UNDERGRADUATE SCHOOL
BACHELOR OF ARTS (HONOURS)

Costume Production

Programme Specification

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1. GENERAL INFORMATION

UCAS Code	Name of Final Award	Programme Title	Duration	Mode of study
W451	BA (Hons)	Costume Production	3 Years	Full Time

Intermediate Awards

Dip HE	Costume Production	2 Years	Full Time
Cert HE	Costume Production	1 Year	Full Time

Teaching Institution	Rose Bruford College of Theatre and Performance
Awarding Institution	Rose Bruford College of Theatre and Performance
Programme Accreditation	Rose Bruford College of Theatre and Performance
Relevant QAA subject benchmark	Art and Design (AD) / Dance, Drama and Performance
Other Points of Reference	i. The UK Quality Code for Higher Education which contains the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies ii. Guidelines for Preparing a Programme Specification (QAA) iii. The statement of characteristics of RBC programmes in the L&T strategy: https://vle.bruford.ac.uk/pluginfile.php/84491/mod_resource/content/1/LearningTeachingSupportstrategy%20FINAL.pdf iv. Development events, with industry and graduate consultation

2. STATEMENT

The Costume Production Programme at Rose Bruford College

The BA (Hons) Costume Production programme will provide you with the understanding and skills needed to pursue a career in the production of historical and contemporary costumes and accessories. Our aim is to produce graduates who not only have an appreciation of the expertise and knowledge required to be a successful practitioner, but who also possess the vision and determination to become leaders in the field of costume production. Good professional practice requires an enquiring and analytical approach, and the programme will also provide you with a range of study and research skills that will drive your development as an enterprising and interpretative artist and craftsperson.

3. AIMS OF THE PROGRAMME

As a student and future graduate of Rose Bruford College, our ambition is for you to:

seek to make a positive difference to those around you, by working collaboratively to create value

be curious, creative and take responsibility for your own life-long learning

be mindful of the impact of your actions on others – those you work and study with, those in your professional and social community, in wider society, and globally

respect and value diversity and difference, showing tolerance and understanding.

The BA (Hons) Costume Production programme aims to:

- develop you as a costume production specialist with a comprehensive grounding in performance practice as a creative, aesthetic and communicative process, able to respond to the demands of the rapidly changing theatre and performance industries
- give you an understanding of live performance in its business, cultural, social, ethical, political, historical and theoretical contexts
- give you the artistic, technical and organisational skills appropriate to the costume production specialist
- develop your critical and analytical skills

- enable you to make an effective, responsive and innovative contribution to the performance industries
- develop your understanding of collaborative work and the role that costume production plays within a theatre and performance industry.

4. LEARNING, TEACHING, CURRICULUM AND ASSESSMENT

Your process of learning on the programme is outlined here in terms of learning, teaching, curriculum and assessment. Further detail appears below and in the module specifications.

Learning themes The seven learning themes set out the kinds of abilities you will need to succeed on the programme and as a Costume Practitioner. The programme is designed to help you develop these abilities. The learning themes are embedded within each module to enable you to plot your development over the course of the programme. Learning and teaching activities are designed around these themes and assessment tasks enable you to demonstrate your learning in that context.	►	**Learning and teaching processes** The learning and teaching processes of the programme are designed to meet the needs of a diverse body of students, and to be appropriate to the kinds of learning you will be undertaking, as set out in the learning themes. The specific learning and teaching processes for each module are described in the module specifications.
▲		▼
Assessment Your success in demonstrating the abilities described in the learning themes and in meeting the expectations associated with each learning theme is assessed as part of each module. The grading descriptors within each assessment set out what you need to be able to show to achieve each grade, in relation to the learning theme expectations associated with the task and level of study.	◄	**Curriculum content** The curriculum content is outlined in the module specifications, which describe the field of knowledge and practice for each module. Theory and practice will be enabled within the context of modules as appropriate through a variety of specialist areas.

5. LEARNING THEMES

The programme is designed to help you acquire a diverse range of personal attributes, skills, knowledge and understanding, all relevant to the work of costume production specialist, and many that are valuable in all fields of human endeavour.

The seven learning themes set out below are intended to help you think about and direct your own learning. They will be referred to throughout your studies and are the basis for all assessment and written feedback, as well as tutorial guidance.

At the end of each level, you will be encouraged to review your progress in terms of each theme, to help you plan future action.

