

PROGRAMME SPECIFICATION

1. Key Information

Programme Title:	BA (Hons) Textile Design BA (Hons) Textile Design with Foundation Year BA (Hons) Textile Design (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) Textile Design
Pathways (if applicable)	none
FHEQ level of final award:	6
Other award titles available (exit qualifications):	Certificate of Higher Education Diploma of Higher Education BA Textile Design
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):	BATDESFT / BATDESFY / BATDESTU
UCAS Code(s):	
Approval date:	01 December 2022
Date of last update:	January 2025

2. Programme Summary

Textile designers work to develop creative solutions across a wide range of applications including fashion, interiors, sportswear and automotive. Textiles can be a collaborative process, as the designer works with clients to develop technical and creative outputs. These can be achieved through several specialist areas, each with their own specific range of skills. Textile design is a fast paced and engaging industry and allows the designer to work with a variety of different elements including colour, materials, pattern, structure and composition.

This course is targeted at you if you have a strong practical interest in Textile Design and wish to pursue this interest as a named award. It is designed to provide a wide range of craft and digital making skills as well as a deep understanding of theoretical, analytical and social contexts. While you will all study together in a common framework, the nature of your projects becomes increasingly specialist, developing skills across print, knit or surface design. In order to create innovative designs, you will learn to work with many different types of material and techniques, from traditional fabrics to contemporary technologies. From interior surfaces to luxury fashion accessories, you will gain an understanding of the professional context and practice of textile design.

You will develop knowledge and understanding of key skills including research methods, working to a set design brief, problem solving, drawing and experimentation, materials, yarns and fibre knowledge, a range of design skills through traditional and CAD methods, creative and intellectual thinking, specialist technical skills, the development of a personal approach to Textile Design as well as presentation and portfolio development.

Level 4 is an exploratory year where key design and making skills, as well as contemporary design issues, are explored. You are invited to select a textile specialism at the end of L4, which will see you through the remaining years as you build on this specialist knowledge and techniques. However, if cross disciplinary exploration is preferred this will be supported throughout the degree.

Distinguishing Features and Key Characteristics of the Programme

Textile Design has a long and successful history of developing highly skilled and creative graduates from Buckinghamshire New University. The course team have a broad range of current industry practice, which enables a range of project opportunities, both, live and studio based that challenge you to be versatile and adaptable in this highly competitive industry. The programme focuses on exploration of a range of creative and technical approaches, including innovative drawing methods, the use of trends, CAD for design and presentation, specialist techniques; including material knowledge and experimentation as well as problem solving skills in relation to a set project. The nature of the studio environment in which you work, means you have continual input and support from both the academic team and your peers.

A core part of the course is to develop confident, highly skilled designers with an individual approach to their discipline.

3. Programme Aims and Learning Outcomes

Programme Aims

This programme aims to:

1. Allow learners to develop as individuals within a framework of creativity, support and opportunity, and to address recognised textiles agendas and seek out new, contemporary approaches
2. Enable learners to improvise solutions and to accommodate technological and vocational change within the textiles, fashion and interiors industries
3. Assist learners in contextualising their work with reference to social, historical and aesthetic constructs, whilst developing a critical self-awareness, visual development skills and sound research methods
4. Provide a diverse programme of study supported by workshops, lectures and studio practise for both traditional and contemporary textiles design and development

5. Encourage learners to build external support structures to further their academic inquiry and practice into the subject

Programme Learning Outcomes

Knowledge and Understanding (K)

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

ID	Learning Outcome
K1	Demonstrate a systematic understanding of the textiles industries, informed by current developments in the discipline.
K2	Demonstrate sound knowledge of emerging principles and ethical issues in the textiles sector, and the way in which those principles have developed.
K3	Evidence knowledge and understanding of a wide range of contemporary and historic materials and manufacturing processes to inform own practice.
K4	Identify a range of interdisciplinary relationships to inform your knowledge and understanding of external influences on the textile sector.

Analysis and Criticality (C)

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

ID	Learning Outcome
C1	Deploy accurately, with minimum guidance, established techniques of analysis, enquiry and criticality in relation to the textile design industries.
C2	Devise and sustain informed critical arguments in order to devise innovative solutions to problems, using a breadth of inventiveness, ideas and techniques.
C3	Analyse and engage with current research relevant to the textile design industry.
C4	Show a critical understanding of developments in the textiles sector and the underpinning principles and ethical considerations.

Application and Practice (P)

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

ID	Learning Outcome
P1	Apply new solutions to problems of an increasingly complex nature with sophisticated analysis, synthesis or practical responses.
P2	Communicate information, ideas, problems, and solutions to a professional standard in order to justify your work convincingly to both specialist and non-specialist audiences.
P3	Demonstrate the effective and safe use of the tools and technical equipment of the profession.
P4	Apply the creative exploration of materials with an understanding of the properties of those materials and their safe use.
P5	Evaluate the appropriateness of different approaches to problem-solving related to the textile design industries.

