

The logo for HCA (Hertfordshire College of Art) is displayed in white, uppercase letters on a solid green rectangular background. The letters are stylized, with the 'H' and 'C' having unique shapes.

**KEY INFORMATION**

**BA (HONS)**

**TEXTILE DESIGN**

A large, abstract graphic in the bottom right corner of the page. It features a dense, repeating pattern of small, light-colored dots or speckles on a slightly darker background, creating a textured, fabric-like appearance. The pattern is contained within a white, irregularly shaped area that tapers towards the bottom right corner.

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# Key Information for the BA (Hons) Textile Design Degree (including full time, part time and Top Up) starting in 2022/23

**About this document:** This key Information gives you a summary of the core characteristics of the BA (Hons) Textile Design degree at HCA. Students may have learnt about this course from multiple sources: the college website, the college prospectus, and from conversations with staff and students for example, but we want to ensure that students have this overview for reference at any time during their studies with us as a record of the service we are agreeing to provide when a student accepts our offer of a place.

**Award:** The qualification that a student will receive upon successful completion of the programme is a BA (Hons) Textile Design. This means that the award will be a Bachelor of Arts 'with honours'.

If a student does not complete the course, they may be eligible for a Certificate or Diploma of Higher Education.

**Validating Body:** The BA (Hons) Textile Design Degree is validated by the University of Wales Trinity Saint David. However, the course has been designed and is delivered by Hereford College of Arts.

**Regulatory Body:** Hereford College of Arts is registered with the Office for Students (OfS) to deliver Higher Education. The OfS is an independent public body which reports to Parliament through the Department for Education <https://www.officeforstudents.org.uk>. (Their aim is to ensure that every student, whatever their background, has a fulfilling experience of higher education that enriches their lives and careers.)

**Length of Course:** The standard and minimum length of this course is as follows:

Course	Standard/minimum length of the course
BA (Hons) Textile Design Full time	3 years
BA (Hons) Textile Design Part time	6 years
BA (Hons) Textile Design Top Up Full time	1 year
BA (Hons) Textile Design Top Up Part time	2 years

Students will need to complete the course to gain the award.

## **ENTRY REQUIREMENTS**

All students need to be at least 18 years of age at the start of the course.

Applicants will normally have an interview where they will present a portfolio of work. The interview can be conducted in person or remotely. This will be a supportive process where guidance will be given on the strengths and areas for improvement.

We normally expect applicants to have achieved 80 UCAS points at entry. Whilst qualifications are important, our offers are not solely based on academic results. We may make offers based on other evidence of talent or suitability for the course.

Applicants who do not satisfy the normal entry requirement but offer other qualifications and or relevant experience will be considered on an individual basis subject to satisfactory information being provided at interview.

Applicants whose first language is not English and require a student visa must achieve Level B2 in an approved Secure English Language Test (SELT) prior to enrolment. For further guidance, please visit the UK Visa and Immigration website <https://www.gov.uk/student-visa>

Your offer letter will include any requirements specific to your offer.

Our Admissions Policy can be found here; <https://www.hca.ac.uk/wp-content/uploads/2018/08/Admissions-Policy-Apr-2021.pdf>

## **CORE MODULES**

All programmes of study are made up of modules. Some modules are comprised of two or more assignments. Modules have a credit value that contribute to the achievement of the qualification. Each module has its own syllabus, handbook and assessment. In order to pass each year, you need to achieve 120 credits. Modules vary in size from 20 credits to 60 credits.

## PROGRAMME STRUCTURE:

From your first day at HCA you will work as a creative, developing your skills and your own voice through a series of projects. You will develop your creative practice, practical skills alongside your critical awareness and theoretical knowledge. You will study a range of modules that build your knowledge and confidence and total 120 credits each year.

The BA (Hons) Textile Design course at Hereford College of Arts believes in engaging with the history and materiality of textiles whilst embracing cutting-edge design techniques to develop empathetic and responsible designers of the future.

<b>BA (HONS) TEXTILE DESIGN Level 4 (Year 1) Full time</b>		
<b>Module Title</b>	<b>Credits</b>	<b>Module Description</b>
Practice in Context 1	20	<p>The module provides an introduction to the work of key practitioners in Textile Design and related crafts, both past and present, across various genres of practice, to give students a broad overview of the historical development of the discipline and of the contexts which enable the work to be understood and assessed.</p> <p>The range of contexts examined in this module might include:</p> <ul style="list-style-type: none"><li>• Biographical: artist's intentions and personal factors relevant to understanding the work</li><li>• Historical: political, social and cultural issues being addressed, direct and indirect influences of the historical environment</li><li>• Technological: factors related to development of the technology of creative production</li><li>• Art historical: precedents, influences, and relationships with contemporaries working in the same field</li><li>• Social: relationships, both individual and general, relevant to understanding the work</li><li>• Ethical factors relevant to understanding and evaluating the work</li><li>• Cultural: values and beliefs implicit in the work derived from the cultural environment, intentionally or unintentionally included.</li></ul> <p>Students will be introduced to the context and genres within which artists and craft workers operate and the cultural and social significance of their practice. When appropriate students will be encouraged to relate past work to current issues and practices.</p>
Practice 1	30	<p>During this module the student will undertake a range of workshops that will focus on a thorough introduction and investigation of standard technical processes within the field of textile design. The student will also gain an understanding of the</p>