Your success on your programme and as a costume practitioner will depend on your ability to show:

1. **Creativity**
   Make, create, manufacture, innovate, develop, improvise, be resourceful, problem-solve.
2. **Organisation & collaboration**
   Organise, plan, prioritise, decide, take responsibility, meet deadlines, deploy appropriate technical and interpersonal skills, motivate yourself and others, negotiate, collaborate, value difference, lead others, create value for others.
3. **Communication**
   Articulate (verbally, in writing, and in visual and other forms) according to the needs of the situation and audience, listen and respond to others.
4. **Professional practice & competences**
   Show knowledge of and apply - processes, practices, techniques, technologies, materials, finances, health & safety regulations, protocols.
5. **Research & knowledge skills**
   Investigate, identify, analyse, evaluate, debate, justify, critique, conceptualise, embrace different perspectives.
6. **Understanding Context**
   Apply critical reasoning and analysis of information from a range of sources, recognise and adapt to relevant contexts - historical, current and future - across societal, cultural, professional, economic, environmental, artistic and ethical domains.
7. **Reflection & learning**
   Show curiosity, reflect, show self-awareness, evaluate, respond, learn, adapt (to unfamiliar, changing and ambiguous circumstances), plan

future actions based on past experience, be responsible for your own learning academically and practically.

6. LEARNING AND TEACHING PROCESSES

Much of your learning will be through practical activities, where you will be encouraged to both ‘think’ and ‘do’. Lectures and small group seminars deliver basic principles and knowledge that underpin the work of the costume practitioner. You will consolidate this through independent study. You will contextualise your learning in projects, work-based learning opportunities and practical presentations. These range from studio-based presentations with a peer audience in order to present a specific aspect of the curriculum to fully mounted productions in a professional space with a public audience. Tutor support is available to advise you throughout the programme, but you will become increasingly independent of tutor guidance as you develop your ability to set your own questions, research tasks and research strategies.

You will develop your intellectual skills through practical projects and workshops as well as through lectures and seminars. You will be required to respond to a variety of briefs that may not have a predetermined solution, which will prepare you for the situations and scenarios that you are likely to encounter in your professional life.

The principles of scholarly referencing, language, structure and research are delivered formally through lectures and seminars, but achievement of the learning outcomes also relies on significant amounts of group and independent study and project work. You will receive frequent formative and summative feedback.

Practical skills are gained through a variety of learning activities guided by both resident and guest practitioners. Your learning in lectures, practical classes and small group seminars is consolidated through numerous practical projects with students from your own and other programmes within the College. These practical projects are the laboratory for your learning and may be workshop, studio/theatre based or in a professional environment through work-based learning. Use of the College’s extensive resources means you are offered opportunities to develop your practical skills through focused independent study.

All aspects of your studies help to develop your transferable skills. Tutor-guided practical work and presentations will develop your personal qualities, interpersonal skills and ability to work collaboratively. Your studies will demand that you are able to meet deadlines through the timely submission of work and demonstrate independence through initiating and leading projects, and in setting goals for your self-directed studies. You will be required to respond to a variety of briefs that may not have a predetermined outcome, which will prepare you for the situations and scenarios that you are likely to encounter in your professional life. Seminars and tutorials support your professional development and preparation for entry into work.

7. CURRICULUM CONTENT

You will begin by focussing upon the foundation skills to ensure that you have a professional level of finish. Creating your own reference guide will be expanded with each level 4 project. Once into Level 5, more specialist skills will be developed allowing you to continue to broaden your understanding of what it takes to become a costume practitioner whilst understanding that there will always be more skills and techniques to be learnt.

Throughout the three years, you will develop increased independence as the modules progress, working on building and refining skills both practically and academically.

Introducing research at level 4 will start your journey of discovering the underpinning importance of this aspect of costume production. Research will continue to build though levels 5 and 6 culminating in the independent research project.

Level 4

Module 1 – CP431 - Cutting, Construction & Realisation – An exploration into Costume Production

This module lays the foundation for your training and education and introduces you to the principal costume production methods used throughout the programme. In classes and practical workshops, you will be introduced to a range of pattern cutting and costume construction techniques, as well as different materials and the use of key equipment. You will locate these methods, materials and technologies in their contemporary and historical contexts, so that you can relate your own developing practice to that found in the professional theatre. You will make garments, using a variety of sources of information to guide your choices regarding techniques and materials, taking account of the garment's historical and cultural context. You will also be introduced to the process of fitting with the figure and as part of the making of garments you will conduct the fitting processes required in one-to-one sessions.

You will be introduced to the various aspects of the relationship between costume maker and costume designer.

Module 2 – CP432 - History of Costume & Fashion

Taking 'Costume' and 'Fashion' in their broadest senses, meaning, clothing, apparel and adornment worn by a broad section of society, the module will familiarise students with historic fashion, costume and textiles from the 1500s to the 1990s.

In addition, through a series of written assignments, students will develop confidence in writing skills; how to research, structure, write, format and reference academic writing.