Transferable skills and other attributes (T)

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

ID	Learning Outcome
T1	Manage your learning through making use of research materials appropriate to defined contexts.
T2	Show understanding of the uncertainty, ambiguity and limits of knowledge.
T3	Communicate information, ideas, problems and solutions in a variety of forms.
T4	Work both independently and collaboratively through setting goals, managing workloads and meeting deadlines.
T5	Make 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 the practical application and realisation of acquired textile design knowledge, understanding and skills within the context of social and ethical awareness and responsibility (K1-K3, P1-P5). The development of practical and technical skills through individual and group projects ensures the attributes of creativity and leadership are fostered and an innovative approach to problem-solving is acquired (T1-T5, P3, P4). The management of one's own learning is applied through established techniques of analysis, enquiry and criticality within the Textile Design industries ensuring the attribute of self-development is achieved (C1-C4). The application of the learning of professional practices prepares highly employable, industry ready professionals (K1-K3, P5).

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.
- The Level 6 programme is also offered as a Top Up qualification for learners who have completed a HND, FdA or other equivalent qualification in a relevant subject and who wish to progress further to achieve an Honours degree.

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

Level	Modules (Code, Title and Credits)	Exit Awards
Foundation Year 1	<p>Core modules: CAD0008 Introduction to Fashion, Textiles and Costume Design: Materials, Processes, Techniques 20 credits CAD0002 Collaboration in Creative Practice 20 credits CAD0009 Fashion/Textiles/Costume advanced skills/techniques 20 credits CAD0010 Contextual Studies: Ideas, Concepts, Intro to research & writing 20 credits CAD0005 Portfolio 20 credits CAD0011 Project 20 credits</p>	N/A. No credit is awarded at this Level.
Level 4	<p>Core modules: CAD4006 Principles and Methods: Knit, 20 Credits CAD4007 Principles and Methods: Print, 20 Credits CAD4008 Principles and Methods: Surface, 20 Credits CAD4009 Creative Technology, 20 Credits CAD4004 Contextual Studies 1, 20 Credits CAD4089 Contemporary Issues and Creative Practice, 20 Credits</p>	Certificate of Higher Education , awarded on achievement of 120 credits at Level 4
Level 5	<p>Core modules CAD5003 Design & Application, 20 Credits CAD5004 Design & Innovation 1: Research, 20 Credits CAD5005 Design & Innovation 2: Realisation, 20 Credits CAD5002 Professional Studies for Textile Design, 20 Credits CAD5001 Contextual Studies 2: Research Strategies, 20 Credits</p> <p>Option modules: Choose from one of the following 2 modules: CAD5122 Belonging & Becoming, 20 Credits CAD5061 Enterprise, 20 Credits</p>	Diploma of Higher Education , awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5
Level 6	<p>Core modules: CAD6001 Research & Development, 20 Credits</p>	Ordinary Degree , awarded on achievement of 300 credits, including

	CAD6002 FMP, 40 Credits CAD6004 Professional Practice, 20 Credits CAD6005 Creative and Professional Development, 20 Credits CAD6003 Contextual Report on Practice, 20 Credits	60 credits at Level 6 and 120 credits at each of Levels 4 and 5 Honours Degree , awarded on achievement of 360 credits, including 120 credits at each of Levels, 4, 5 and 6
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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 by 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 student's independent learning skills develop and culminate with the public exhibition of a student's body of work.

The teaching, learning and assessment methodologies used within the School and detailed below, 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 are 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:

- *Regulations for Taught Degree Programmes (2023)*

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	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	
Demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making					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						

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	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
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		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	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	X							X		X	
Knowledge and understanding of the role and impact of intellectual property	X			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	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	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Demonstrate the ability to accommodate change and uncertainty									X	X					X			
Critical engagement																		
Analyse information and experiences, and formulate reasoned arguments					X	X	X											
Benefit from the critical judgements of others and recognise their personal strengths and needs				X											X		X	
Group/team working and social skills																		
Apply interpersonal, social and negotiation skills in interaction with others				X			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	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	
Research and information skills																		
Navigate, retrieve and manage information from a variety of sources	X	X	X	X			X	X		X				X				
Select and employ communication and information technologies			X							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							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)				
	K1	K2	K3	K4	C1	C2	C3	C4	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Level 4																		
Principles & Methods: Knit			X				X		X		X	X		X		X	X	
Principles & Methods: Print			X		X				X		X	X		X		X	X	
Principles & Methods: Surface		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	X
Contextual Studies 1		X					X	X	X					X		X	X	
Contemporary Issues and Creative Practice						X	X		X	X						X		
Level 5																		
Design & Application	X	X		X	X		X		X	X	X	X	X	X		X	X	X
Design & Innovation: Research	X	X	X				X	X		X		X	X	X	X	X	X	
Design & Innovation: Realisation	X	X	X			X			X	X	X	X				X	X	
Professional Studies for Textile Design		X	X	X	X			X		X			X		X	X	X	X
Contextual Studies 2		X			X		X	X	X	X				X		X	X	X
Level 6																		

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	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
FMP	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	X
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
Contextual Report on Practice	X	X			X	X	X	X	X	X				X	X	X	X	X