		<p>health &amp; safety procedures associated with the textile design process.</p> <p>By engaging in a focused range of techniques and processes the student will develop the skills and confidence to translate independent visual research into their design development work, appropriate to the subject.</p>
Foundations for Learning	20	<p>The foundations for learning element seeks to enable all students to thrive at HCA and beyond. It is an induction into a range of aspects of learning in an Arts School, including; academic skills, note taking skills, research skills, collaboration skills, fundamental IT skills, understanding the course structure, understanding assessment, how to give and take critical feedback, self-reflection, evaluation, time management, independent learning, staying safe, relationships and consent, sustainability in the creative sector.</p> <p>The module will aim to start students journey towards being reflexive practitioners who are able to identify their subjective relationship with the objective world, to be curious about who they are, how they have been constructed by outside influences and moulded by institutional attitudes, and how they negotiate this process to find their own voice and values.</p> <p>Effective research skills are central to students developing their own voice. Confidence in sourcing, editing and responding to research, both practical and theory based is the foundation for this process and is introduced in this module.</p> <p>It also aims to introduce students to the broad range of student support services within our institution, learning resources, academic skills and learning support.</p>
Practice 2	30	<p>Throughout the module the student will learn how to use a range of media, materials, techniques and processes and use them to create an innovative range of textile outcomes. The student will explore their creativity in the use of colour, drawing, making and technical processes, and will be encouraged to develop independent thinking by making independent judgements on their outcomes.</p> <p>The student will take part in specialist workshops appropriate to the subject of textile design, and begin to develop reflective practice through the linking of their samples to the historical and contemporary contexts within the field of textile and material design.</p>
Skills 1	20	<p>The aim of this module is to provide the student with a comprehensive 'tool kit' with which they can engage with, and respond to, a range of stimuli. Effective research skills are central to the Design process and throughout the module students will develop confidence in sourcing, editing and</p>

		<p>responding to research by taking part in individual and collaborative workshops, lectures, seminars and projects.</p> <p>The student will begin to make connections between visual research and practical output by recording and documenting their process through drawing, journaling, blog writing etc. with the intention of identifying the best possible research techniques for them as an individual designer/maker.</p>
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### BA (HONS) TEXTILE DESIGN Level 5 (Year 2) Full time

Module Title	Credits	Module Description
Practice in Context 2	20	<p>The teaching programme will provide an introduction to a number of theoretical approaches which will help students extend their understanding of how creative practice can be critically understood (meaning) and evaluated (value).</p> <p>Topics to be covered might include:</p> <ul style="list-style-type: none"> <li>• Critical reading, writing and thinking;</li> <li>• Reading crafts as text: semiotics, context, culture and myth;</li> <li>• Meaning, critical perspective, voice and reflexivity;</li> <li>• Phenomenological approaches to meaning, embodiment and affect;</li> <li>• Social identity theory and taste, interest and preference;</li> <li>• Evocative objects: memory, narrative, collections and museums;</li> <li>• The craftsman's life: (non-)alienation, engagement, quality and craftsmanship;</li> <li>• Originality and its limitations: individuality, talent, novelty, tradition and context;</li> <li>• Role of the craftsman in the contemporary world: what is it?</li> <li>• Aesthetics, form, tactility and experience;</li> <li>• Theories of process: issues around method, rationality, ambiguity, chance, accident, associative thinking and appropriation.</li> </ul>
Practice 3	30	<p>This module will encourage the student to explore their emerging, individual design identity and encourage them to take risks with their work in order to develop confidence and originality. Students will build on existing skills and knowledge from Level 4 to inform a multi-disciplinary approach to your textile design practice.</p> <p>Framed within Live Industry project(s), the student will gain an insight into working for a client. They will explore consumer research and trend forecasting that will inform the creation of material and colour palettes for contemporary applications. The student will be continually encouraged to take experimental approaches to material development and the manufacturing process.</p>

Skills 2	20	<p>The student will be introduced to new technical skills that will enable them to advance their knowledge in negotiated processes e.g. weave, knit, print, mixed media, whilst constantly considering opportunities for inter-disciplinary collaboration.</p> <p>Throughout the module, lectures, seminars and workshops will empower the student to develop problem solving strategies for authentic and positive change in their chosen field. The student will document relevant research and record how they have applied their learning to make critical judgements on their own practice and others working within the subject.</p>
Practice 4	30	<p>External and/or speculative design briefs will allow the student to push their creative and professional skills further. They will explore thinking through making, with an emphasis on materiality and material culture to develop innovative outcomes for application across a wide range of disciplines within the subject of Textile Design e.g. automotive, sustainable and person-centered design.</p> <p>Informed by ongoing research and personal reflection, this module will encourage the student to consider the impact of their design practice within the wider context of Textile Design. Through investigation of contemporary design and social issues, the student will begin to explore and contextualise their work and the various ways it can influence people and the environment.</p>
Professional Practice 1	20	<p>During this module, students will develop professional skills through independently negotiating, organising and completing an appropriate period of professional work experience.</p> <p>Opportunities for professional work experience may include, live briefs, individual and group exhibitions, participating in national or international conferences, competitions, curation, commissions, designing and delivering a socially engaged community or schools project or undertaking placements in arts organisations such as arts workshops, art co-operatives, galleries etc.</p> <p>A series of visiting speakers, ranging from artist to professionals from creative organisations and education, will provide insightful advice into areas such as:</p> <ul style="list-style-type: none"> <li>• How to approach individual creative or organisations.</li> <li>• What different creative professions entail.</li> <li>• Expectations in the workplace.</li> <li>• How to plan content for and deliver education / community based art projects.</li> <li>• Working to client commission/competition briefs.</li> <li>• Collectives/Collaboration/Networking</li> </ul> <p>Working with other people, How, why, what and when?</p>