The module will be taught through lectures and presentations by tutor, seminar discussions and a field trip. Each week the tutor will bring in examples from a

teaching collection of historic dress to examine, handle and sketch. This will include, in some classes, historic items. Each week, there will be handouts and PowerPoint presentations of images shown in class that will be available on the VLE.

Module 3 – TEX411CP – The Practitioner in Context

The module lays the foundation for your studies throughout your programme. You will be introduced to learning, research, analysis and investigation techniques. You will develop key skills that will enable you to become an increasingly independent learner and practice researcher. You will learn a range of strategies for analysing different kinds of source material (such as live and recorded media, events and performance, scripts, visual material, on-line sources, and books) and techniques for documenting and communicating your ideas in practical, written, visual and seminar presentation forms.

You will undertake your research through practical, supervised projects such as installations, presentations and small-scale laboratory performances, as well as written study, giving you the opportunity to develop your abilities, and diagnose strengths and weaknesses in your skills.

You will develop your understanding of how different creative works emerge from their social and cultural context, and how they can be analysed and understood through a range of conceptual frameworks.

You will be asked to be increasingly independent in your work, taking greater responsibility for identifying sources of information and selecting the most appropriate means to communicate your findings and argument.

You will also be introduced to the basic principles of health and safety regulations and practice, including the obligations you have to yourself and to others, and how to undertake risk assessments and draw up method statements.

Level 5
Module 1 – CP531 - Production Practice and Preparation

Part A

To prepare you for the production work of the module, you will be taught to alter garments to a high standard and compile a dressing plot. You will also practice quick changes to prepare for the pressured environment of a performance.

Part B

Part B has four practice-based strands of learning, developing and extending the work of Level 4 into areas of specialist application. You will learn a range of craft skills for fabric dyeing, painting and breaking down, and be introduced to the areas of millinery, wigs and hair styles, both in terms of techniques and as elements within an overall costume design, informed by period, fashion, character and narrative.

The module also introduces you to costume techniques for dance, and specifically the use of stretch fabrics. As you develop your understanding of these techniques,

you will extend your ability to research, collate and archive information on specialist processes for future reference

Part C

Part C provides you with two opportunities at level 5 of working in a production team on realised productions, which act as a simulation of professional practice. You will either work as a member of a team under the leadership of a Level 6 student and alongside Level 6 specialist manufacturers, or work as part of a wardrobe team with your level 5 peers. You will be allocated duties within the team, and with tutorial guidance work to meet production deadlines and budget constraints.

You will gain experience of fitting costumes to performers, working with a director, running the performance back-stage and get-out routines. Part C also gives you the opportunity to study production processes as part of a creative, artistic enterprise, and to examine the professional issues that frame the work of the costume production specialist.

Module 2 – CP532 - Period Costume – Half-Scale

You will make a garment in half-scale, using a pattern drawn from a specified published source. Since the garment is not made to fit an individual, the emphasis of the work is on your research and interpretation of period style, techniques and materials, and achieving accuracy of manufacture. Whether using modern or period techniques, you will be required to work with a large degree of independence as you undertake planning, research and construction, although still with tutorial support and guidance at key points.

You will continue to explore and develop research methods within a series of lectures on history of costume, fashion and textiles. It will familiarise you with specific examples of historic dress from the 1500s to the 1930s, whilst reflecting upon the choices for your half-scale garment.

Module3 – CP533 - Costume for Film & TV

Costume for TV and Film will focus on the role of the costume standby in a working TV and film environment. You will start with pulling the costumes and working to the design brief for the characters and move on to dressing, alterations and working on continuity on set. You will be asked to make considered choices about style and the extent to which you create a period representation, or a modern interpretation of the costumes needed for the production.

The module also requires you to develop and broaden both your technical and interpersonal fitting skills, work collaboratively and use communication as a key understanding to the role.

You will also have the opportunity to see the role from the actor’s point of view, understand the fitting process and how actors work together with the wardrobe team to realise the goal of the production.

The module will offer you a contrasting experience to the theatre-based model of costume production you have learnt about so far, as well as asking you to be increasingly independent in decision-making throughout the process.

Throughout, the emphasis is on the relationship between your research, the techniques and processes you choose, and the garment as an item of characterised costume.

Module 4 – TEX511CP - The Sustainable Practitioner

The module emphasises research and knowledge of the current industry landscape as a key component in developing new work and innovative and sustainable ways of working. This will enable you to recognise yourself within the larger context of the industry, encouraging you to start to make informed decisions about where you can potentially focus your career, and the potential impact and innovation you might be able to bring to the creative industries. Sessions draw the professional industry, as an entity, closer to you. We want to encourage you to start thinking as the entrepreneur and governor of your career pathway.

