

**Glasgow School of Art Programme Specification  
Programme Title: BA (Hons) Textile Design**



Image: Anita Sarkezi

*Please note that this programme specification is correct on the date of publication but may be subject to amendment prior to the start of the 2024-25 Academic Year.*

1. Programme Details	
<b>Programme Title</b>	BA (Hons) Textile Design
<b>School</b>	Design
<b>Programme Leader</b>	Dr Helena Britt
<b>Award to be Conferred</b>	BA (Hons) Textile Design
<b>Exit Awards</b>	Stage 1 – Certificate of Higher Education Stage 2 – Diploma of Higher Education Stage 3 – BA Textile Design Stage 4 – BA (Hons) Textile Design
<b>SCQF Level</b>	7-10
<b>Credits</b>	480
<b>Mode of Study</b>	Full-time
<b>HECOS Code</b>	100051/100783

<b>Academic Session</b>	2024-25
<b>Date of Approval</b>	Programme Approval February 2024

<b>Awarding Institution</b>	University of Glasgow
<b>Teaching Institutions</b>	Glasgow School of Art
<b>Campus</b>	Garnethill
<b>Lead School/Board of Studies</b>	School of Design
<b>Other Schools/Board of Studies</b>	N/A
<b>Programme Accredited By (PSRBs)</b>	N/A

2. Entry Qualifications	
<b>Highers</b>	Standard: ABBB, including a literate subject Minimum: BBCC, including a literate subject
<b>A Levels</b>	Standard: ABB and GCSE English at A/7 grade or above Minimum: BBC and GCSE English at A/7 grade or above
<b>Other</b>	International Baccalaureate: 30 points overall in the Diploma, including 18 at Higher Level, normally including English and Maths.  Irish Leaving Certificate: Four Highers at H2 or above - subjects required as per Scottish Highers.  Other eligible qualifications for entry include Foundation Diplomas in Art & Design, Higher National Certificates (HNC), Higher National Diplomas (HND), Foundation Degrees, Level 3 Diplomas, and other Further Education and Higher Education qualifications in related subjects. Entrants may begin their studies in Stage 2 or Stage 3 depending on the level of prior qualifications and other entry criteria. Detailed information about the required grades for individuals holding or studying these qualifications can be access on the website.

	<p>Applicants from outside the UK and Ireland should also consult our International student pages for details of accepted qualifications from specific countries.</p> <p>Applicants who do not meet entry requirements through formal qualifications but can demonstrate experience, skills and abilities at the appropriate level can also be considered.</p> <p>Additional entry requirements: Applicants are normally required to submit a portfolio or work and may be required to attend an Interview as part of their admissions assessment.</p>
<b>English Language Requirements</b>	<p>Applicants who are not a national of, nor have obtained a degree in one of the countries on the approved <a href="#">UKVI exemption list</a> or those who require a Student Visa, will need to provide evidence of their English language ability.</p> <p>GSA's preferred test is the IELTS for UKVI (Academic) test taken at a UKVI approved test centre. GSA require all students, who require a student visa, to meet the following requirements to gain entry:</p> <ul style="list-style-type: none"> <li>• IELTS for UKVI Academic with an overall score of 6 with a minimum of 5.5 in all components;</li> <li>• An alternative Accepted English Language Test which can be found on the Postgraduate <a href="#">'How to Apply'</a> page of the GSA website.</li> </ul>

### 3. Programme Introduction

BA (Hons) Textile Design at The Glasgow School of Art prepares students for potential future careers in textiles, fashion, interiors, product, automotive, film and television, material innovation, colour, trend forecasting or other creative areas. The programme offers the opportunity to investigate the exciting possibilities and breadth of textile design, learning from textile traditions whilst looking to the future to contribute to and challenge the discipline.

The curriculum consists of an exciting range of practical and theoretical courses, which vary in length within and across the two academic semesters each year. Project-based learning is central to the studio courses, which encourage curiosity and risk-taking. This evolves to develop students' creative identity through skills development, exploration of research, drawing, colour, design, technical and material investigation, sampling, production and visualisation of textiles.