		Students will document and reflect on their professional work experience(s) and create a multi-media Professional Development Plan with supporting material for summative assessment.
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<b>BA (HONS) TEXTILE DESIGN Level 6 (Year 3) Full time</b>		
<b>Module Title</b>	<b>Credits</b>	<b>Module Description</b>
Practice in Context 3	20	<p>The content of this module differs for each student, as each undertakes a research project into a self-selected topic designed to help them make sense of their own specialist area of studio practice in terms of culture, context and critical theory.</p> <p>Working closely with an individual supervisor, students are guided to select a research topic that is both manageable and appropriate to their studio interests, and are helped both to locate and organise relevant sources and to construct a critical position informed by theory.</p> <p>The project is an exercise in largely self-directed academic research, but students receive tailored individual support and are given a series of target dates for reaching set stages of the project (eg, delivery of title and synopsis, first draft, and so on) to ensure they stay on track as they progress towards the final deadline.</p>
Practice 5	30	<p>In this module the student will engage in extensive research via drawing (in all its forms), material enquiry and the design development process. They will be continually advancing their technical skills through both supported and self-directed learning.</p> <p>Ongoing reflective practice and critical evaluation of the students' research and development will lead to the production of professionally presented and appropriate outcomes, that demonstrate innovative design thinking within the subject of Textile Design.</p> <p>Working with internal and external professionals, the module culminates in the creation and presentation of a self-initiated design brief which the student will use as a starting point for their final major project (Practice 6).</p>
Professional Practice 2	10	Students will revisit and refine their Professional Development Plan and produce additional material to support the generation of their graduate portfolio including the development of social media and web presences, business identity (where appropriate) ensuring they appropriately prepared to launch their professional careers.



		<p>A series of visiting speakers, ranging from artist to professionals from creative organisations and education, will provide insightful advice into areas such as:</p> <ul style="list-style-type: none"> <li>• The employment landscape (portfolio careers, the gig economy etc.);</li> <li>• Copyright Law, licensing, contracts, T&amp;C's, insurance, taxation, NI How, why, what and when?</li> <li>• The differences between self-employment and permanent employment Proactive/Reactive/business ownership/entrepreneurship;</li> <li>• Ethics, Morality and their career, an overview of how the Media operates censorship &amp; self-censorship/audience/working ethically/sustainable choices</li> <li>• Representation online/ Social Media networking How, why, what and when? Consistency of brand, Effective and appropriate copy, quality of images;</li> <li>• CV writing skills/Letter of introduction writing/application writing skills;</li> <li>• Costing work/funding- writing applications and bids/budgeting;</li> <li>• Evaluating projects and clients/managing clients and employers;</li> <li>• Further study; Postgraduate courses, Teaching courses.</li> </ul>
Practice 6	60	<p>Using the self-initiated design brief developed in Practice 5, as a starting point, the student will build upon all of the skills and knowledge acquired in previous modules/levels of study.</p> <p>This module is an opportunity to showcase how the student can apply their knowledge and skills in new and innovative ways and define their unique style and voice within the context of contemporary textile design.</p> <p>Through extensive visual research and process-led enquiry, the student will produce a final body of work in response to their personal brief. The student will also be required to present a clear timetable of study for the duration of the module that demonstrates their ability to manage their time and communicate their intentions effectively.</p> <p>The student will continually reflect on the development of their project as they work to create a range of negotiated outcomes. These can take any appropriate form (e.g. fabric collection, final samples, products) and should be supported by high-quality visuals such as photography and/or video. The student's final submission must also include an industry standard, professionally presented portfolio.</p>

<b>Module Title</b>	<b>Credits</b>	<b>Module Description</b>
Practice 1	30	<p>During this module the student will undertake a range of workshops that will focus on a thorough introduction and investigation of standard technical processes within the field of textile design. The student will also gain an understanding of the health &amp; safety procedures associated with the textile design process.</p> <p>By engaging in a focused range of techniques and processes the student will develop the skills and confidence to translate independent visual research into their design development work, appropriate to the subject.</p>
Practice 2	30	<p>Throughout the module the student will learn how to use a range of media, materials, techniques and processes and use them to create an innovative range of textile outcomes. The student will explore their creativity in the use of colour, drawing, making and technical processes, and will be encouraged to develop independent thinking by making independent judgements on their outcomes.</p> <p>The student will take part in specialist workshops appropriate to the subject of textile design, and begin to develop reflective practice through the linking of their samples to the historical and contemporary contexts within the field of textile and material design.</p>

