Industry links	
Visits Site-based / industry / practice-based research Visiting lecturers / practitioners	

6. Assessment strategy, assessment methods and relative weightings	
<p>Students will engage in a self-directed project that links to their area of creative practice and research interests. The two pathways allow students to shape their research in a way that is appropriate to their creative and professional goals. Students will conduct a rigorous critical inquiry that consults and applies appropriate art, design and media related cultural/critical theory, all of which should be fully and correctly referenced following academic conventions (Harvard style) and with a list of illustrations appropriate to the study.</p> <p>There are two options:</p>	

Pathway one: Written Research Project (WRP)

1 - A formal illustrated academic body of writing, 5,000 to 6,000 words in length, supported by a reflective journal or blog. Students are required to demonstrate evidence of appropriate research and understanding and the ability to apply appropriate critical analysis. Students should evidence ability to present a coherent argument that addresses key questions, areas of concern, or proposition.

Pathway two: Contextual Enquiry Project (CEP)

2 – A practice-led contextual inquiry research project (artefact/outcome), supported by a research document of 3,000 to 4,000 words (or equivalent), which evidences appropriate critical analysis and theoretical underpinning as well as demonstrating considered application of appropriate production skills, supported by reflective journal or blog.

Your tutor will advise you on the most appropriate pathway and agree on an approach to take, via your proposal.

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes					
	A2	A3	B6	B7	C5	D7
Written Research Project (critical writing) 5,000 to 6,000 words or Contextual Enquiry Project (critical writing with artefact) 3,000 to 4,000 word	X	X	X	X	X	X
Reflective journal/ blog	X	X	X	X	X	X

8. Key reading list

Author	Year	Title	Publisher	Location
Barrett, E., and Bolt, B.,	(2007).	<u>Practice as Research: Approaches to Creative Arts Enquiry</u>	I.B. Tauris & Co. Ltd	New York
Brink-Budgen, R.,	(2010).	<u>Critical Thinking for Students: Learn the Skills of Critical Assessment and Effective Argument (4th ed).</u>	How to Books Ltd.	Oxford
Chambers, E., and Northedge, A.,	(2008).	<u>The Arts Good Study Guide (2nd ed)</u>	Open University Press	Milton Keynes
Clarke, M.,	(2007).	<u>Verbalising the Visual: translating art & design into words</u>	AVA	Lausanne
Cottrell, S.,	(2005).	<u>Critical Thinking Skills: Developing Effective Analysis and Argument.</u>	Palgrave Macmillan	Basingstoke
Crow, D.,	(2006).	<u>Left to right: the cultural shift from text to image</u>	AVA	Lausanne
Dawson, C.,	(2009).	<u>Introduction to Research Methods. (4th ed)</u>	How to Books Ltd.	Oxford
Denscombe, M.,	(2012).	<u>Research Proposals: A Practical Guide</u>	Open University Press	Berkshire
Gray, C., and Malins, J.,	(2009).	<u>Visualising Research: A Guide to the Research Process in Art and Design.</u>	Ashgate Publishing	Aldershot
Greetham, B.,	(2009).	<u>How to Write Your Undergraduate Dissertation</u>	Palgrave Macmillan	Basingstoke
Oliver, P.,	(2012).	<u>Succeeding with Your Literature Review: A Handbook for Students</u>	Open University Press	Berkshire
Smith, P.,	(2002).	<u>Writing an Assignment: Effective ways to improve your research and presentation skills (5th edition).</u>	How to Books.	Oxford

Smith, H., and Dean, R.,	(2009).	<u>Practice-led Research, Research-led Practice in the Creative Arts</u>	Edinburgh University Press	Edinburgh
Swetnam, D., and Swetnam R.,	(2009).	<u>Writing Your Dissertation: The Bestselling Guide to Planning, Preparing and Presenting First Class Work</u> (3rd revised ed).	How to Books Ltd	Oxford
Please note: Students will identify reading and resources as an integral and essential part of the assignment for this module, therefore providing additional texts will that relate to specific individual focus and subject of the research project.				

9. Other indicative sources (e.g. websites)

Journals

The library holds a number of journals and has access to online journals and useful research sites. Guidance on how to access some of these materials via Athens etc. will be given by the library staff and project supervisor as appropriate.

Online sources include:

JSTOR

Journal of Aesthetics and Art Criticism

The Year's Work in Critical and Cultural Theory

The University of Chicago: Keywords Glossary: <http://csmt.uchicago.edu/glossary2004/navigation.htm>

Annex 1 – Intended Learning Outcomes

<p>A. Knowledge and understanding</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>A2. Demonstrate an understanding of the overarching theories and practices that underpin Printed Textiles and the industry.</p> <p>A6. Demonstrate the ability to critically review, interpret, analyse, evaluate and synthesise ideas and concepts from a range of appropriate contextual sources.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p>B. Cognitive skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B6. Develop independent, informed viewpoints, insights and judgments about the topic through research, experience and critical evaluation.</p> <p>B7. Interpret, analyse and evaluate critical, theoretical approaches to creative practice in order to stimulate creative and academic development.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p>C. Practical and professional skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C5. Research, evaluate and contextualise their own area of practice informed by key ideas and theories, applying appropriate academic conventions and utilising a range of appropriate research methods.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>
<p>D. Key transferable skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D7. Conduct a rigorous, independent research project that demonstrates written, verbal and visual communication skills through the clear, focused presentation and articulation of ideas and concepts.</p>	<p>Learning and teaching strategy</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Blended Learning: to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>