You will examine the broad picture of the performance industry landscape as a professional environment, together with the structures through which it is organised and produced. Your sustainability within this will be key to your professional development. You will explore the issues of sustainability of your own career and sustainability of the performance environment. In parallel to this, the module puts emphasis on you as the enquiring research practitioner, developing your confidence as a potential professional practitioner.

Supporting academic writing and practice develops your ability to apply conceptual frameworks to different types of performance with an emphasis on how theoretical and critical approaches can inform your own practice as well as that of others: 'how you think informs what you do'. Both the learning skills you develop and the material you study will be useful to you as you begin to think about the topic of your Independent Research Project (IRP) at level 6. Through a series of seminars, you will be introduced to practice research and to research methodologies. You will undertake a significant amount of self-directed research in identifying a potential subject for your final year IRP.

Level 6
Module 1 – CP631 - Production Practice

The module gives you practical experience of the costume production process from design to post-performance. The module allows you to undertake one or more roles (typically two), as costume maker and/or as wardrobe supervisor, so that you can either broaden your experience or focus on one area, according to your career aspirations. Typically, you will be working on College productions, and you will negotiate the roles you undertake with your programme tutors, although the final decision will rest with the College, according to the available opportunities.

You will work within a collaborative team, and will liaise with the director, designer and others, supporting and developing their ideas for the production through to its performance. Through this project you will realise the learning and deploy the skills you have developed previously during the programme in a simulated professional environment.

Through this module you will develop skills in project management through taking ownership of a project over an extended period, addressing issues of budgeting, compliance with health and safety and other protocols, as well as gaining an insight into other theatrical and creative disciplines.

This role will require you to possess an awareness of aspects of the production beyond your specialist area, and to manage your work in relation to the overall production.

Role: Costume Maker

As a costume maker, you will typically be responsible primarily for the realisation of one specific design for an allocated production or project. Whilst you will be asked to use your own judgement as to which garment(s) to select, the choice will only become final when approved by programme tutors. The chosen garment(s) will be selected to develop further the skills you have already gained on the programme.

Role: Wardrobe Supervisor

As a wardrobe supervisor you will be responsible for the overall planning of the work of the wardrobe team in response to the demands of the specific production. Working with and through your team, you will be responsible for managing the realisation of a full set of designs and acquiring the relevant garments and accessories according to the production requirements. The wardrobe supervisor is primarily a managerial role, responsible for the overall time management of the team.

Module 2 CP632 – Industry Study

This module focuses on the business, industry and professional environments you are likely to encounter as a practitioner. With tutorial guidance, you will select an employment sector to examine in more detail, interrogating the work methods, processes and employment ecology of the sector. Depending on your own chosen career path, you may look at businesses, individuals (generally self-employed professionals) or a mixture of both as a comparative analysis.

You will undertake a series of workplace investigations, which may take the form of extended placements over several weeks, or shorter periods of contact with the industry, such as interviewing practitioners, and site visits. These will enable you to contrast your own experiences with a range of professional environments and practices, to reflect on the working environment, and critically examine and advance your own professional development.

The placements may take the form of a position within the performance or related industries, according to your career plans and aspirations.

Through your placement activity and other research, you will investigate the business model that operates in your selected industry sector. You will research how your businesses and self-employed professionals work with their clients/customers, their financial model, and their organisational structures. You can compare health and safety models and understand workroom etiquette. Interviewing your host will give you an insight that will give you the ability to feedback within your seminar report.

The module also gives you the opportunity to make contacts that may help you to achieve your future employment aims.

Module 3 – TEX611CP – Independent Research project

This module moves the focus of study towards your own area of interest as a potential professional practitioner by enabling you to explore and examine your chosen topic.

Tutor-led seminars in both Levels 4 and 5 will have introduced different fields of enquiry and developed your critical, evaluative and research skills. This module represents the consolidation of those skills but now places the responsibility for setting research questions, sources and strategies with you as the learner.

During summer term L5 you will have selected a topic and developed a research methodology and timeline for your independent research project. This module allows you a sustained period of time to research and disseminate this critical research project, either fully written **or** through practice with associated written critical commentary **or** a video presentation.

Research in this module should include academic research using primary and/or secondary attributed sources. You should also consider the use of other practice-based activities (such as observing professional practitioners and workplaces, practical investigations, interventions, and workshops) which may be more appropriate to the investigation of questions related to performance and craft.

