

PROGRAMME SPECIFICATION

1. Key Information

Programme Title:	BA (Hons) Fashion and Textiles BA (Hons) Fashion and Textiles with Foundation Year BA (Hons) Fashion and Textiles (Top-Up)
Awarding Institution:	Buckinghamshire New University
Teaching Institution(s):	Buckinghamshire New University
Subject Cluster:	Fashion, Textiles & Costume
Award Title (including separate Pathway Award Titles where offered):	BA (Hons) Fashion and Textiles
Pathways (if applicable)	
FHEQ level of final award:	6
Other award titles available (exit qualifications):	Certificate of Higher Education Diploma of Higher Education BA Fashion and Textiles
Accreditation details:	
Length of programme:	3 years 4 years with Foundation Year 1 year Top-Up
Mode(s) of Study:	Full Time
Mode of Delivery:	In person (on-site) delivery
Language of study:	English
QAA Subject Benchmark(s):	Art & Design (2020)
Other external reference points (e.g. Apprenticeship Standard):	
Course Code(s):	BAFASTFT / BAFASTFY / BAFASTTU
UCAS Code(s):	
Approval date:	1 December 2022
Date of last update:	

2. Programme Summary

Creativity, innovative thinking and an exploration of contemporary approaches to the creation of textiles for fashion are at the core of the BA (Hons) Fashion and Textiles course. The fashion and textiles industry is constantly evolving with new technologies, ways of working and changing customer values and expectations. This course aims to equip you with

comprehensive hands on experience, specialist technical skills, knowledge and professional understanding to work as practitioners in the fashion and textiles industry.

This course will appeal to you if you are passionate about fashion and textiles and your interest spans across both disciplines. From level 4 you will be introduced to different textile specialisms, along with the core technical and design foundations required for fashion design. These specialisms include knitwear, print and surface design for fashion. You will continue to develop your understanding and practice of these specialisms in level 5, eventually focusing on one chosen specialism in preparation for your final year of study. At level 6, you will have the opportunity to create a capsule fashion collection based on your chosen specialism or create textile samples for a specific market.

The Fashion and Textiles course will encourage personal and intellectual development and creative problem-solving strategies. By studying alongside both our fashion design and textile design learners in levels 4 and 5, you will utilise the techniques, processes, materials learnt in the creation of innovative textiles for fashion.

This is a fast paced and engaging course which allows the designer to work with a variety of different elements including colour, materials, pattern, structure and composition. Learning will be done through practical projects set by staff, external clients and competition briefs. You will graduate with skills and experience in creative problem-solving strategies and techniques in pattern cutting, manufacturing, textile and fashion processes and materials, and a clear understanding of how these can be applied to realise a unique fashion product. This will provide you with the relevant skills and knowledge to maximise your career and postgraduate opportunities.

3. Programme Aims and Learning Outcomes

Programme Aims

This programme aims to:

1. Provide a context where learners can research, engage with problem-solving, critically reflect, analyse and communicate, whilst developing their own identities as fashion and textile practitioners
2. Produce creative and forward-thinking individuals who can generate concepts and find appropriate solutions for the fashion and textile sector
3. Assist learners in contextualising their work with reference to social, historical and aesthetic constructs, whilst developing a critical self-awareness, professional understanding, visual development skills and sound research methods
4. Provide a diverse programme of study supported by workshops, lectures and studio practice for both traditional and contemporary fashion and textiles design and development
5. Allow learners to develop as individuals within a framework of creativity, support and opportunity, and to address recognised agendas in the fashion and textile sector to seek out new, contemporary approaches

Programme Learning Outcomes

Knowledge and Understanding (K)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
K1	Demonstrate systematic knowledge of the fashion and textiles Industry and the role of a designer.
K2	Show a critical understanding of materials, technologies and processes appropriate to the fashion and textiles sector.
K3	Outline a critical awareness of key historical, social, cultural and political ideas pertaining to fashion both globally and locally.
K4	Evidence understanding of relevant aspects of current research, or equivalent scholarship, within the fashion and textiles industry.

Analysis and Criticality (C)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
C1	Analyse information through reflection, review and evaluation to form reasoned judgements and arguments.
C2	Devise and sustain innovative solutions to problems, using a breadth of inventiveness, ideas and techniques.
C3	Critique emerging principals, porcesses and ethical issues of the fashion and textile disciplines to inform practice.
C4	Show critical awareness of key historical, social, cultural and political ideas pertaining to Fashion and Textiles sector both globally and locally.
C5	Analyse legal, ethical and legislator frameworks within a professional design context to inform own professional practice.

