

PROGRAMME SPECIFICATION

The Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes.

SECTION A: DETAILS OF THE PROGRAMME AND AWARD

Programme Title	BA (Hons) Textile Design BA (Hons) Textile Design with Foundation Year BA (Hons) Textile Design (Top-Up)
Awarding Body	Buckinghamshire New University
Teaching Institution / Programme Location	Buckinghamshire New University High Wycombe
Name of Final Award	Bachelor of Arts with Honours, BA (Hons)
NQF/FHEQ Level of Qualification	Level 6: Bachelor's degree with honours
QAA Subject Benchmark Statement(s)	Art and Design, February 2017
UCAS Code	WW72
Course Code(s)	BV1TSD1 BV1TSD4 (with Foundation Year) BF6TSD1 (Top-Up)
Mode of Delivery	Full Time
Length of Study	3 Years 4 Years (with Foundation Year) 1 Year (Top-Up)
Number of Intakes	1 – September 2 – February (the course will run with a minimum intake of 6 students)
Regime of Delivery	Campus Based
Language of Study	English
Programme Accreditation	NA
Month and Year valid from	September 2018
Publication & Revision Dates	21 February 2018 / 5 October 2018 / August 2019 / June 2020

Programme Introduction

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 students who 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 students all study together in a common framework, the nature of their projects becomes increasingly specialist, developing skills across print, knit or surface design. In order to create innovative designs, students 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, they will gain an understanding of the professional context and practice of textile design.

Students 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. Students will be asked to select a textile specialism at the end of L4, which will see them through the remaining years as they build on this specialist knowledge and techniques.

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 students 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 the student works, means they have continual input and support from both the academic team and their peers.

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

Distinguishing Features

- Industry projects and competition opportunities give students the chance to work to live briefs.
- A holistic teaching and learning approach is supported by the studio environment, which enables individual and collaborative working styles.
- Expert academic and technical staff with a broad range of industry experience.
- Open access to a wide range of workshop facilities including screen print, knit, dye, fashion, embellishment, printmaking, CAD, digital fabric printing, plastics, wood, metal and ceramics.
- Spacious open plan studio workplace with an individual desk space.
- Industry professionals make valuable contributions through lectures or as visiting tutors.
- Easy access to London with its galleries, museums and shops.

Admission Requirements

The Textile and Surface Design BA (Hons) is aimed at creative individuals who are keen to develop a career within the industry. Students should consider this course if they enjoy drawing, working with colour, are open to experimentation and are keen to explore the range of technical skills within our specialisms. We are looking for highly motivated individuals with a passion for the breadth that Textile Design has to offer.

The course welcomes applications from students with a variety of backgrounds: Foundation Art and Design Diploma, school-leavers with relevant A Levels, Fashion and Textile or General Art and Design National Extended Diploma, Access to Art and Design, FDA Degrees, or prior experience or workplace history demonstrating likelihood to thrive on the course. All applicants will be interviewed and their portfolios reviewed. The decision rests upon three factors: portfolio, academic background and the interview.

We are looking for engaged, highly motivated ambitious, inquiring and articulate applicants, who through the interview process can demonstrate their suitability for the course. The interview is the most significant part of the process.

As a minimum, the portfolio interview should be able to demonstrate that the applicant can do or understand the following:

- Show that they have an understanding of the chosen course.
- A portfolio that demonstrates work beyond the basic requirements of their current course.
- Demonstrate that they have the necessary (or required) academic, artistic and practical skills, as appropriate, to enable them to embark upon their chosen course of study.
- Show that they are highly motivated and driven to undertake the chosen course of study.
- Show an awareness of, and interest in, creative and aesthetic ideas.
- Read, write and converse in English, to a standard necessary for academic study; normally this would be IELTS Level 6.0 overall or equivalent;

Applications from Higher National Diplomas to entry at Level 6 are possible via a Top-Up route at Level 6 following a successful interview and portfolio viewing.