Module 4 – TEX612CP – Professional Preparations

Professional preparation focuses on your professional development and will help you to make the transition from study into work in your chosen field. As a professional practitioner you will need to make use of a range of networks and channels of communication, both formal and informal, to find work. You will need to be adept at managing the professional persona you present in written communications, online and face-to-face. Throughout the module, the emphasis is on you developing an understanding of both the employment environment, and how you can tailor your communication with potential employers and clients appropriately.

Drawing on your experiences and knowledge of the industry acquired previously on your programme, you will map out and document possible future roles and career paths for yourself. You will also develop a career plan and prepare for the process of finding work. This includes creating a cv and cover letter/email, assembling a portfolio (physical or online), and practicing interview technique. You will work both independently and with other graduating students to market yourself and your peers to potential employers.

The module will also introduce you to some key aspects of working as a freelance professional, including the UK tax system, basic account keeping and invoicing clients.

The assessment of your learning is through a professional promotion plan, which comprises:

- An analysis of the established and emerging career paths and patterns in the sector of the industry relevant to your career aspirations, identifying your possible future roles as a professional practitioner.
- A plan for activity to market yourself to potential employers and future clients, together with materials you have created appropriate to your career plan (this may include a cv with covering letter, business stationary (physical or online) portfolio, social media platform, information on job listings and other information and networking options - formal and informal.

Indicative Content

Level 4

Level 4 introduces and develops the academic and intellectual skills that you will need for study and professional development. You will begin to learn the practical and technical skills of the costume practitioner and contextualise these in a developing understanding of the creative and performing industries. These will include:

- key principles and concepts informing the discipline of costume production
- basic techniques, practices and processes of costume production for theatre and the performance industries
- communication in accordance to basic theories and context
- an introduction to personal and transferable skills suitable for employment
- an understanding of the importance of personal responsibility for your development.

Level 5

Level 5 develops your skills towards a level appropriate to professional work and gives some initial experience in simulated professional contexts. You will:

- build upon the principles and concepts involved in costume production, place those principles within a number of critical contexts
- further develop the techniques, practices and processes of the costume production specialist
- demonstrate the ability to assess the appropriateness of particular approaches to given situations
- form and present complex arguments using different forms of communication
- demonstrate well-developed personal and transferable skills suitable for employment, including exercising personal responsibility

- demonstrate an awareness of issues related to sustainability and the environment within the live performance industries.

Level 6

Level 6 will prepare you for transferring yourself and your skills into a professional working environment. You will:

- use a range of traditions, practices and principles to plan appropriately your own work and/or that of others in response to a variety of production environments
- conduct your own work and/or plan that of others in relation to professional expectations, practices, protocols and regulations, including health and safety and environmental requirements
- demonstrate responsibility for selecting and deploying appropriate techniques and processes for the planning and realisation of costumes for a production
- work independently, showing initiative and setting your own deadlines.
- work collaboratively with specialists from a range of disciplines
- use a range of interpersonal skills, demonstrating an ability to listen and respond to the ideas of others
- select, combine and apply existing ideas, techniques and processes to solve unfamiliar problems in situations of uncertainty and ambiguity
- effectively and efficiently manage yourself and/or others and manage physical and financial resources.

8. ASSESSMENT

Your success in demonstrating the abilities and expectations described in the learning themes is assessed through each assessment and the marking criteria on the assessment brief as part of each module. The College has high expectations of you and expects you to have high expectations of yourself. The assessment expectations are written to provide clarity about what you might need to do in order to achieve the highest grades. Assessments are based on obtaining a fair, rigorous, equitable and valid view of the extent to which you have met the expectations of a particular assignment.

The programme uses two approaches to assessment: formative and summative. There is a strong focus on formative assessment the purpose of which is to monitor your learning and provide ongoing feedback to you and your tutors as to your progress. Formative assessment is focused on assessment for learning. It helps you to identify your strengths and

weaknesses and enables you to maximise how you manage your learning. Formative assessment also provides information about the areas you may be struggling with so that appropriate and sufficient support can be put in place.

Importantly, formative assessment does not carry a mark or grade but it provides you with a clear idea of how you are progressing, the quality of your work and the areas where you might improve. There are a number of formative assessment points throughout the programme where you will receive feedback on your work, this could be written, in class or during scheduled meetings with a tutor and/or mentor to discuss your work.

Summative assessment is the form of assessment most students have experienced (e.g. A levels). It is an 'end point' form of assessment and takes the form of a grade or mark. You will get feedback on your assessment strengths and weaknesses and whilst these will not be able to be addressed for the specific assessment that has been marked, the feedback will enable you to enhance your future performances.

The generic grading descriptors below set out what you need to be able to show to achieve each grade, in relation to the learning themes. Specific assessment criteria, showing what you need to do to achieve each grade band are provided with each assessment task and will be tailored to the specific task, based on the generic criteria below.