Application and Practice (P)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
P1	Synthesise collated research to demonstrate an understanding of the discipline and the techniques and processes necessary to accomplish industry-standard results.
P2	Apply the exploration of materials and a familiarity and understanding of the properties of those materials to inform your practice.
P3	Solve problems of an increasingly complex nature with innovative and sophisticated analysis, synthesis or practical responses.
P4	Evidence appropriate digital skills within the development, realisation and communication of your design concepts.
P5	Use research, for example refereed research articles and/or research practice, to inform your own practice.

Transferable skills and other attributes (T)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
T1	Show leadership qualities through goal-setting, workload management and the meeting of deadlines.
T2	Communicate effectively information, ideas, problems and solutions to both specialist and non specialist organisations.
T3	Demonstrate an appreciation of the uncertainty, ambiguity and limits of knowledge.
T4	Perform both independently and collaboratively as appropriate.
T5	Make informed decisions in complex and unpredictable contexts.

Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

On this programme, attributes are developed through your practical application of knowledge and independent ability to work to specific briefs on the programme enabling you to develop your creativity, resilience and an innovative approach to problem-solving (K2,4 C1,2, P1,2,3,5, T2,3,5). This includes consideration of the wider social, ethical and environmental responsibilities of the fashion and textile sector within contemporary society (K3 C4).

Through the application of your learning in professional contexts and to professional standards you will be prepared to take on leadership roles and synthesise knowledge and ideas to a range of audiences (C5, P4, T1, 4). This will help to make you a highly employable, socially aware professional ready to take on the challenges of the 21st Century (K1).

4. Entry Requirements

The University's [general entry requirements](#) will apply to admission to this programme with the following additions / exceptions:

- A typical offer will require a UCAS tariff score of: 88 - 112
- A minimum of two full A-levels (or equivalent) is required. Every application is considered on an individual basis.
- Applicants will need to complete an interview and/or demonstrate portfolio work, further guidance is given on the interview and portfolio advice pages.
- For further details of our international English entry requirements, please visit our international pages.
- Applicants who do not meet the minimum requirements for the three-year undergraduate programme, or those who do not feel fully prepared for a degree course, can apply for a four-year programme including a Foundation Year - UCAS Score 32-56

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our [accreditation of prior learning](#) (APL) process.

5. Programme Structure

Pathway 1 or stand-alone course

Level	Modules (Code, Title and Credits)	Exit Awards
Foundation Year 1	<p>Core modules:</p> <p>FY026 Preparing for Success Knowledge and Creativity 30 credits FY027 Preparing for Success Self- development and Responsibility 30 credits FY028 Inquiry Based Learning 30 credits FY036 Introduction to Fashion, Textiles and Costume Design: Materials, Processes and Techniques 30 credits</p> <p>Option modules: No option modules are available at this level.</p>	N/A. No credit is awarded at this Level.
Level 4	<p>Core modules:</p> <p>CAD4006 Principles and Methods: Knit, 20 Credits CAD4007 Principles and Methods: Print, 20 Credits CAD4001 Materials and Processes: Part 1, 20 Credits CAD4009 Creative Technology, 20 Credits CAD4004 Contextual Studies 1, 20 Credits</p> <p>Option modules: You must choose 2 x 10 credit Level 4 Opportunity modules from the Opportunity module catalogue www.bnu.ac.uk/oppmodules</p>	Certificate of Higher Education, awarded on achievement of 120 credits at Level 4
Level 5	<p>Core modules</p> <p>CAD5003 Design and Application, 20 Credits CAD5007 Design and Market Awareness: Part 2, 20 Credits CAD5009 Industry Brief, 20 Credits CAD5081 Professional Studies for Fashion and Textiles, 20 Credits</p>	Diploma of Higher Education, awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5

	<p>CAD5001 Contextual Studies 2: Research Strategies, 20 Credits</p> <p>Option modules: Choose modules to the total of XX credits:</p> <p>In addition, you must choose 2 x 10 credit Level 5 Opportunity modules from the Opportunity module catalogue www.bnu.ac.uk/oppmodules</p>	
Level 6	<p>Core modules:</p> <p>CAD6001 Research & Development, 20 Credits CAD6002 FMP, 40 Credits CAD6004 Professional Practice, 20 Credits CAD6005 Creative and Professional Development, 20 Credits CAD6003 Contextual Report on Practice, 20 Credits</p>	<p>Ordinary Degree, awarded on achievement of 300 credits, including 60 credits at Level 6 and 120 credits at each of Levels 4 and 5</p> <p>Honours Degree, awarded on achievement of 360 credits, including 120 credits at each of Levels, 4, 5 and 6</p>

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area.

