

Programme Specification

A Programme Specification provides a concise summary of the main features of a programme and its intended learning outcomes. It is intended to be used by prospective students, current students, academic staff and potential employers.

Programme Title:	
BA (Hons) Fashion and Textiles BA (Hons) Fashion and Textiles with Foundation Year	
Programme (AOS) Code(s):	BV1FTX1 BV1FTX4
UCAS Code:	FATX
Name of Final Award:	Bachelor of Arts with Honours, BA (Hons)
Level of Qualification:	Level 6
Regime of Delivery:	Attendance
Mode(s) of Delivery:	Full time
Typical Length of Study (Years):	3 Years/ Full-time 4 Years/ Full-time
Professional Body Recognition / Accreditation (including specific requirements where applicable):	N.A.

Brief Description of the Programme

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 to meet with new technologies, ways of working and changing customer values and expectations. This course aims to equip students with comprehensive hands on experience, specialist technical skills, knowledge and professional understanding to work as practitioners in the fashion and textiles industry.

This course focuses on fashion design with the addition of textile design and will appeal to those students who are passionate about fashion and textiles, who are opened minded to learning about and engaging with both disciplines, to being introduced at level 4 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. They will continue to develop their understanding and practice of these specialisms in level 5, eventually focusing on one chosen specialism in preparation for their final year of study. At level 6, students will have the opportunity to create a 6-look fashion collection based on their chosen specialism for a fashion market or a textiles for fashion collection.

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 students in levels 4 and 5, the students 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. Students 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. Providing students with skills and knowledge to maximise career and postgraduate opportunities.

Programme Aims

1	To provide a context where students can research, engage with problem-solving, critically reflect, analyse and communicate, whilst developing their own identities as fashion and textile practitioners
2	To produce creative and forward-thinking individuals who can generate concepts and find appropriate solutions in response to briefs and how these can be used in product development, through working in the studios and workshop environments
3	To work on live projects and briefs with industry, embedding creative, technical and professional skills
4	To develop knowledge of professional practices, innovation, technological developments within fashion and textiles
5	Enable students to understand and to critically reflect on key historical, social, cultural ideas, concepts and issues relevant to the contemporary fashion and textiles industry

Programme Learning Outcomes

The Bucks Graduate Attributes 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. The attributes are developed through the programme.

ID	Learning Outcome
Graduate Attribute: Knowledge and its application (K)	
K1	Demonstrate a systematic knowledge of the fashion and textiles Industry and the role of a designer
K2	Demonstrate a critical understanding of materials, technologies and processes appropriate to the fashion and textiles industry
K3	Demonstrate a critical awareness of key historical, social, cultural and political ideas pertaining to fashion both globally and locally
K4	Analyse, comment upon and/or debate particular aspects of current research, or equivalent advanced scholarship, within the fashion and textiles industry
Graduate Attribute: Creativity (C)	
C1	Analyse information through reflection, review and evaluation to form reasoned judgements and arguments
C2	Design and develop concepts, skills and ideas for fashion and textiles for a range of audiences or consumers
C3	Devise and sustain critical arguments, and/or devise innovative solutions to problems, using a breadth of inventiveness, ideas and techniques
Graduate Attribute: Social and ethical awareness and responsibility (S)	

S1	Demonstrate a knowledge and critical understanding of the emerging principals and ethical issues of the fashion and textile disciplines
S2	Demonstrate decision making skills in complex and unpredictable contexts
S3	Demonstrate a critical awareness of key historical, social, cultural and political ideas pertaining to Fashion and Textiles globally and locally
S4	Demonstrate an awareness of legal, ethical and legislator frameworks within a professional design context
Graduate Attribute: Leadership and self-development (L)	
L1	Devise and sustain critical arguments and or devise innovative solutions to problems using a breadth of inventiveness, ideas and techniques
L2	Manage their own learning, and make use of scholarly reviews and primary sources (for example refereed research articles and/or original materials appropriate to the discipline
L3	Demonstrate an appreciation of the uncertainty, ambiguity and limits of knowledge
L4	Communicate effectively information, ideas, problems and solutions to both specialist and non specialist organisations
L5	Demonstrate an ability to work both independently and collaboratively, showing leadership abilities where appropriate, setting goals, managing workloads and meeting deadlines

Programme Structure

Programmes are structured in stages. The number of stages will vary depending on the mode (e.g. full-time, part-time), duration and location of study which will be detailed in the Programme Handbook.

Modules are set at a specific academic level and listed as either core (compulsory) or optional. The level indicates the relative academic difficulty which will increase through the programme. Passing modules will reward you with academic credit. The amount of credits will depend on the complexity of the module and the level of effort required, which is measured in 'notional learning hours'.