Stage 1 studio courses provide foundations in textile design skills, built upon during Stage 2, alongside technical skill acquisition and design application in the pathways of weave, knit, print and embroidery. Towards the end of Stage 2, supported and guided by staff, students reflect upon their learning experiences and apply to study one of these pathways. Design and technical skills advance during Stage 3 through design projects. Stage 4 builds on knowledge, understanding, processes and

skills acquired in previous stages. Through self-directed study, students explore individual themes and concepts towards creative aspirations.

Studio and workshop learning promotes innovation through making, heritage techniques, digital skills and design processes. We value analogue and digital methods to inform and generate new interpretations and solutions. Sustainable and responsible thinking and design continue to evolve and inform approaches, practices and outcomes.

Within the programme, Studio courses provide a series of incremental project-based experiences with opportunities to reflect upon learning as it develops towards building a critical practice. Design History and Theory courses explore critical and contextual perspectives, and courses shared with other programmes, including Co-Lab and Design Domain, foster expanded perspectives by connecting broader domains of learning and knowledge. Opportunities for student international exchanges, collaborative learning, industry projects, and careers and enterprise experiences help support how students develop graduate skills and attributes.

The programme aims to create assured and specialist textile design graduates with individual and creative identities prepared for employment, self-employment and postgraduate study. The work of our graduates demonstrates uniqueness and diversity in terms of ideas, concepts, processes and practices towards individual interests and creative aspirations. Our graduates work in industry, with community groups, set up their own practices and businesses, or continue their educational journeys.

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#### **4. Programme Aims**

The aims of the programme are to:

1. develop creativity, individuality, adaptability and independence through studio-based projects, skill acquisition, contextual and historical study
2. encourage curiosity and investigation of ideas, themes, and issues through research and exploration for textiles and other creative contexts
3. develop creative and technical skills for weave, knit, print and embroidery, leading to experimentation and specialisation through design, process, and material
4. provide opportunities to plan projects and work with others within and across disciplines, to broaden understanding and advance professional skills
5. develop visual, written and digital communication skills to enable discussion and presentation of ideas for different purposes and audiences
6. encourage sustainable and responsible perspectives and practices for the environment, society, and future challenges

#### **5. Programme Intended Learning Outcomes**

After full participation in and successful completion of the programme, students will be able to:

1. generate individual creative responses for textile design and related contexts, and critically reflect on learning to inform future personal and professional development
2. apply effective research, investigation, and analysis methods to inform outcomes for textile design and related creative contexts
3. explore textile design processes, technical skills and materials in response to studio-based and self-directed projects

4. demonstrate abilities to work with others by identifying, planning and contributing to responsible working practices, peer learning and collaborative opportunities
5. use effective visual, written and digital communication skills to discuss and present work to various audiences
6. develop sustainable and responsible perspectives and approaches to impact society and the environment positively

## **6. Description of Learning and Teaching Approaches**

A variety of teaching and learning approaches are employed to support student engagement with the curriculum and the achievement of the intended learning outcomes. As an indication, these include:

- briefings
- inductions and demonstrations
- technical workshops
- studio activities
- individual and group tutorials
- talks, lectures, seminars, and study visits
- group critiques and reviews, peer review, and presentations
- presentations and writing
- reflection and self-evaluation

Skills, including digital, material and technical resources, are introduced through inductions, demonstrations, and workshops.

Independent learning skills will be developed and supported through guided activities and digital online learning resources available on Canvas.

A variety of teaching and learning approaches, including in person, blended and online learning and delivery, are employed to support student engagement with the curriculum and the achievement of the intended learning outcomes.

## **7. Description of Assessment Methods**

Formative assessment offers students the opportunity to obtain ongoing tutor and peer feedback through the development of their summative submissions over the length of each course. Students are supported in their learning through a range of formative activities with staff and peers, such as workshops, reviews and tutorials offering ongoing formative feedback as they progress through each course within this programme.

Summative Assessment is designed to support students to review, collate and communicate work produced in response to project briefs and learning and teaching activities associated with the programme and its courses.

