Buckinghamshire New University

PROGRAMME SPECIFICATION

1. Key Information

Programme Title:	BA (Hons) Fashion Design BA (Hons) Fashion Design with Foundation Year BA (Hons) Fashion 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) Fashion Design
Pathways (if applicable)	
FHEQ level of final award:	6
Other award titles available (exit qualifications):	Certificate of Higher Education Diploma of Higher Education BA Fashion 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):	BAFDESFT / BAFDESFY / BAFDESTU
UCAS Code(s):	
Approval date:	01 December 2022
Date of last update:	

2. Programme Summary

Creativity, innovation, holistic thinking and the development of your personal design philosophy are at the core of this degree programme. The course aims to develop your knowledge and skills in fashion design on both an artistic and professional level. You will be

encouraged to research, interpret and develop your own appreciation of the use of traditional techniques, new technologies, materials and innovative design solutions.

Across all three years or four years including Foundation Year, you will learn approaches that will enable you to understand the design process from concept, through design to production and product placement. The foundation year will introduce you to the fashion design process, to give you the grounding to enter Year one. Year one will deliver the core fundamentals, including 2D and 3D, pattern cutting, manufacturing, illustration and introducing you to a range of processes and materials. Year two will continue to develop you, with a focus on the fashion industry, through a series of design and live industry projects, advanced pattern cutting, CAD, manufacturing processes and materials workshops. Year two will include a professional practice module which will begin to build an industry ready portfolio whilst developing promotional skills. Year three will enable you to develop your aesthetic style, leading to the completion of a final capsule collection, an industry ready portfolio and promotion package.

You will be graduating with the skills and experience in creative problem-solving strategies and techniques in pattern cutting, manufacturing, processes and materials, and a clear understanding of how these can be applied to create innovative design solutions.

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 agendas in the fashion and textile sector to seek out new, contemporary approaches
2. 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
3. Produce highly skilled individuals with a clear understanding of their creative strengths, contemporary professional practices and how these can be applied in their future careers or in research at postgraduate level

4. Facilitate learners communication skills in a variety of visual, digital, oral and written formats and for different platforms
5. Provide learners with the intellectual, technical and professional skills for employability, with knowledge of the wider global economic, cultural, sustainable and ethical challenges that impact the sector

Programme Learning Outcomes

Knowledge and Understanding (K)

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

ID	Learning Outcome
K1	Show knowledge through analysis, comment upon and/or debate relating to particular aspects of current research, or equivalent advanced scholarship, within the fashion and textiles industry.

K2	Outline key historical and contemporary, social, cultural and political influences pertaining to the fashion sector, both globally and locally.
K3	Demonstrate a systematic knowledge of the fashion and textiles industry and the professional roles within it.
K4	Demonstrate a critical understanding of materials, technologies and processes and how these elements influence product outcomes.

Analysis and Criticality (C)

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

ID	Learning Outcome
C1	Evaluate and critique the professional and cultural contexts in which fashion design practice can be located in the broader field of the creative industries.
C2	Articulate ideas and strategies demonstrating creative thinking, problem solving and risk taking informed by your critical analysis.
C3	Analyse information through reflection, review and evaluation to form reasoned judgements and arguments.
C4	Demonstrate critical analysis of legal, ethical and legislator frameworks within a professional design context to inform own practice.
C5	Devise sustained critical arguments, and/or innovative solutions to problems, using a breadth of inventiveness, ideas and techniques.

Application and Practice (P)

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

ID	Learning Outcome
P1	Demonstrate exploration of materials to extend familiarity with associated properties and processes to realise your designs.
P2	Synthesise collated research to develop understanding of the techniques and processes necessary to accomplish industry-standard results.
P3	Develop your concepts through applying a range of skills to realise designs suitable for a range of market levels, audiences or consumers.
P4	Present and articulate ideas and strategies evidencing application of creative thinking, problem solving and risk-taking.
P5	Apply innovative solutions to problems of an increasingly complex nature with sophisticated analysis, synthesis or practical responses.

Transferable skills and other attributes (T)

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

ID	Learning Outcome
T1	Present and articulate ideas and strategies demonstrating creative thinking, problem solving and risk-taking.
T2	Work effectively by setting goals, managing workloads and meeting deadlines both independently and collaboratively.

T3	Appreciate the uncertainty, ambiguity and limits of knowledge.
T4	Communicate information, ideas, problems and solutions effectively to a range of audiences.

Graduate Attributes

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

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

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

4. Entry Requirements

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

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

Pathway 1 or stand-alone course

Level	Modules (Code, Title and Credits)	Exit Awards
Foundation Year 1	**Core modules:** FY026 Preparing for Success Knowledge and Creativity 30 credits FY027 Preparing for Success Self- development and Responsibility 30 credits FY028 Inquiry Based Learning 30 credits FY036 Introduction to Fashion, Textiles and Costume Design: Materials, Processes and Techniques 30 credits **Option modules:** No option modules are available at this level.	**N/A.** No credit is awarded at this Level.
Level 4	**Core modules:** CAD4003 Design Techniques and Concepts 20 credits CAD4001 Materials and Processes part 1 20 credits CAD4002 Materials and Processes part 2 20 credits CAD4061 Portfolio 20 credits CAD4004Contextual studies 20 credits **Option modules:** You must choose 2 x 10 credit Level 4 Opportunity modules from the Opportunity module catalogue www.bnu.ac.uk/oppmodules	**Certificate of Higher Education**, awarded on achievement of 120 credits at Level 4
Level 5	**Core modules** CAD5006 Design and Market Awareness part 1 20 credits CAD5007 Design and Market Awareness part 2 20 credits CAD5009 Industry Brief 20 credits CAD5081 Professional Studies for Fashion and Textiles 20 credits CAD5001 Contextual Studies 2: research strategies 20 credits	**Diploma of Higher Education**, awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5