Assessment, both formative and summative, is undertaken through a combination of practical projects, presentations, productions, performances and written and oral submissions.

Practical assessments contribute to a diverse range of assessment types and may include both internal and external projects and presentations.

Practical work may be accompanied by a report or commentary that allows you to reflect on and demonstrate your learning.

In addition, some skills-based technical competencies are assessed on a pass/fail basis, setting a baseline competence appropriate to professional practice for a range of relevant skills and processes, with a focus on safe working practice.

Your successes and achievements on the programme will depend on the extent to which you meet the following expectations. ***(Note: Not all expectations will be met on every assignment/project, but all need to be fulfilled across the assessment diet of the programme.) Further detail of the expectations at each level of the programme will be detailed in the marking criteria provided for each assessment task.***

1. Creativity

Your work is expected to demonstrate:

- high levels of engagement in and commitment to making, creating, manufacturing, inventing, innovating and developing

- high levels of resourcefulness and problem-solving.

2. Organisation and collaboration

Your work is expected to demonstrate:

- high levels of organisation, planning, collaboration, prioritisation, decision-making, meeting deadlines, taking responsibility, employ a range of interpersonal skills, motivating yourself and others, negotiating, valuing difference, leading others, creating value for others.

3. Communication

Your work is expected to demonstrate the ability to articulate clearly, coherently and effectively (verbally, in writing, and in visual and other forms) according to the needs of the situation and audience. You are also expected to demonstrate the ability to listen and respond to others in a positive and constructive way. Your work is expected to demonstrate a clear ability to communicate ideas of significance and sophistication through presentations, performances, and written or oral presentations, demonstrating method and medium, unified with personal style.

4. Professional practice & competences

Your work is expected to be relevant to task, structured, designed, presented, performed throughout in a manner which is entirely suited to the role, performance, project, subject-matter and audience. It will exhibit high levels of competence, commitment and professionalism combined with high levels of knowledge and application of technologies, materials, processes, practices, techniques, finance, and health and safety regulations and protocols.

Where technical competences and abilities are assessed your work is expected to demonstrate that the technical aspects of the work – within the control and skill range expected in the level of study – have been skilfully dealt with, demonstrating a relevance that contributes to the concept of the work, and – where applicable - a complete and satisfying fusion of the technical and the creative.

5. Research & knowledge skills

Your work is expected to demonstrate the ability to engage with ideas and concepts, investigate, identify, analyse, evaluate, debate, justify, critique, conceptualise, embrace different perspectives and develop persuasive and complex arguments.

6. Understanding Context

Your work is expected to demonstrate your ability to recognise and adapt to relevant contexts - historical, current and future - across societal, cultural, professional, economic, environmental, artistic and ethical domains.

7. Reflection & learning

Your work is expected to demonstrate:

- your ability to engage positively and constructively in reflection and evaluation and to show high levels of curiosity and self-awareness

- your ability to respond, to learn, to adapt (to unfamiliar, changing and ambiguous circumstances), to plan future actions based on past experience, and be responsible for your own learning both academically and practically

- clear evidence that your learning journey - which may include journals, sketchbooks, recording of data, files, portfolios – demonstrates relevant detail, productive processes of research, exploration and/or technical experimentation.

9. ASSESSMENT MAP SHOWING METHODS OF ASSESSMENT

Code	Module Title	Credits	Summative Assessment Method
CP431	Cutting, Construction & Realisation – An exploration into Costume Production (Part 1- Basic Skills)	60	Basic skills folder and pattern-cutting folder - tutorial & Pass/Fail
	Cutting, Construction & Realisation – An exploration into Costume Production (Part 2 Costume – Making and Research)		Realised items of apparel, supported by annotated samples, research file with reflective evaluation.
	Cutting, Construction & Realisation – An exploration into Costume Production (Part 3- Costume, Silhouette and the Body)		Realised corset and foundation piece supported by annotated samples, research file with reflective evaluation
	Cutting, Construction & Realisation – An exploration into Costume Production (Part 4 - Maker and Designer in Collaboration		Presentation with fully realised designed costume piece.
CP432	History of Costume	20	Illustrated essay
TEX411 CP	The Practitioner in Context	40	Practical project: realised creative project (for example: installation, laboratory, scale performance, event)