#### **BA (HONS) TEXTILE DESIGN Level 4 (Year 2 of 6) Part time**

<b>Module Title</b>	<b>Credits</b>	<b>Module Description</b>
Practice in Context 1	20	<p>The module provides an introduction to the work of key practitioners in Textile Design and related crafts, both past and present, across various genres of practice, to give students a broad overview of the historical development of the discipline and of the contexts which enable the work to be understood and assessed.</p> <p>The range of contexts examined in this module might include:</p> <ul style="list-style-type: none"> <li>• Biographical: artist's intentions and personal factors relevant to understanding the work</li> <li>• Historical: political, social and cultural issues being addressed, direct and indirect influences of the historical environment</li> <li>• Technological: factors related to development of the technology of creative production</li> <li>• Art historical: precedents, influences, and relationships with contemporaries working in the same field</li> <li>• Social: relationships, both individual and general, relevant to understanding the work</li> <li>• Ethical factors relevant to understanding and evaluating the work</li> </ul>

		<ul style="list-style-type: none"> <li>• Cultural: values and beliefs implicit in the work derived from the cultural environment, intentionally or unintentionally included.</li> </ul> <p>Students will be introduced to the context and genres within which artists and craft workers operate and the cultural and social significance of their practice. When appropriate students will be encouraged to relate past work to current issues and practices.</p>
Foundations for Learning	20	<p>The foundations for learning element seeks to enable all students to thrive at HCA and beyond. It is an induction into a range of aspects of learning in an Arts School, including; academic skills, note taking skills, research skills, collaboration skills, fundamental IT skills, understanding the course structure, understanding assessment, how to give and take critical feedback, self-reflection, evaluation, time management, independent learning, staying safe, relationships and consent, sustainability in the creative sector.</p> <p>The module will aim to start students journey towards being reflexive practitioners who are able to identify their subjective relationship with the objective world, to be curious about who they are, how they have been constructed by outside influences and moulded by institutional attitudes, and how they negotiate this process to find their own voice and values.</p> <p>Effective research skills are central to students developing their own voice. Confidence in sourcing, editing and responding to research, both practical and theory based is the foundation for this process and is introduced in this module.</p> <p>It also aims to introduce students to the broad range of student support services within our institution, learning resources, academic skills and learning support.</p>
Skills 1	20	<p>The aim of this module is to provide the student with a comprehensive 'tool kit' with which they can engage with, and respond to, a range of stimuli. Effective research skills are central to the Design process and throughout the module students will develop confidence in sourcing, editing and responding to research by taking part in individual and collaborative workshops, lectures, seminars and projects.</p> <p>The student will begin to make connections between visual research and practical output by recording and documenting their process through drawing, journaling, blog writing etc. with the intention of identifying the best possible research techniques for them as an individual designer/maker.</p>

<b>Module Title</b>	<b>Credits</b>	<b>Module Description</b>
Practice 3	30	<p>This module will encourage the student to explore their emerging, individual design identity and encourage them to take risks with their work in order to develop confidence and originality. Students will build on existing skills and knowledge from Level 4 to inform a multi-disciplinary approach to your textile design practice.</p> <p>Framed within Live Industry project(s), the student will gain an insight into working for a client. They will explore consumer research and trend forecasting that will inform the creation of material and colour palettes for contemporary applications. The student will be continually encouraged to take experimental approaches to material development and the manufacturing process.</p>
Practice 4	30	<p>External and/or speculative design briefs will allow the student to push their creative and professional skills further. They will explore thinking through making, with an emphasis on materiality and material culture to develop innovative outcomes for application across a wide range of disciplines within the subject of Textile Design e.g. automotive, sustainable and person-centered design.</p> <p>Informed by ongoing research and personal reflection, this module will encourage the student to consider the impact of their design practice within the wider context of Textile Design. Through investigation of contemporary design and social issues, the student will begin to explore and contextualise their work and the various ways it can influence people and the environment.</p>

### **BA (HONS) TEXTILE DESIGN Level 5 (Year 4 of 6) Part time**

<b>Module Title</b>	<b>Credits</b>	<b>Module Description</b>
Practice in Context 2	20	<p>The teaching programme will provide an introduction to a number of theoretical approaches which will help students extend their understanding of how creative practice can be critically understood (meaning) and evaluated (value).</p> <p>Topics to be covered might include:</p> <ul style="list-style-type: none"> <li>• Critical reading, writing and thinking;</li> <li>• Reading crafts as text: semiotics, context, culture and myth;</li> <li>• Meaning, critical perspective, voice and reflexivity;</li> <li>• Phenomenological approaches to meaning, embodiment and affect;</li> <li>• Social identity theory and taste, interest and preference;</li> <li>• Evocative objects: memory, narrative, collections and museums;</li> </ul>