For BA (Hons) Textile Design 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. This could also be an option for a student who may be making a significant change in terms of the subject they would like to study. The 4-year programme provides a student with a solid grounding into University life, developing key study and employability skills as well as core subject knowledge to support progression onto their next three years of study.

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.

Please see the University's [General Entry Requirement](#) webpages for requirements for entry at this level.

For BA (Hons) Textile Design (1 Year Top-Up)

This Level 6 programme is also offered as a Top Up qualification for students who have completed a HND, FdA or other equivalent qualification in a relevant Art and Design subject and who wish to progress further to achieve an Honours degree. The major project and contextual report are seen as a culmination of studio practice and theoretical development. They provide the framework for students to undertake a sustained independent investigation in specialist areas of focus within their subject. Additionally, the course supports students in their professional development, preparing them for future careers in the creative industries.

Recognition of Prior Learning

Students may apply for entry to any level of the course and have their previous learning, qualifications or experience taken into consideration at portfolio review and interview using the APL scheme.

The suitability of a candidate will be considered based upon the following criteria:

Interview

Portfolio-Review

Ability to cope with the rigours of course level sought

Employability Statement / Career Prospects

Textile and Surface Design graduates are equipped with a diverse range of intellectual and creative skills which they can employ within many areas of the creative industries linked with Textile Design,

these can include becoming designers, makers, buyers, visual merchandisers, trend forecasters, material developers. The application of Textile Design sees graduates with the potential to work across applications including fashion, interiors, sportswear, technology and automotive.

Recent examples of success include: Designers, technologists, visual merchandisers, trims designer, designer/makers, buyers, teachers and further post graduate study.

Textile Design course embeds skills required for employability specifically in Level 5 and Level 6 modules, Professional Studies and Professional Practice, which allows students the opportunity to develop the knowledge, skills and understanding required to make the transition from University into industry well before they actually graduate. Students are also well-supported by the University Career Service, which runs timetabled 'Career Start' sessions during the first week for all new level 4 students which includes access to 'MyBucksCareer', the University's online platform for careers employability information. Students can access support around career choice and job search from trained careers practitioners, who maintain their knowledge via membership of AGCAS and regular employer contact. The service provides a range of interactive career advice including CV and covering letter builders, videos and reports from industry professionals as well as information, advice and signposting to help all students move beyond university positively, and encourage employers the University works with to take a positive approach to Bucks applicants. The careers platform includes targeted support for students interested in exploring business start-up. There is dedicated office space available for students and alumni requiring quiet working areas, and board room style accommodation for meeting potential investors or customers. A drop-in service is available any day of the week for queries and sessions up to 20mins. Longer sessions are available by appointment.

SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS

Programme Aims

The main educational aims of the programme are to:

- Allow students to develop as individuals within a framework of creativity, support and opportunity, able to address recognised textiles agendas and seek out new ones;
- Enable students to improvise solutions and to accommodate technological and vocational change within the textiles, fashion and interiors industries;
- Provide a diverse programme of study supported by workshops, lectures and studio practise for both traditional and contemporary textiles design and development;
- Encourage students to build support structures beyond the course to further their inquiry into the subject;
- Enable students to follow a specialism within the textiles, fashion and interiors industries best suited to their skills and career aspirations;
- Assist students 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;
- Develop each student's capacity for independent learning, as well as the ability to work as part of a team.

Table 1: Programme Learning Outcomes and Mapping to Modules

On successful completion of Level 6 BA (Hons) Textile Design, a graduate will be able to:

Programme Learning Outcomes				
K	Knowledge and Understanding	Core Modules (Code) Level 4	Core Modules (Code) Level 5	Core Modules (Code) Level 6
K1	Demonstrate a systematic understanding the textiles industries, informed by current developments in the discipline.		TX504 TX505	TX603
K2	Demonstrate a knowledge and critical understanding of the emerging principles and ethical issues of the textiles disciplines, and of the way in which those principles have developed.	TX404 TX406 AD401	TX504 TX505 TX506 AD501	AD603 TX603
K3	Analyse, comment upon and/or debate particular aspects of current research, or equivalent advanced scholarship, within the Textile Design industries.	AD401	AD501	AD603 AD601
C	Intellectual/Cognitive Skills			
C1	Deploy accurately, with minimum guidance, established techniques of analysis and enquiry within the Textile Design industries;	TX404 TX406	TX504 TX505	TX603
C2	Devise and sustain critical arguments, and/or devise innovative solutions to problems, using a breadth of inventiveness, ideas and techniques.	TX406 AD401	TX505 AD501	TX603 AD601
C3	Analyse and engage with current research relevant to the textile design industry.	AD401	AD501	AD601
C4	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).		TX504 TX505	TX603
P	Practical Skills			
P1	Create new solutions to problems of an increasingly complex nature with sophisticated analysis, synthesis or creative responses;	TX406	TX504 TX505	TX603
P2	Communicate information, ideas, problems, and solutions to a professional standard and justify their		TX504 TX505 TX506	TX603 AD601

	own work convincingly to both specialist and non-specialist audiences;			
P3	Demonstrate the use of tools and technical equipment of the profession safely and effectively.	TX404 TX405 TX406	TX504 TX505	TX603
P4	Demonstrate an exploration of materials and a familiarity and understanding of the properties of those materials and their safe use.	TX406	TX504 TX505	TX603 AD601
P5	Define a problem and evaluate the appropriateness of different approaches to solving problems related to the Textile Design industries		TX504 TX505	TX603
T	Key/Transferable Skills			
T1	Manage their own learning and make use of research materials appropriate to defined contexts.	TX406	TX504 TX505 AD501	TX603 AD601
T2	Demonstrate an appreciation of the uncertainty, ambiguity and limits of knowledge.	TX404 TX406	TX505 AD501	TX603 AD601
T3	Communicate information, ideas, problems, and solutions effectively to both specialist and non-specialist audiences.		TX504 TX505	TX603 AD603 AD601
T4	Demonstrate an ability to work both independently and collaboratively, setting goals, managing workloads and meeting deadlines.	TX404	TX504 TX505	TX603
T5	Make decisions in complex and unpredictable contexts.	TX406	TX504 TX505 AD501	TX603 AD601 AD603

On successful completion of a **Bachelor of Arts (Ordinary degree)**, a graduate will be able to:

A. Knowledge and Understanding

1. Demonstrate a sound understanding of key aspects of the textiles industries;
2. Demonstrate a knowledge and critical understanding of the emerging principles and ethical issues of the textiles disciplines, and of the way in which those principles have developed;
3. Analyse, comment upon and/or debate particular aspects of current research, or equivalent advanced scholarship, within the Textile Design industries.

B. Intellectual/Cognitive Skills

1. Deploy accurately, with minimum guidance, established techniques of analysis and enquiry within the Textile Design industries;
2. Devise and sustain critical arguments using a breadth of inventiveness, ideas and techniques;
3. Create new solutions to problems of an increasingly complex nature with sophisticated analysis, synthesis or creative responses;
4. Analyse, comment upon and/or debate particular aspects of current research, or equivalent advanced scholarship, the Textile Design industries.

C. Practical Skills

1. Use tools, materials and technical equipment of the profession safely and effectively;
2. Define a problem and evaluate the appropriateness of different approaches to solving problems related to the Textile Design industries

D. Key/Transferable Skills

1. Manage their own learning and make use of research materials appropriate to defined contexts;
2. Demonstrate an appreciation of the uncertainty, ambiguity and limits of knowledge;
3. Communicate effectively information, ideas, problems, and solutions to both specialist and non-specialist audiences;
4. Exercise initiative and personal responsibility;
5. Make decisions in complex and unpredictable contexts.