Code	Module Title	Credits	Summative Assessment Method
			Reflective journal or seminar presentation: reflective journal or seminar presentation offering a critical reflection on the creative production process. Risk assessment assignment Preparation of a risk assessment for a given activity.
CP531	Production Practice and Preparation (Part A – Alterations & quick-change practice)	40	Annotated sample folder
	Production Practice and Preparation (Part B Complex Costume Making Techniques)		Formative written feedback – based on working practice, completed garment or accessory
	Production Practice and Preparation (Part C & D)		Practical production work, with a reflective technical journal
CP532	Period Costume	30	Completed historical half-scale garment and written academic paper
CP533	Costume for Film & TV	30	Completion and showing of film, individual presentation.
TEX511 CP	The Sustainable Practitioner	20	Environmental practices: reflection and research Project proposal research proposal for DMT611 Independent Research Project, with literature review and research methodology
CP631	Costume Practice	40	Show bible, Realised item of apparel *(if applicable)* Assessed tutorial Reflective evaluation
CP632	Industry Study	20	Individual seminar presentation
TEX611 CP	Independent research project	40	**Option A** Research colloquium Final submission: Dissertation

Code	Module Title	Credits	Summative Assessment Method
			Option B Research colloquium Final submission: critical commentary and event / artefact
TEX612 CP	Professional Preparation	20	Professional promotion plan, mock interview, CV, business card and professional portfolio/social media platform

The following assessment marking scale is used for undergraduate assessment as defined in the Undergraduate Academic Regulations, with the exception of pass/fail only assessments listed above.

Classification	Banding	Equivalent Mark Range
First	High 1st	90-100
	Mid 1st	80-89
	Low 1st	70-79[i]
Upper second	High 2.1	66-69
	Mid 2.1	63-65
	Low 2.1	60-62
Lower Second	High 2.2	56-59
	Mid 2.2	53-55
	Low 2.2	50-52
Third	High 3rd	46-49
	Mid 3rd	43-45
	Low 3rd	40-42
Fail	Fail	0-39

Module	**CP431.1**	**CP431.2**	**CP431.3**	**CP431.4**	**CP432**	**TEX411CP**	**Weighted av. for L 4***	**CP531.1**	**CP531.2**	**CP531.3**	**CP531.4**	**CP532**	**CP533**	**TEX511CP**	**Weighted av. for L5***	**CP 631.1**	**CP631.2**	**CP 632**	**TEX611CP**	**TEX612CP**	**Weighted av. For L6***	**Weighted av. for degree**
	P/F	15	15	30				P/F	20	10	10					20	20					
Mark weighting		25 %	25 %	50 %	100 %	100%			50 %	25 %	25 %	100 %	100 %	100%		50 %	50 %	100 %	100 %	100 %		
Credits	60				20	40	120	40				30	30	20	120	40		20	40	20	120	360
1. Creativity	X	20 %	20 %	15 %		15 %	14%	X	30 %	20 %	20 %	15 %	10 %	10%	16%	20 %	20 %	20 %	10 %	15 %	`16%	15%
2. Organisation & Collaboration	X	20 %	20 %	15 %		10 %	12%	X	15 %	15 %	15 %	10 %	25 %	15%	16%	15 %	15 %	15 %	10 %	15 %	13%	14%
3. Communication		10 %	10 %	15 %	25 %	15 %	15%		15 %	15 %	15 %	15 %	20 %	15 %	16%	15 %	15 %	15 %	20 %	20 %	18%	16%
4. Professional practice & competences	X	20 %	20 %	20 %	15 %	15 %	18%	X	20 %	20 %	20 %	15 %	20 %	20%	19%	20 %	20 %	15 %	10 %	20 %	16%	17%
5. Research & knowledge skills	X	10 %	10 %	15 %	25 %	15 %	15%		10 %	10 %	10 %	25 %	10 %	10%	14%	10 %	10 %	15 %	20 %	10 %	14%	14%
6. Understanding context		10 %	10 %	10 %	20 %	15 %	13%		5 %	10 %	10 %	10 %		15%	8%	10 %	10 %	5 %	20 %	10 %	13%	11%
7. Reflection & learning		10 %	10 %	10 %	15 %	15 %	13%	X	5 %	10 %	10 %	10 %	15 %	15%	11%	10 %	10 %	15 %	10 %	10 %	11%	12%

10. THE STRUCTURE OF THE PROGRAMME

Level 4		
Block 1 (11 Weeks)	**Block 2 (11 Weeks)**	**Block 3 (8 Weeks)**
The Practitioner in Context	The Practitioner in Context	Cutting, Construction & Realisation – An exploration into Costume Production (Part 4)
Cutting, Construction & Realisation – An exploration into Costume Production (Part 1 & 2)	Cutting, Construction & Realisation – An exploration into Costume Production (Part 2 & 3)	
History of Costume	History of Costume	
Level 5		
Block 1 (11 Weeks)	**Block 2 (11 Weeks)**	**Block 3 (8 Weeks)**
The Sustainable Practitioner	The Sustainable Practitioner	The Sustainable Practitioner
Production Practice and Preparation (Part 1 & 2)	Production Practice and Preparation (Part 3)	Production Practice and Preparation (Part 4)
Costume for Film & TV		
Period Costume	Period Costume	Period Costume
Level 6		
Block 1 (11 Weeks)	**Block 2 (11 Weeks)**	**Block 3 (8 Weeks)**
Costume Practice	Costume Practice	Costume Practice
Industry Study	Industry Study	Industry Study
Professional Preparation	Professional Preparation	Professional Preparation
Independent Research Project	Independent Research Project	Independent Research Project