		<ul style="list-style-type: none"> <li>• The craftsman’s life: (non-)alienation, engagement, quality and craftsmanship;</li> <li>• Originality and its limitations: individuality, talent, novelty, tradition and context;</li> <li>• Role of the craftsman in the contemporary world: what is it?</li> <li>• Aesthetics, form, tactility and experience;</li> <li>• Theories of process: issues around method, rationality, ambiguity, chance, accident, associative thinking and appropriation.</li> </ul>
Professional Practice 1	20	<p>During this module, students will develop professional skills through independently negotiating, organising and completing an appropriate period of professional work experience.</p> <p>Opportunities for professional work experience may include, live briefs, individual and group exhibitions, participating in national or international conferences, competitions, curation, commissions, designing and delivering a socially engaged community or schools project or undertaking placements in arts organisations such as arts workshops, art co-operatives, galleries etc.</p> <p>A series of visiting speakers, ranging from artist to professionals from creative organisations and education, will provide insightful advice into areas such as:</p> <ul style="list-style-type: none"> <li>• How to approach individual creative or organisations.</li> <li>• What different creative professions entail.</li> <li>• Expectations in the workplace.</li> <li>• How to plan content for and deliver education / community based art projects.</li> <li>• Working to client commission/competition briefs.</li> <li>• Collectives/Collaboration/Networking Working with other people, How, why, what and when?</li> </ul> <p>Students will document and reflect on their professional work experience(s) and create a multi-media Professional Development Plan with supporting material for summative assessment.</p>
Skills 2	20	<p>The student will be introduced to new technical skills that will enable them to advance their knowledge in negotiated processes e.g. weave, knit, print, mixed media, whilst constantly considering opportunities for inter-disciplinary collaboration.</p> <p>Throughout the module, lectures, seminars and workshops will empower the student to develop problem solving strategies for authentic and positive change in their chosen field. The student will document relevant research and record how they have applied their learning to make critical judgements on their own practice and others working within the subject.</p>

**BA (HONS) TEXTILE DESIGN Level 6 (Year 5 of 6) Part time**

<b>Module Title</b>	<b>Credits</b>	<b>Module Description</b>
Practice in Context 3	20	<p>The content of this module differs for each student, as each undertakes a research project into a self-selected topic designed to help them make sense of their own specialist area of studio practice in terms of culture, context and critical theory.</p> <p>Working closely with an individual supervisor, students are guided to select a research topic that is both manageable and appropriate to their studio interests, and are helped both to locate and organise relevant sources and to construct a critical position informed by theory.</p> <p>The project is an exercise in largely self-directed academic research, but students receive tailored individual support and are given a series of target dates for reaching set stages of the project (eg, delivery of title and synopsis, first draft, and so on) to ensure they stay on track as they progress towards the final deadline.</p>
Practice 5	30	<p>In this module the student will engage in extensive research via drawing (in all its forms), material enquiry and the design development process. They will be continually advancing their technical skills through both supported and self-directed learning.</p> <p>Ongoing reflective practice and critical evaluation of the students' research and development will lead to the production of professionally presented and appropriate outcomes, that demonstrate innovative design thinking within the subject of Textile Design.</p> <p>Working with internal and external professionals, the module culminates in the creation and presentation of a self-initiated design brief which the student will use as a starting point for their final major project (Practice 6).</p>
Professional Practice 2	10	<p>Students will revisit and refine their Professional Development Plan and produce additional material to support the generation of their graduate portfolio including the development of social media and web presences, business identity (where appropriate) ensuring they appropriately prepared to launch their professional careers.</p> <p>A series of visiting speakers, ranging from artist to professionals from creative organisations and education, will provide insightful advice into areas such as:</p> <ul style="list-style-type: none"><li>• The employment landscape (portfolio careers, the gig economy etc.);</li></ul>

		<ul style="list-style-type: none"> <li>• Copyright Law, licensing, contracts, T&amp;C's, insurance, taxation, NI How, why, what and when?</li> <li>• The differences between self-employment and permanent employment Proactive/Reactive/business ownership/entrepreneurship;</li> <li>• Ethics, Morality and their career, an overview of how the Media operates censorship &amp; self-censorship/audience/working ethically/sustainable choices</li> <li>• Representation online/ Social Media networking How, why, what and when? Consistency of brand, Effective and appropriate copy, quality of images;</li> <li>• CV writing skills/Letter of introduction writing/application writing skills;</li> <li>• Costing work/funding- writing applications and bids/budgeting;</li> <li>• Evaluating projects and clients/managing clients and employers;</li> <li>• Further study; Postgraduate courses, Teaching courses.</li> </ul>
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### BA (HONS) TEXTILE DESIGN Level 6 (Year 6 of 6) Part time

Module Title	Credits	Module Description
Practice 6	60	<p>Using the self-initiated design brief developed in Practice 5, as a starting point, the student will build upon all of the skills and knowledge acquired in previous modules/levels of study.</p> <p>This module is an opportunity to showcase how the student can apply their knowledge and skills in new and innovative ways and define their unique style and voice within the context of contemporary textile design.</p> <p>Through extensive visual research and process-led enquiry, the student will produce a final body of work in response to their personal brief. The student will also be required to present a clear timetable of study for the duration of the module that demonstrates their ability to manage their time and communicate their intentions effectively.</p> <p>The student will continually reflect on the development of their project as they work to create a range of negotiated outcomes. These can take any appropriate form (e.g. fabric collection, final samples, products) and should be supported by high-quality visuals such as photography and/or video. The student's final submission must also include an industry standard, professionally presented portfolio.</p>