The above learning outcomes will be demonstrated by the achievement of a combined total of 300 credits comprising 120 credits at Level 4, 120 credits at Level 5 and 60 credits at Level 6 from the following modules (excluding the dissertation or equivalent):

- TX603

On successful completion of Level 5 DipHE, a graduate will be able to demonstrate achievement of the following learning outcomes:

A. Knowledge and Understanding

1. Demonstrate knowledge and critical understanding of the well-established principles and ethical issues of the textiles disciplines, and of the way in which those principles have developed.
2. Show knowledge of their subject and the main methods of enquiry in the subject area, and an ability to evaluate critically the appropriateness of different approaches to solving problems in the textiles industries.
3. Apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.

B. Intellectual/Cognitive Skills

1. Use a range of established techniques to initiate and undertake critical analysis, and to propose solutions to problems arising from that analysis.
2. Critically evaluate subjects of enquiry in relation to themes, concepts and theories within historical and contemporary practice

C. Practical Skills

1. Communicate effectively an informed argument and analysis, and present proposed solutions in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the textiles industries effectively.

D. Key/Transferable Skills

1. Demonstrate qualities and transferable skills necessary for employment requiring the exercise of personal responsibility, increasing independence and decision-making.

The above learning outcomes will be demonstrated by the achievement of a combined total of 240 credits comprising 120 credits at Level 4 and 120 credits at Level 5 of this programme.

On successful completion of Level 4 Cert HE, a graduate will be able to demonstrate achievement of the following learning outcomes:

A. Knowledge and Understanding

1. Demonstrate a basic understanding of the ethical issues underpinning textiles disciplines.
2. Evidence knowledge of the underlying concepts and principles associated with textiles, and an ability to evaluate, analyse and interpret these within the context of this area of study.
3. Define a problem and evaluate the appropriateness of different approaches to solving problems.

B. Intellectual/Cognitive Skills

1. Show an ability to: identify, present, evaluate, interpret and analyse data/research.

2. Present, evaluate and interpret data, to develop lines of argument and make sound judgements in accordance with subject knowledge, basic theories and concepts

C. Practical Skills

1. Communicate accurately, reliably, effectively and/or creatively in a format appropriate to Textile Design.
2. Show an appropriate level of skill in the use of tools and materials and technical equipment and demonstrate an awareness of their dangers.

D. Key/Transferable Skills

1. Recognise qualities and transferable skills necessary for employment involving the exercise of some personal responsibility and increasing independence.

The above learning outcomes will be demonstrated by the achievement of 120 credits listed at Level 4 of this programme.

Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

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 regional community. In addition, the course takes advantage of the many national 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

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/Formative & Summative

All modules have formative and summative assessment points. Formative assessment is that which enables students 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 student 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. 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.

Work-Based / Placement Learning

Although work placements are not essential to completion of the course, they are recommended for the summer period following the completion of level 5 of the course. Additionally, students are very much encouraged to engage with work-related learning opportunities at Levels 5 and 6 of the course, which will contribute to their development on the Professional Studies and Professional Practice

modules. Whilst individual initiative is encouraged, students will be given support on locating a suitable position and on making a professional application.

SECTION C: PROGRAMME STRUCTURE(S) AND HOURS

Table 1: Programme Structure Table

Programme Title		BA (Hons) Textile Design							
Course Code		BV1TSD1 / BV1TSD4 (with Foundation Year) / BV6TSD1 (Top-Up)							
Mode of Study		FULL TIME							
Credit Value		UK	360	ECTS			180		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([C]ore / [O]ptional)	Credit Value	Assessment Regime			Semester Taught *
						Written Exam %	Coursework %	Practical %	
Foundation Year									
FY026	Preparing for Success Knowledge and Creativity	0	1	C	n/a		100%		S1/S2
FY027	Preparing for Success Self-development and Responsibility	0	1	C	n/a		60%	40%	S1/S2
FY028	Inquiry and Research Skills	0	1	C	n/a		100%		S1/S2
FY036	Introduction to Fashion, Textiles and Costume Design: Materials, Processes and Techniques	0	1	C	n/a		100%		S1/S2
Level 4									
TX404	Concepts and Application	4	2	C	30		100%		SB
TX406	Principles and Methods	4	2	C	45		100%		SB
TX405	Creative Technology	4	2	C	15		100%		S1
AD401	Contextual Studies 1	4	2	C	30		50%	50%	SB
Level 5									
TX504	Design and Application	5	3	C	30		100%		S1
TX505	Design and Innovation	5	3	C	30		100%		S2
TX506	Professional Studies	5	3	C	30		100%		SB
AD501	Contextual Studies 2	5	3	C	30		100		SB
Level 6									
TX603	Final Major Project	6	4	C	60		100%		SB
AD603	Professional Practice	6	4	C	30		80%	20%	SB