6. Learning, Teaching and Assessment

Learning and teaching

The Art & Design sector benchmarks acknowledge that teaching, learning and assessment regimes adopted in the sector will embrace a wide range of approaches around a core of studio and workshop tuition, where currency will be maintained through strong links with allied professions and practitioners. The School's courses are practice based, supported by contextual studies, and are structured to prepare learners to take increasing responsibility for the content and direction of their creative work, and to become increasingly independent in their studies as the course progresses. Such self-directed and self-initiated study programmes are the primary means by which a learner's independent study skills develop and culminate with the public exhibition of a learner's body of work.

The teaching, learning and assessment methodologies used within the School are detailed below and are consistent with those described in the Benchmarks. Practical studio-based projects are the principal vehicle for teaching and learning; These are either tutor-initiated, or live industry projects comprising the presentation of a creative problem, resolved through information delivered by lecture or seminar, supported by personal research and informed by studio-based activities. Learning is further developed through group critique, and through personal development supported by individual tutorial. The course operates a regime of formative and summative assessment, which allows learners to develop their work continuously with clear tutorial guidance.

The teaching strategies employed throughout the course are those judged to be the most appropriate for each module at each stage and Level of the course. They include the following:

Studio Practice

Teaching is facilitated, sometimes on a one-to-one tutorial basis, or in small groups by studio staff. Tutors spend time discussing work in progress; this may include critical discussion and /or advice /practical help with relevant skills or techniques.

Lectures

This is the most formal teaching strategy used during the course. It is generally used by contextual studies staff for the delivery of a body of theoretical information to a large group of learners and is most effective when followed by a seminar or group discussion. The lecture format may also be used to introduce a module to the whole cohort, in this situation it is often supported by a written hand-out, reinforcing and possibly expanding upon the verbal information. On occasion, Visiting Practitioners, Associate Lecturers and members of the Course Team will also talk about their own working practice and give presentations about their work and the wider industry. This is important both in terms of recognising tutors as practitioners and also as a means of identifying the specific areas of expertise that a member of staff has to offer.

Seminars

This is seen as an essential teaching tool and as a defining element of the course. These can vary from large group seminars, which provide formal debate, to impromptu discussion sessions with small groups. In the Contextual studies programme at Level 4, lectures and seminars are the primary means of delivery. Learners are guided toward independent learning through group research activities and student-led seminar discussions. At Level 5 learners present material which requires personal initiative and choice in the determination

of subject matter, research approach, and method(s) of criticism.

Group Critiques

All learners at every level are required to participate in group critiques. These normally take place at both formative and summative assessment points. At a formative group critique, peer discussion is encouraged with contributions from learners from different levels of the course within the Textile Design programme. The onus is on the learner to take responsibility for presenting their work in the most appropriate manner. This is seen to be an extremely effective teaching strategy, encouraging learners to become increasingly articulate and confident in discussing their work as they enter into critical debate.

Tutorials

Group tutorials: these are used by the Level Tutors, when delivering information that is relevant to the whole cohort. Each learner also has a Personal Tutor, someone who follows their academic progress, but is also available to discuss other more personal problems, which may occur (and where necessary to refer them to the appropriate branch of student services, e.g. counselling). Learners may request a personal tutorial as and when necessary. The Personal Tutor may not in all instances be the same as the Level Tutor, as it is the intention, as far as possible, to provide the learner with a tutor whose specialist subject is relevant to their particular needs. For the Level 6 contextual studies report on practice, individual tutorial sessions supervised by the Tutor, are offered at agreed intervals between which learners are expected to manage their time and develop their work independently. The role of the tutor is to provide advice, guidance and feedback on the learner's work as it develops.

The following key features help foster an engaged approach to student-centred learning:

- Learners negotiating their own projects will enhance the motivational context of second and final year work
- Seminar groups will foster interaction within and outside regular meetings
- Learners will regularly encounter different views and perspectives, which will help them to construct a wider knowledge base.

The strategies which embody these features include:

- Independent learning, involving increased learner decision-making
- Personal development, supported by tutorial seminars and seminar group discussion
- Learner identification of issues through negotiated assignments
- Improving personal reflection
- Learning by experience
- Developing individual and group skills

Blackboard

The University VLE Blackboard system will take on an increasingly important role in teaching, learning and assessment. All learners will be made familiar with the system through Blackboard sessions organised centrally for new Level 4 learners and other learners entering at any other Level.

The University Blackboard system will be used:

- As a communication tool
- As a feedback tool
- As a repository of information

Assessment Strategies

Formative Tutorials

These are tutorials that take place on a one-to-one basis with the Level Tutor. Their function is to give learners written and verbal feedback on their progress. Following the tutorial, they are given a copy of their report form. In this way, problems can be identified and addressed before the final assessment of the module.