Our [Academic Advice webpages](#) provide more information on the structure of taught awards offered by the University.

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 sector developments.

Foundation Level (Optional for students on degree programmes)

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
FY026	Preparing for Success: Knowledge and Creativity	N/A	C	Yes
FY027	Preparing for Success: Self-development and Responsibility	N/A	C	Yes
FY028	Inquiry-based Learning	N/A	C	Yes
FY036	Introduction to Fashion, Textiles and Costume Design: Materials, Processes and Techniques	N/A	C	Yes

Level Four

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
FD404	Materials and Processes	30	C	Yes
TX405	Creative Technology	15	C	Yes
TX406	Principles and Methods	45	C	Yes
AD401	Contextual Studies 1	30	C	Yes

Level Five

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
FD506	Design and Market Awareness	30	C	Yes
FD 507	Live Industry	30	C	Yes
TX504	Design and Application	30	C	Yes
AD501	Contextual Studies 2: Research Strategies	30	C	Yes

Level Six

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
FD604	Final Collection	60	O	No
TX603	Final Major Project Textile Design	60	O	Yes
AD603	Professional Practice	30	C	No
AD601	Contextual Report on Practice	30	C	Yes

Learning and Teaching Activities

Please see the [Academic Advice pages](#) for a description of learning and teaching activities that are recognised by the University. Detailed information on this specific programme is outlined below:

How will students learn

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 students 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 students to develop their work continuously with clear tutorial guidance.

Knowledge and understanding of commercial and professional practice is developed in a variety of ways. Externally-set, 'live' projects, which include engagement with the wider university and the fashion and textile industry. In addition, the course takes advantage of the many national and international student design competitions/award schemes which are set by industry and business specialists all of which serves to expand students' awareness of contemporary contexts and issues. Adapted from QAA 5.9

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 students, 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. Students are guided toward independent learning through group research activities and student-led seminar discussions. At Level 5 students present material which requires personal initiative and choice in the determination of subject matter, research approach, and method(s) of criticism.

Group Critiques

All students 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 students from different levels of the course within the Textile Design programme. The onus is on the student to take responsibility for presenting their work in the most appropriate manner. This is seen to be an extremely effective teaching strategy, encouraging students to become increasingly articulate and confident in discussing their work as they enter into critical debate.

Showing work to peers and in the public domain is common pedagogic practice on the course. This takes various forms including, the use of digital platforms, group peer critique, interim exhibitions, and graduate show exhibitions (including but not limited to New Designers). These methods enable students to introduce their work to a wider audience, engage in public/peer review and situate their practice in a professional environment. Adapted from QAA 5.8

Tutorials

Group tutorials: these are used by the Level Tutors, when delivering information that is relevant to the whole cohort. Each student 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). Students 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 student 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 students 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 student's work as it develops.

The development of students' independent learning skills is promoted through self-directed and self-initiated study at levels 5 and 6, which may be formalised through individually negotiated learning agreements. Such personal and professional development is generally expressed in a range of forms, which may include reflective journals, blogs and personal development records. Adapted from QAA 5.11

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

- Students 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
- Students 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 student decision-making
- Personal development, supported by tutorial seminars and seminar group discussion
- Student 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 students will be made familiar with the system through Blackboard sessions organised centrally for new Level 4 students and other students 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

Additional Course Costs

There are costs associated with all studies, additional to the tuition fee, which require consideration, when planning and budgeting for expenditure. Costs are indicative and for the total length of the course shown unless otherwise stated and will increase with inflation; depending on the programme they may include equipment, printing, project materials, study trips, placement activities, DBS and/or other security checks.

Copy/Printer costs £100 dependent on projects and output

Books and Periodicals costs of up to £100 (Recommended books are held in the university library)

Material costs minimum £300-£500 dependent on projects and output

Compulsory study tours and trips up to £200, optional costs of up to £500

In year/end of year shows are up to £400

Contact Hours

1 unit of credit is the equivalent of 10 notional learning hours. Full time undergraduate students study 120 credits (1200 hours) and full-time postgraduate students study 180 credits (1800 hours) per year or 'stage' of the course.

Course Stage	Scheduled Activities (Hours)	Guided Independent Study (Hours)	Placement / Study Abroad (Hours)
Foundation Year	330	870	0
Year One	370	830	0
Year Two	355	845	0
Year Three	481	1319	0

Assessment Methods

The [Assessment and Examination webpages](#) provide further information on how assignments are marked and moderated, including a description of assessment activities. These also include further

information about how feedback on assessed work is provided to students, including our commitment to ensure this is provided to students within 15 working days (the 'three-week turnaround').