### BA (HONS) TEXTILE DESIGN TOP UP Level 6 (Year 1) Full time

Module Title	Credits	Module Description
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Practice in Context 3	20	<p>The content of this module differs for each student, as each undertakes a research project into a self-selected topic designed to help them make sense of their own specialist area of studio practice in terms of culture, context and critical theory.</p> <p>Working closely with an individual supervisor, students are guided to select a research topic that is both manageable and appropriate to their studio interests, and are helped both to locate and organise relevant sources and to construct a critical position informed by theory.</p> <p>The project is an exercise in largely self-directed academic research, but students receive tailored individual support and are given a series of target dates for reaching set stages of the project (eg, delivery of title and synopsis, first draft, and so on) to ensure they stay on track as they progress towards the final deadline.</p>
Practice 5	30	<p>In this module the student will engage in extensive research via drawing (in all its forms), material enquiry and the design development process. They will be continually advancing their technical skills through both supported and self-directed learning.</p> <p>Ongoing reflective practice and critical evaluation of the students' research and development will lead to the production of professionally presented and appropriate outcomes, that demonstrate innovative design thinking within the subject of Textile Design.</p> <p>Working with internal and external professionals, the module culminates in the creation and presentation of a self-initiated design brief which the student will use as a starting point for their final major project (Practice 6).</p>
Professional Practice 2	10	<p>Students will revisit and refine their Professional Development Plan and produce additional material to support the generation of their graduate portfolio including the development of social media and web presences, business identity (where appropriate) ensuring they appropriately prepared to launch their professional careers.</p> <p>A series of visiting speakers, ranging from artist to professionals from creative organisations and education, will provide insightful advice into areas such as:</p> <ul style="list-style-type: none"> <li>• The employment landscape (portfolio careers, the gig economy etc.);</li> <li>• Copyright Law, licensing, contracts, T&amp;C's, insurance, taxation, NI How, why, what and when?</li> <li>• The differences between self-employment and permanent employment Proactive/Reactive/business ownership/entrepreneurship;</li> </ul>



		<ul style="list-style-type: none"> <li>• Ethics, Morality and their career, an overview of how the Media operates censorship &amp; self-censorship/audience/working ethically/sustainable choices</li> <li>• Representation online/ Social Media networking How, why, what and when? Consistency of brand, Effective and appropriate copy, quality of images;</li> <li>• CV writing skills/Letter of introduction writing/application writing skills;</li> <li>• Costing work/funding- writing applications and bids/budgeting;</li> <li>• Evaluating projects and clients/managing clients and employers;</li> <li>• Further study; Postgraduate courses, Teaching courses.</li> </ul>
Practice 6	60	<p>Using the self-initiated design brief developed in Practice 5, as a starting point, the student will build upon all of the skills and knowledge acquired in previous modules/levels of study.</p> <p>This module is an opportunity to showcase how the student can apply their knowledge and skills in new and innovative ways and define their unique style and voice within the context of contemporary textile design.</p> <p>Through extensive visual research and process-led enquiry, the student will produce a final body of work in response to their personal brief. The student will also be required to present a clear timetable of study for the duration of the module that demonstrates their ability to manage their time and communicate their intentions effectively.</p> <p>The student will continually reflect on the development of their project as they work to create a range of negotiated outcomes. These can take any appropriate form (e.g. fabric collection, final samples, products) and should be supported by high-quality visuals such as photography and/or video. The student's final submission must also include an industry standard, professionally presented portfolio.</p>

<b>BA (HONS) TEXTILE DESIGN TOP UP Level 6 (Year 1 of 2) Part time</b>		
<b>Module Title</b>	<b>Credits</b>	<b>Module Description</b>
Practice in Context 3	20	<p>The content of this module differs for each student, as each undertakes a research project into a self-selected topic designed to help them make sense of their own specialist area of studio practice in terms of culture, context and critical theory.</p> <p>Working closely with an individual supervisor, students are guided to select a research topic that is both manageable and appropriate to their studio interests, and are helped both to locate and organise relevant sources and to construct a critical position informed by theory.</p>

		<p>The project is an exercise in largely self-directed academic research, but students receive tailored individual support and are given a series of target dates for reaching set stages of the project (eg, delivery of title and synopsis, first draft, and so on) to ensure they stay on track as they progress towards the final deadline.</p>
Practice 5	30	<p>In this module the student will engage in extensive research via drawing (in all its forms), material enquiry and the design development process. They will be continually advancing their technical skills through both supported and self-directed learning.</p> <p>Ongoing reflective practice and critical evaluation of the students' research and development will lead to the production of professionally presented and appropriate outcomes, that demonstrate innovative design thinking within the subject of Textile Design.</p> <p>Working with internal and external professionals, the module culminates in the creation and presentation of a self-initiated design brief which the student will use as a starting point for their final major project (Practice 6).</p>
Professional Practice 2	10	<p>Students will revisit and refine their Professional Development Plan and produce additional material to support the generation of their graduate portfolio including the development of social media and web presences, business identity (where appropriate) ensuring they appropriately prepared to launch their professional careers.</p> <p>A series of visiting speakers, ranging from artist to professionals from creative organisations and education, will provide insightful advice into areas such as:</p> <ul style="list-style-type: none"> <li>• The employment landscape (portfolio careers, the gig economy etc.);</li> <li>• Copyright Law, licensing, contracts, T&amp;C's, insurance, taxation, NI How, why, what and when?</li> <li>• The differences between self-employment and permanent employment Proactive/Reactive/business ownership/entrepreneurship;</li> <li>• Ethics, Morality and their career, an overview of how the Media operates censorship &amp; self-censorship/audience/working ethically/sustainable choices</li> <li>• Representation online/ Social Media networking How, why, what and when? Consistency of brand, Effective and appropriate copy, quality of images;</li> <li>• CV writing skills/Letter of introduction writing/application writing skills;</li> <li>• Costing work/funding- writing applications and bids/budgeting;</li> </ul>