Assessments/Formative & Summative

All modules have formative and summative assessment points. Formative assessment is that which enables learners to gauge their progress and make improvements within a module; Summative is that which provides feedback on the performance of the outcomes of a project or a module. The formal summative assessment evaluates the developmental progression of the individual learner within the parameters of the course. The formative assessment is used to provide interim feedback and a provisional guideline mark and will usually be in the form of a percentage grade. This normally will take place at the end of a project or in some cases at defined assessment points where several projects may be assessed. Learners will be given a copy of their assessment sheet, giving written feedback and a provisional guideline mark in the form of a percentage grade. This will ensure that the progress of all learners is monitored, and support can be given during each assessment point during the year.

Contact Hours

Learners can expect to receive approximately 12 hours of scheduled learning activities per week. You will also be expected to undertake 18-20 hours of independent study (including research and practice) per week towards the completion of your coursework.

7. Programme Regulations

This programme will be subject to the following assessment regulations:

- [Academic Assessment Regulations](#)

8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies
- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of students and course administration

- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The QAA Subject Benchmark Statement – see detailed mapping below
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy

Mapping of Subject Benchmark Statement and any relevant Apprenticeship Standard to Programme Learning Outcomes

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)				Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Subject-specific knowledge and understanding, attributes and skills																			
Present evidence that demonstrates some ability to generate ideas independently and/or as self-initiated activity and/or in response to set briefs						X	X			X	X	X			X			X	X
Demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making	X	X	X	X	X	X	X			X	X	X	X	X					X
Develop ideas through to outcomes that confirm the student's ability to select and use materials,	X	X								X	X			X					X

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)				Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
processes and environments																			
Make connections between intention, process, outcome, context and methods of dissemination		X		X	X	X	X	X	X	X	X	X	X			X			
Knowledge and understanding of the broad critical and contextual dimensions of the student's discipline(s)	X	X	X	X			X	X	X								X		
Knowledge and understanding of the issues which arise from the creative practitioner's relationship with audiences, clients, markets, environments, users, consumers, and/or participants	X							X							X			X	
Knowledge and understanding of the	X	X		X		X	X			X			X						

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)				Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
major developments in current and emerging media and technologies in their discipline(s)																			
Knowledge and understanding of the significance of the work of other practitioners in their discipline(s)		X	X	X			X	X						X					
Knowledge and understanding of the role and impact of intellectual property	X	X							X										
Generic and graduate skills																			
Self Management																			
Demonstrate the ability to exercise self-management skills in managing workloads and meeting deadlines															X		X		

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)				Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Benchmark / Standard requirement																			
Demonstrate the ability to accommodate change and uncertainty												X				X			
Critical engagement																			
Analyse information and experiences, and formulate reasoned arguments		X	X	X	X	X	X	X	X							X			
Benefit from the critical judgements of others and recognise their personal strengths and needs																X	X		
Group/team working and social skills																			
Apply interpersonal, social and negotiation skills in interaction with others															X			X	
Skills in communication and presentation																			

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)				Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Communicate ideas and information in visual, oral and written forms													X			X			
Present ideas and work to their audiences										X	X		X	X		X		X	
Research and information skills																			
Navigate, retrieve and manage information from a variety of sources	X	X	X	X	X	X	X	X	X	X		X		X	X		X	X	
Select and employ communication and information technologies													X			X		X	
Demonstrate the ability to identify IP issues, prevent infringements of other's IP rights and take the appropriate steps to safeguard the innovation and commercialisation processes	X								X							X			

Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)				Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)					
	Module Code (Core)	K1	K2	K3	K4	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Level 4																				
Principles & Methods: Knit	X	X			X	X					X	X	X			X	X		X	
Principles & Methods: Print	X	X			X	X					X	X	X	X		X	X		X	
Materials and Processes: Part 1	X	X			X	X					X	X	X	X		X	X		X	
Creative Technology	X	X	X		X		X	X			X			X	X	X	X		X	
Contextual Studies 1			X	X	X		X	X					X		X	X	X		X	X
Level 5																				
Design & Application	X	X		X	X	X					X	X	X	X		X	X	X	X	X
Design & Market Awareness: Part 2	X	X		X	X	X	X	X			X	X	X	X		X	X		X	X
Live Industry	X			X		X	X				X		X	X		X	X	X	X	X
Professional Studies for Fashion and Textiles	X	X	X	X	X		X	X	X				X	X		X	X	X	X	X
Contextual Studies 2			X	X	X		X	X					X		X	X	X		X	X
Level 6																				
FMP	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X
Research & Development	X	X		X	X		X	X			X	X		X	X	X	X	X	X	X

Programme Learning Outcome	Knowledge and understanding (K)				Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Creative and Professional Development	X	X	X	X	X		X	X	X				X		X	X	X	X	X
Professional Practice	X		X	X	X		X	X	X		X		X		X	X	X	X	X
Contextual Report on Practice			X	X	X	X	X	X	X			X		X	X	X	X	X	X