Submissions will be assessed and moderated in line with the Code of Assessment.

<b>8. Programme Structure</b>				
<b>Stage 1</b>				
Course	Credits	SCQF Level	Semester	Course Code
Studio 1A	40	7	1	
Co-Lab	20	7	1	
Studio 1B	40	7	2	
Design Objects, Ideas, Contexts, Histories	20	7	2	
<b>Total Stage Credits</b>	<b>120</b>			

<b>Stage 2</b>				
Course	Credits	SCQF Level	Semester	Course Code
Studio 2A	40	8	1	
Design History and Theory 2A	10	8	1	
Design Domain 2A	10	8	1	
Studio 2B	40	8	2	
Design History and Theory 2B	10	8	2	
Design Domain 2B	10	8	2	
<b>Total Stage Credits</b>	<b>120</b>			

<b>Stage 3</b>				
Course	Credits	SCQF Level	Semester	Course Code
Studio 3A	40	9	1	
Design History and Theory 3A	10	9	1	
Design Domain 3A	10	9	1	
Studio 3B	40	9	2	
Design History and Theory 3B	10	9	2	
Design Domain 3B	10	9	2	
<b>Total Stage Credits</b>	<b>120</b>			

<b>Stage 4 Option 1</b>				
Course	Credits	SCQF Level	Semester	Course Code
Studio 4	80	10	1 and 2	
Design History and Theory 4 (40)	40	10	1 and 2	
<b>Total Stage Credits</b>	<b>120</b>			

<b>Stage 4 Option 2</b>				
Course	Credits	SCQF Level	Semester	Course Code
Studio 4	80	10	1 and 2	
Design History and Theory 4 (20)	20	10	1	
Extending Design: Reflective Encounters	20	10	2	
<b>Total Stage Credits</b>	<b>120</b>			

<b>9. Outgoing Exchange and Visiting Student Arrangements</b>				
<p>BA (Hons) Textile Design students may apply to undertake a period of exchange with one of our international partner institutions. International exchanges will normally take place in Stage 3 of study and be for the duration of one full semester, either Semester 1 or Semester 2. BA (Hons)</p>				

Textile Design welcomes incoming exchange students studying at a registered exchange partner who may apply to GSA for a period of exchange, usually one full semester, either Semester 1 or Semester 2.

Study Abroad (Visiting Students) is open to applications for full-year, Semester 1, and Semester 2 entry on Stage 2 and Stage 3 of the BA (Hons) Textile Design programme. Study Abroad students will be entered into the most appropriate year entry point based on their portfolio and application.

#### Stage 2 Exchange and Visiting Student Courses

Course	Credits	SCQF Level	Semester	Course Code
Studio 2A	40	9	1	
Design History and Theory 2A	10	9	1	
Design Domain 2A	10	9	1	
Studio 2B	40	9	2	
Design History and Theory 2B	10	9	2	
Design Domain 2B	10	9	2	

#### Stage 3 Exchange and Visiting Student Courses

Course	Credits	SCQF Level	Semester	Course Code
Studio 3A	40	9	1	
Design History and Theory 3A	10	9	1	
Design Domain 3A	10	9	1	
Studio 3B	40	9	2	
Design History and Theory 3B	10	9	2	
Design Domain 3B	10	9	2	

#### 10. Relevant QAA Subject Benchmark Statements and Other External Reference Points

Subject Benchmark Statements describe the nature of study and the academic standards expected of graduates in specific subject areas. For further information relevant to this programme see:

QAA (2019) *Subject Benchmark Statement: Art and Design*. Gloucester: QAA. Available from: [https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781\\_22](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_22)

#### 11. Programme Regulations and Requirements for Progression

All GSA Degree programmes are validated by the University of Glasgow and the GSA's Programme Regulations are published in the [University of Glasgow University Regulations](#).

These regulations include the requirements in relation to:

- (a) Award of the degree
- (b) Progression requirements
- (c) Early exit awards

In referring to regulations for degree programmes, students should consult the University Regulations which were in force in the academic session in which they first registered for the degree programme in question.