		<ul style="list-style-type: none"> <li>• Evaluating projects and clients/managing clients and employers;</li> <li>• Further study; Postgraduate courses, Teaching courses.</li> </ul>
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<b>BA (HONS) TEXTILE DESIGN TOP UP Level 6 (Year 2 of 2) Part time</b>		
<b>Module Title</b>	<b>Credits</b>	<b>Module Description</b>
Practice 6	60	<p>Using the self-initiated design brief developed in Practice 5, as a starting point, the student will build upon all of the skills and knowledge acquired in previous modules/levels of study.</p> <p>This module is an opportunity to showcase how the student can apply their knowledge and skills in new and innovative ways and define their unique style and voice within the context of contemporary textile design.</p> <p>Through extensive visual research and process-led enquiry, the student will produce a final body of work in response to their personal brief. The student will also be required to present a clear timetable of study for the duration of the module that demonstrates their ability to manage their time and communicate their intentions effectively.</p> <p>The student will continually reflect on the development of their project as they work to create a range of negotiated outcomes. These can take any appropriate form (e.g. fabric collection, final samples, products) and should be supported by high-quality visuals such as photography and/or video. The student's final submission must also include an industry standard, professionally presented portfolio.</p>

## **COMPOSITION OF THE COURSE AND HOW THE COURSE WILL BE DELIVERED:**

The course is modular and is managed on a two-semester schedule, comprising of 31 weeks of tuition. The academic year begins in September and ends in June.

**Level 4:** the course defines Level 4 as induction and core generic skills acquisition

**Level 5:** applies the new skills gained at Level 4 in a range of appropriate contexts

**Level 6:** students specialise through individual learning programmes

The total length of the academic year is 33 weeks (including enrolment, induction and a reading week), with breaks for Christmas, Easter and Summer.

Students will have access to College resources (studios, library, workshops, social areas) on week days during normal working hours and later on some days and at certain times of the year. Students may also have access to some of the resources in vacations, and current information on this is available by request.

Students are awarded 'credits' for the successful completion of a module, totalling 120 in each academic year. A single credit is defined as ten hours of study so a 20-credit module requires 200 hours of study in total. A student must successfully achieve 120 credits. 1200 hours of study in total.

The percentage of contact time devoted to differing learning environments depends on the individual module content, but the course seeks to use a wide variety of teaching methods wherever possible. Examples of teaching methods include, process inductions and workshops, demonstrations, lectures, presentations, master-classes, on-line learning activities, tutorials and seminar discussion groups.

Assessment is almost exclusively made by submission of course work in the form of a portfolio, although written essays and reviews plus presentations are also used. There are no timed, written examinations.

## TUITION FEES

The tuition fees for 2022/23 are outlined in the table below. For more information about applying for a tuition fee loan, please visit [www.direct.gov.uk/studentfinance](http://www.direct.gov.uk/studentfinance).

Please note that this annual fee will remain unchanged for the 3-year duration of your course. However, following enrolment, students transferring to an alternative mode of study, repeating or retaking modules or suspending their studies, will need to confirm fees with the Finance Department.

COURSE	LEVEL	YEAR	FEES
BA (Hons) Textile Design full time (UK/EU students with settled or pre settled status)	4	Year 1	£9000
BA (Hons) Textile Design full time (UK/EU students with settled or pre settled status)	5 (Direct entrants)	Year 2	£9000
BA (Hons) Textile Design Top Up full time (UK/EU students with settled or pre settled status)	6	Year 1	£9000
BA (Hons) Textile Design part time (UK/EU students with settled or pre settled status)	4	Year 1	£4500
BA (Hons) Textile Design Top Up part time (UK/EU students with settled or pre settled status)	6	Year 1	£4500
BA (Hons) Textile Design full time (Overseas students and EU students)	4	Year 1	£12,000

EU students who have pre settled status under the EU Settlement Scheme will be eligible for a tuition fee loan only.

Please note that the Higher Education Student Finance portal normally opens in mid-February. The College would encourage students to submit their student finance application as soon as possible so funding is in place for when they start their course

**All students need to ensure that the funding is in place for their tuition fees and living costs prior to enrolment.**

## PAYMENT, SERVICE DELIVERY AND PERFORMANCE ARRANGEMENTS

- If the tuition fee is paid to the College via the Student Loans Company, it will be paid in 3 instalments – 25% in term 1, 25% in term 2 and 50% in term 3.
- If a student is paying their own tuition fees, students can pay in instalments by direct debit only. Students will be required to pay 1/3 of their annual tuition fees each term.
- Overseas students are required to pay their tuition fees in full by June prior to the commencement of their course.
- Any of the additional costs (see additional costs section) are collected via an online secure payment system.

## **ADDITIONAL COSTS**

Additional costs are directly related to your study but exclude accommodation and student's personal living costs. Further information about halls of residence and other accommodation available in Hereford is available on our website.