AD601	Contextual Report	6	4	C	30	100%	SB
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Foundation year modules only apply to the “with Foundation Year” version of this programme. Top-Up students will study Level 6 modules only.

Table 3: Breakdown of Contact Hours

Note: Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will normally study 120 credits in an academic year, which is therefore equated to 1200 notional hours. A full time postgraduate student will normally study 180 credits in an academic year, which equates to 1800 hours. Module Descriptors provide detailed breakdowns of the categories given below.

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	365	835		1200
Year Two	340	860		1200
Year Three	318	882		1200
Total	1046	2554		3600

Students who study this programme with a Foundation Year will complete an additional 1200 hours during that year.

SECTION D: ASSESSMENT REGULATIONS

This programme complies with the approved University *Academic Assessment Regulations* and procedures as detailed on the University website with the following exceptions:

Calculation of Final Award:	BA (Hons) Textile Design BA (Hons) Textile Design with Foundation Year	L5 – 33% L6 – 67%
	BA (Hons) Textile Design (Top-Up)	The calculation of this award will be calculated based on L6 modules only

There will be no marks carried forward from Levels Four although students must receive academic credit for these modules consistent with normal regulations; Level Six students must pass TX603 Integrated Final Major Project in order to be awarded their Ordinary Degree. This module may not be condoned.

External Examiners will make an interim visit midway through the academic year (normally February/March). They will look at negotiated briefs and work in progress of Level Six students at this time, including in particular for TX603 Integrated Final Major Project. This interim visit replaces the normal requirement for External Examiners to agree assessment briefs in these modules at the beginning of the academic year. External examiners will visit the University for moderation of students' final assessment pieces, normally during June.

Referral Opportunities

As with any award at Buckinghamshire New University, if a student has not received a pass mark (normally 40%) for a module or piece of assessment, they may be required to be reassessed in the component(s) that they have failed.

For full details of assessment regulations for all taught programmes please refer to our [Results webpages](#).

Exit Awards Available

Exit Award Type	Award Title	Credits Achieved
Certificate of Higher Education	CertHE Textile Design	120 Credits
Diploma of Higher Education	DipHE Textile Design	240 Credits
Ordinary Degree	Ordinary Degree in Textile Design	300 Credits

No exit award is available for students who withdraw at the end of the Foundation Year.

SECTION E: FURTHER INFORMATION

Reference Points

The following reference points were used when designing the programme:

- University Strategy 2016-2021
- Buckinghamshire New University Approval of Academic Provision policy and procedure
- QAA Subject Benchmark Statement for Art and Design (2017)
- QAA Framework for Higher Education Qualifications (2014)
- University Academic Qualifications Framework

Ethics

The following ethics sub-committee will be responsible for ensuring good research practice and student awareness of ethical concerns and risks.

Art and Design Ethics sub-committee.

Annual Review and Monitoring

This programme will be monitored annually through the University's Annual Monitoring Process, which is a continual cycle of review and enhancement. This process is supported by both the periodic review of departments and the periodic re-approval process for individual programmes. All processes are completed in consultation with students via the Students' Union or student representatives.