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 students 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

All modules have formative and summative assessment points. Feedback on assessed work is an important feature of students' learning. Art and design has a strong tradition of providing students with comprehensive oral feedback through tutorials and critiques, but written feedback has increasingly supplemented this predominantly oral tradition, reflecting the art and design community's awareness of good practice in teaching, learning and assessment.

Formative:

Formative assessment is that which enables students to gauge their progress and make improvements within a module. 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.

Summative:

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 student within the parameters of the course. Students 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 students is monitored and support can be given during each assessment point during the year.

Self Assessment

Objective self-assessment becomes an important part of the student's development, particularly during Levels 5 and 6 of the course. This takes place within the tutorial system and is also implicit in the group critique programme.

Most art and design programmes in the school have adopted generic assessment criteria; these trace the development of the design process. They are:

- **Intellectual Content** – Assessed through verbal presentation, written proposals and reviews, preparatory research and practical developmental work.
- **Creative Content** – Assessed through resolved work, developmental work via drawings and writing, CAD work, sketches and experimental studies or making,
- **Quality of Outcome** – Assessed through an examination of the link between intention and resolution in relation to the student's proposal, and field standards, as shown by all the work on display. In addition does the outcome display "Fitness for purpose" for the product within a commercial or otherwise defined sector? Also the quality of the finished outcome.

- **Transferable Skills** – assessed through the presentation and clarity of writing in proposals, statements and reviews, the quality of production, intention, critical analysis and decision-making behind developmental and resolved work, team working skills, P.D.P materials and journals.

Classification

Calculation of final award: Level 6 – 100%

For full details of assessment regulations for all taught programmes please refer to our [Results webpages](#). These include the criteria for degree classification.

Admissions Requirements

Please see the [Application webpages](#) for more information on how to apply, including a statement on how we support students from a variety of backgrounds. Please also see our [general entry requirements](#) for taught programmes. Applicants who do not meet our published entry requirements are encouraged to contact our admissions team for further advice and guidance.

Typical applicant profile and any programme-specific entry requirements

This programme aims to enable students to develop creative, technical and professional knowledge and skills appropriate to a career in the fashion and textile industry and related areas.

Applications are welcome from those who may not possess formal entry qualifications, mature students, or with qualifications different to those listed. Such applicants should demonstrate their potential to complete the course successfully at interview stage

- Successful applicants will attend an interview with portfolio.

International students may be Skype interviewed or may send an electronic portfolio. All international applicants should have English language to IELTS level 6.

Recognition of Prior Learning

Students may be admitted to any Level of the programme which is considered suitable, after portfolio review and interview using the APL process.

For BA (Hons) Fashion and Textiles with Foundation Year (4 year)

Applicants who do not meet the minimum requirements for the 3-year programme, or those who do not feel fully prepared for a Level 4 course, will be considered for the 4-year programme including a Foundation Year.

It is expected that applicants to the 4-year programme will likely possess a lower UCAS Tariff score than that required to join Level 4 of the 3-year BA (Hons) Degree programme, but will normally have achieved 90 credits from a Level 3 qualification. Mature Students with no recent or advanced level qualifications, will be assessed for entry based on their work experience and may be subject to interview. International students should hold an IELTS of 5.5 (minimum of 5.5 in all areas). And international students with IELTS 6 or below will have to undertake an enhanced curriculum in addition to the advertised programme. Applicants will normally be interviewed, particularly where reassurance is required with regards to their motivations, ambitions and abilities, and in order to establish their potential to be a successful student at this level.

Do applicants required a Disclosure and Barring Service (DBS) Check?

No

Opportunities for students on successful completion of the programme

Employability is key to the programme, which is designed so that the students are introduced to relevant areas of the fashion and textiles industry. Each of the modules at every level of study on the programme will enable the student to engage with the fashion and textiles industry, reflecting upon the knowledge and skills learnt so they can graduate with a portfolio of work tailored to the relevant sector of the fashion and textiles industry suited to them. This is achieved through live briefs, workshops, talks with industry practitioners, competitions, external events and working in our studios and workshops.

Opportunities available for students upon completion of the award:

- Designer
- Technologists
- Pattern Cutter
- Product Developer
- Trims Designer
- Designer/Makers
- Garment Technologist
- Studio Manager/Design Co-ordinator
- Buyer
- Visual Merchandiser
- Illustrator
- Stylist
- Post-graduate study
- Education

Recognition of Prior Learning

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules. Please refer to our [Credit Accumulation webpages](#) for further guidance.