In addition to the tuition fees charged, the nature of creative arts practice means students will need to allow for some additional costs, for example, materials that they choose to use in the production of work and activities such as trips to external events and exhibitions. The courses at HCA have been designed to minimise the impact of additional costs; some trips and materials will be fully funded by the college or heavily subsidised. However, typically, a student will choose to spend around an additional £250 in the first year, £375 in the second year and £400 in their final year, depending on scale of work and materials chosen or other related costs. Examples might include outsourcing digitally printed lengths of fabric, buying knitting/weaving yarn, sourcing reclaimed materials from local scrap-stores/resource exchanges, which sell good quality materials destined for landfill at very low prices. Students get a discounted membership with these centres and are also taken there during study time. Occasionally, some students see fit to purchase second-hand resources such as knitting machines or table-looms so they can work on projects over the summer, but also, future planning post-graduation. This is a complement to taught workshop sessions, where this equipment can be readily accessed at college.

Students spend different amounts depending on the areas in which they specialise (in Textile Design, this may mean knit and/or weave and/or print and/or embroidery process specialisms) and individual choices regarding material selection and other consumables beyond what is readily available through college workshops and art shops. We appreciate that not all students will be able to invest the same money in their work and staff assessing it will not judge work by the cost of materials or other resources.

The college shop stocks specialist materials at competitive prices and digital equipment can be loaned from the media stores at no extra cost to students.

Students on all courses will also have the chance to take part in optional trips that require additional payment. Non-attendance on the trips will not incur assessment penalties, though trips are designed to help students develop their practice. There is an optional annual cross-course overseas residential trip. During the academic year 2019-20, the planned destination was Copenhagen and the cost to students was £385 for shared dormitory rooms which included UK airport transfers, overseas airport transfers and insurance.

Places on the optional trips are allocated on a first come first serve basis.

On completion of Level 6 (the final level of study), some students also choose to take part in an optional residential trip to London for one of the various graduate showcases (for instance New Designers). Decisions about these showcases are made by the college with students on an annual basis and costed according to differing showcase fees, numbers of students taking part and ambition of display. Students are required to contribute to financing this activity and are encouraged to take part in fundraising events and grant applications from the beginning of Level 4.

The College is committed to ensuring that students considering studying at HCA are fully aware of the possible additional costs.

Following enrolment, students that face genuine financial hardship may apply to the College Hardship Fund.

## AVERAGE ANNUAL COST BREAKDOWN

This table is an estimate of the costs a typical student may face during each of the three years on the course.

The blue figures represent realistic costs for students who purchase materials at their average costs. The Yellow figures are hypothetical costs for those who are able to invest in additional resources pertinent to their emerging practice.

Costs are estimated annual figures unless specified.

LEVEL OF STUDY	LV4		LV5		LV6	
Adobe CC subscription for use outside of college hours (discounted by 70%) NB Adobe CC is free to use for any student working within the college.	£16.24 per month		£16.24 per month		£16.24 per month	
Print charges for course work and exhibition display work	£100	£200	£100	£300	£100	£400
Purchasing tickets for museums and galleries*	£10	£50	£10	£50	£10	£50
Textile Process consumables e.g. Fabric for printing, yarns for knitting/weaving	£20	£40	£30	£80	£40	£250
Transport costs on city visits**	£20	£50	£20	£50	£20	£50
Portfolio cases***					£15	£50
Knitting Machines/Table Looms****			£50	£400	£50	£400
Web hosting and domain name registration					£0	£50
Craft materials for artwork e.g. paints, paper, sketchbooks, brushes, drawing media*****	£20	£30	£20	£40	£20	£50
Level 6: New Designers, London (exhibition contribution & accommodation)					£300	£500

\*students are made aware of reduced ticket pricing available through providers such as Student Art Pass

\*\*students are made aware of reduced ticket pricing available through 16-25 National Rail card. Most local/countywide trips are funded through the course budget. This example considers self-directed research trips by train to Birmingham and/or London

\*\*\*many students already have portfolios from previous education route; these don't become a course 'requirement' until L6 in preparation for industry interviews

\*\*\*\*these resources are available on site, for free, to students and are not required to be purchased; this would be a personal choice

\*\*\*\*\*many of these consumables are provided free-of-charge through the course budget at L4.

## **LOCATION OF STUDY**

Our degree courses are all based at our College Road Campus but several specialist workshops and performing spaces are located nearby on our Folly Lane Campus and degree level students often work between both sites. Much of a student's study will also involve working in different locations in the city and surrounding area.

## **LOCATIONS AND CONTACT DETAILS**

- **College Road Campus:** Hereford College of Arts, College Road, Hereford. HR1 1EB.
- **Folly Lane Campus:** Hereford College of Arts, Folly Lane, Hereford. HR1 1LT.
- **Telephone:** 01432 273359
- **Fax:** 01432 341099

If you have any enquiries please contact our registry department: [registry@hca.ac.uk](mailto:registry@hca.ac.uk)

## **COMPLAINT HANDLING PROCESS**

Our full complaints policy can be found here; <https://www.hca.ac.uk/wp-content/uploads/2020/03/student-complaints-policy-and-procedure.pdf>

Information relating to all academic regulations, including complaints procedures can be found via the UWTSO public website. <https://www.uwtsd.ac.uk/academic-office/academic-quality-handbook>