The re-approval of this programme is scheduled for academic year: 2023-24

SKILLS MATRIX

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
TX404	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TX405	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TX406	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AD401	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
TX504	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TX505	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TX506	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AD501	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TX603	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AD603	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AD601	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

SUBJECT BENCHMARK MAPPING

QAA Subject Benchmark Standard: Art & Design (2017)	Programme Outcome(s)	Module Code(s)			
		Level 4	Level 5	Level 6	Level 7
Subject knowledge, understanding and abilities					
6.4 Graduates are able to:	e.g. K1, K2	e.g. ME401			
i present evidence that demonstrates some ability to generate ideas independently and/or as self-initiated activity and/or in response to set briefs	K1 P4 P5	TX404 TX406	TX504 TX505	TX603	
ii demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making	P1 K3	TX405 TX406	TX504 TX505	TX603	
iii develop ideas through to outcomes that confirm the student's ability to select and use materials, processes and environments	P4 C2,	TX404 TX406	TX504 TX505	TX603	
iv make connections between intention, process, outcome, context and methods of dissemination.	K2, C1 P2	TX406 TX405	TX504 TX505 TX506	TX603 AD603	
v Evaluate and apply appropriately a range of different creative research methods through technique and process	K2, C1 P2	TX406 TX405	TX504 TX505 TX506	TX603	
Subject-specific skills					
6.5 A graduate's work is informed by aspects of professional practice in their discipline(s). This is evidenced by some knowledge and understanding of:	C2 C3 T1 K3	AD401	TX506 AD501	AD601 AD603	
i the broad critical and contextual dimensions of the student's discipline(s)					
ii the issues which arise from the creative practitioner's relationship with audiences, clients, markets, environments, users, consumers, and/or participants	P5, T3, K3	TX406 AD401	TX506 AD501	AD603	
lii Demonstrate a systematic awareness and knowledge of trends in relation to particular markets with reference to colour, material and design.	P5, T3, K3	TX406	TX506	AD603	
iii major developments in current and emerging media and technologies in their discipline(s)	K1, C3	TX405 AD401	TX506 AD501	AD601 AD603	

iv the significance of the work of other practitioners in their discipline(s)	K2, K3, C3	TX404 AD401	TX504 TX505 AD501	TX603 AD603	
v the role and impact of intellectual property.	C4	AD401	TX506	AD601	
Generic and graduate skills					
6.6 Graduates have demonstrated that they have some ability to:					
Self-management:	T1, T4,	TX404 TX406 AD401	TX504 TX505 TX506 AD501	TX603 AD601 AD603	
i exercise self-management skills in managing workloads and meeting deadlines					
ii accommodate change and uncertainty	T2,	TX406	TX504 TX505	TX603	
6.7 Critical engagement:					
i analyse information and experiences, and formulate reasoned arguments	C2, C3 P1,	AD401	AD501	AD601	
ii benefit from the critical judgements of others and recognise their personal strengths and needs.	K1, C2, T1	TX406 AD401	TX504 TX505 AD501	TX603 AD601	
6.8 Skills in communication and presentation:					
i communicate ideas and information in visual, oral and written forms	C2 P1, P3, T3	TX404 TX406 AD401	TX504 TX505 AD501	TX603 AD601	
ii present ideas and work to their audiences.	C1, P1, P2, P5,	TX406 AD401	TX505 AD501	TX603 AD601	
6.9 Research and information skills:					
i navigate, retrieve, and manage information from a variety of sources.	K1, K2, K3, C3	AD401 TX406	TX505 TX506 AD501	TX603 AD601 AD603	
ii select and employ communication and information technologies	T1, T3, P1, P2	TX405 AD401	TX504 TX505 AD501	TX603 AD601 AD603	
iii the ability to identify IP issues, prevent infringements of other's IPRs, and take the appropriate steps to safeguard the innovation and commercialisation processes.	K1, K2, C3, P5, T5		TX505 TX506	AD603 TX603	

EMPLOYABILITY MAPPING

Module Code	CD Career Development Learning			E Experience			DS Degree Subject Knowledge Understanding & Skills			GS General Skills			EI Emotional Intelligence			RE Reflection & Evaluation			S Self-esteem, Self-confidence & Self-efficacy		
	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed
TX404	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TX405	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TX406	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
AD401	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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TX506	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AD501	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TX603	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AD601	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AD603	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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