	Option modules: In addition, you must choose 2 x 10 credit Level 5 Opportunity modules from the Opportunity module catalogue www.bnu.ac.uk/oppmodules	
Level 6	**Core modules:** CAD6001 Research & Development, 20 Credits CAD6002 FMP, 40 Credits CAD6004 Professional Practice, 20 Credits CAD6005 Creative and Professional Development, 20 Credits CAD6003 Contextual Report on Practice, 20 Credits	**Ordinary Degree**, awarded on achievement of 300 credits, including 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

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 learner's independent learning skills develop and culminate with the public exhibition of a learner's body of work.

The teaching, learning and assessment methodologies used within the School 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 in practical workshops, 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 Programme 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 learner-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 module 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 module Tutor, as it is the intention, as far as possible, to provide the learner with a tutor whose specialist subject is relevant to the discipline. 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 learners to BNU.

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 module 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 enables learner to gauge their progress and make improvements within a module. Written feedback is usually provided with guidance on areas to develop further.

Summative assessment 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. This normally will take place at the end of a project or in some cases at defined assessment points where several projects may be assessed. Learners will be given a copy of their assessment sheet, giving written feedback and a provisional guideline mark in the form of a percentage grade. This will ensure that the progress of all learners is monitored, and support can be given during each assessment point during the year.

Contact Hours

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

7. Programme Regulations

This programme will be subject to the following assessment regulations:

- [Academic Assessment Regulations](#)

8. Support for learners

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

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

- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of students and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

9. Programme monitoring and review

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

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

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

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

10. Internal and external reference points

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

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

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

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)				Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)			
Benchmark / Standard requirement **Art & Design SBS 2019**	K1	K2	K3	K4	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4
4.4 Employ materials, media, techniques, methods, technologies and tools associated with the discipline(s) studied with skill and imagination while observing sound and ethical working practices, and professional/legal responsibilities relating to the subject	X			X		X		X	X	X	X	X	X	X	X		X	X
4.4 Articulate, synthesise and generate knowledge and understanding, attributes and skills in effective ways in the contexts of creative practice, employability and enterprise,	X		X		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)			
Benchmark / Standard requirement **Art & Design SBS 2019**	**K1**	**K2**	**K3**	**K4**	**C1**	**C2**	**C3**	**C4**	**C5**	**P1**	**P2**	**P3**	**P4**	**P5**	**T1**	**T2**	**T3**	**T4**
preparation for further study, research and personal development																		
4.4 Demonstrate an understanding of the role and impact of intellectual property (IP) within art and design subjects			X		X			X	X			X						
4.4 Apply, consolidate and extend learning in different contexts and situations, both within and beyond the field of art and design.	X	X			X		X		X			X		X			X	
5.4 The opportunity to develop subject-specific knowledge, skills and understanding. In practice-based courses this includes the acquisition of technical,	X	X		X		X	X		X	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)			
Benchmark / Standard requirement **Art & Design SBS 2019**	K1	K2	K3	K4	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4
digital skills and understanding.																		
5.5 Encourage the development of a range of generic skills considered essential in the successful creative practitioner. These include, not exclusively, personal innovation, risk-taking, independent enquiry, effective communication, negotiation, interpersonal, management, presentation, organisational, self-management, critical engagement, team working, social, communication and research skills.	X				X	X	X	X	X		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)			
Benchmark / Standard requirement **Art & Design SBS 2019**	**K1**	**K2**	**K3**	**K4**	**C1**	**C2**	**C3**	**C4**	**C5**	**P1**	**P2**	**P3**	**P4**	**P5**	**T1**	**T2**	**T3**	**T4**
5.7 Studio-based activity is a significant feature of art and design education, providing locations for both individual and group tuition. In an effective learning environment, staff and students create a community of practice as partners in the process of learning.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	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)			
Module Code (Core)	K1	K2	K3	K4	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4
Level 4																		
Design Techniques and Concepts		X		X		X				X		X	X		X	X	X	
Materials and Processes part 1				X		X			X	X	X		X		X	X	X	
Materials and process's part 2	X			X	X			X	X	X	X	X	X	X	X	X	X	
Portfolio			X		X	X		X			X		X		X	X		X
Contextual studies	X	X			X	X		X								X		X
Level 5																		
Design & market awareness part 1	X	X		X				X		X	X	X	X	X	X	X	X	
Design and market awareness part 2		X						X	X	X	X	X	X	X	X	X	X	X
Industry brief				X	X	X				X	X	X			X	X	X	X
Professional Studies		X	X								X	X				X		X
Contextual studies 2: research strategies	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)			
Module Code (Core)	K1	K2	K3	K4	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4
Research & Development,	X	X		X	X	X		X	X	X		X	X	X	X	X	X	X
Final Major Project		X		X				X	X	X	X	X	X	X	X	X	X	X
Professional Practice	X		X								X	X	X	X		X		X
Creative and Professional Development,			X		X	X				X	X				X	X		X
Contextual Report on Practice	X	X			X		X		X							X		