Student Support

During the course of their studies, students will be supported in the following ways:

- At the start of their studies all students will receive a full **induction** to the programme which will include introduction to the staff responsible for delivering the course, and access to library and IT facilities
- The **Programme Handbook** will outline the exact nature of the course and how it is structured, including the availability of option modules
- Each student will be allocated a **Personal Tutor** who will support their academic development, be able to advise and guide them with their studies and, where necessary, give advice on study options
- Students will be able to access our full range of **support services**, including the Learning Development Unit for skills and study support, the Library, the Careers and Employability Team, Student Finance Team, Accommodation and Counselling Services

Appendices

Quality Assurance

Awarding Body:	Buckinghamshire New University
Language of Study:	English
QAA Subject Benchmark Statement(s):	QAA Art and Design Subject Benchmark statement 2017
Assessment Regulations:	<i>Academic Assessment Regulations</i> , accessible via the Academic Advice webpages (https://bucks.ac.uk/students/academicadvice)
Does the Fitness to Practise procedure apply to this programme?	No
Date Published / Updated:	July 2018/Aug 2019

Other awards available on programme (Exit Qualifications)

Please refer to the *Academic Qualifications Framework* for Exit Qualifications recognised by the University and credit and module requirements.

Name of Exit Qualification:	Certificate of Higher Education (CertHE)
Full name of Qualification and Award Title:	CertHE in Fashion and Textiles
Credits requirements:	120 Credits
Module requirements:	<p>ALL 120 Credits at Level 4</p> <ul style="list-style-type: none"> • FD404: Materials and Processes • AD401: Contextual Studies 1 • TX405: Creative Technology • TX406: Principles and Methods
Learning Outcome	
Evidence understanding of how research and analytical skills are applied in the design process	
Use analysis and reflection of research and workshops to make decisions in the development of design ideas in relation to the brief	
Demonstrate an ability to select, use and develop textiles, materials and processes	
Evidence knowledge of pattern cutting and garment production	
Demonstrate basic proficiency in CAD	
Communicate effectively using visual and verbal presentation skills	
Evidence an understanding of the historical context in which they are working, relevant to fashion and textiles	
Produce critical and analytical written work with use of appropriate evidence	
Work independently and collaboratively to present findings to a recognisable academic standard	

Name of Exit Qualification:	Diploma of Higher Education (DipHE)
Full name of Qualification and Award Title:	DipHE in Fashion and Textiles
Credits requirements:	240 Credits
Module requirements:	ALL 120 Credits at Level 4 ALL 120 Credits at Level 5 <ul style="list-style-type: none"> • FD506: Design and Market Awareness • FD507: Live Industry • TX504: Design and Application • AD501: Contextual Studies 2

Learning Outcome

Locate appropriate research and information including comprehensive research towards a specific fashion and textiles sector

Demonstrate an ability to explore and select appropriate materials, processes and technologies for fashion and textiles design

Apply critical analysis and creative thought to concepts and design solutions

Communicate and articulate the creative process through sketchbooks and other supporting work

Use innovative design approaches for a specific market sector

Present a collection which is appropriate for the market sector

Present fully developed products which demonstrates a comprehensive understanding of the technical aspects of fashion and textile design for a specific market

Develop and test ideas for promotion towards a target audience as an independent designer / within a team to deliver a group showcase

Present him/ herself as an independent designer whilst demonstrating appropriate skills and knowledge for a specific Industry sector

Demonstrate contextual knowledge and understanding of chosen subject

Name of Exit Qualification:	Ordinary Degree
Full name of Qualification and Award Title:	BA in Fashion and Textiles
Credits requirements:	300 Credits
Module requirements:	ALL 120 Credits at Level 4 ALL 120 Credits at Level 5 PLUS the following Level 6 module: <ul style="list-style-type: none"> • FD604: Final Collection OR • TX603: Final Major Project

Learning Outcome

Demonstrate an ability to research into a self-generated concept, to realise either a collection

Demonstrate an ability to identify, select and use appropriate design, materials, processes and technologies for fashion and textiles design

Demonstrate a greater design capability in realisation of a collection

Evidence a comprehensive understanding and use of the technical aspects of pattern-making and manufacturing in the realisation of a collection, with appropriate finishing's and fabrication

Evidence a comprehensive understanding and use of the technical aspects of textile materials and processes in the realisation of a collection

Evidence professional and visual presentation skills that clearly communicate research, design and that demonstrates awareness of product

Review, refine, test and develop a research topic/question and research strategy in relation to studio practice

Synthesise relevant theories, methodologies and sources related to the contexts of historical and contemporary practice and communicate effectively in writing

Work independently to manage self-directed study to present findings to a recognisable academic standard

Identify appropriate information sources which support their practice, and evidence the ability to comprehensively record and evaluate their personal and professional skills development

Evidence a high level of process and specialist skill that demonstrates a critically informed application of the materials and processes of their chosen discipline

Effectively communicate ideas, approaches and outcomes through verbal and visual methods and present a final portfolio to a professional study

Demonstrate an awareness of legal, ethical and legislative frameworks within a professional design context