11. STUDENT INDUCTION, SUPPORT AND DEVELOPMENT

Student induction and support take place at both the programme and College level.

At the programme and module level:

- The Programme Director and Year Leaders have responsibility for leading the programme and for your academic and professional development with the support of the Module Tutors and Programme Administration team. You will be encouraged to discuss module-related issues with your Module Tutors.
- The College's Virtual Learning Environment (VLE) contains all key information, including a year page which outlines requirements and provides access to information about processes and procedures.

- Each module throughout the programme is introduced with a briefing and accompanied by a VLE page with core resources, module specification, and assignment briefing.
- Each summative assessment will be introduced with a briefing and have a clear written brief, which includes the assessment criteria so you know what you need to demonstrate to get a grade in each classification.
- Peer learning and mentoring, both within a year group and programme and between year groups and programmes, are intrinsic to the programme's learning and teaching strategy.
- You will receive written feedback on all summative assessment tasks and will be debriefed in a tutorial following all practical projects, to encourage reflection on practice and to identify future learning goals.

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At the College level:

The services available within the College's Student Life include general, wellbeing, counselling, disability support and a range of learning support.

- Student counsellors are available to all students via Student Life.
- A disability advisor is available to all students (students are contacted at admissions stage and invited to disclose any disabilities or learning needs). You can also disclose your disability or inform us about your new diagnosis during your studies.
- Study support is available, including specialist dyslexia and English writing support.
- You will be introduced to the Learning Resources Centre at induction and receive both targeted and ongoing research skills and information literacy instruction and support during the remainder of your programme.
- Ongoing study support is provided through tutorials, and on-line support materials.
- Placements operate within the College's Placement Policy, to ensure that you, employers and tutors have a common understanding of the purpose of the placement and of their various responsibilities.

The programme is designed to be developmental; each successive level represents a distinct phase in your development, and the level teaching and learning approach reflects this.

- At Level 4, induction and study support equip you for degree-level study, while regular tutor contact with core programme staff ensures that you are guided in developing core skills and a critical and aesthetic framework.
- At Level 5, you will develop your work and begin to integrate it into a simulated professional context. You will take on projects in either simulated or real-life professional contexts and productions and develop a greater sense of personal and professional responsibility.
- At Level 6, you are expected to be a self-directed learner, developing your specialist practice and getting ready for work in the industry. Regular tutorials associated with specific projects will guide you and ensure that your learning is appropriately contextualised.

- Placements and the study of a variety of industry contexts will enable you to assess the appropriateness of different approaches to given situations.
- Through all three levels, Personal Development Planning through tutorial support will frame your learning in individual and professional terms.

12. CRITERIA FOR ADMISSION

Please refer to the College Undergraduate Academic Regulations

13. PROGRESSION AND ASSESSMENT REGULATIONS

Please refer to the College Undergraduate Academic Regulations

14. MECHANISM FOR PROGRAMME REVISION

Please refer to the College Academic Monitoring and Review Overview and associated documents

15. APPENDIX 1: SUBJECT BENCHMARK MAPPING

Mapped to the Art and Design and the Dance, Drama and Performance Benchmark statements

Creativity

…make, create, manufacture, innovate, develop, improvise, be resourceful, problem-solve.

- **A&D 6.4 ii** demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making
- **A&D 6.4 iii** develop ideas through to outcomes that confirm the student's ability to select and use materials, processes and environments
- **DDP 7.10 i** engage in the creation and/or production of performance through an understanding of appropriate performance vocabularies, techniques, crafts, technologies, structures, contexts, working methods and research paradigms
- **DDP 7.14 iii** be able to work creatively and imaginatively in a group and have the developed creative skills needed for the realisation of practice-based work

Organisation & collaboration

…organise, plan, prioritise, decide, take responsibility, meet deadlines, deploy appropriate technical and interpersonal skills, motivate yourself and others, negotiate, collaborate, value difference, lead others, create value for others.

- **A&D 6.4 i** present evidence that demonstrates some ability to generate ideas independently and/or as self-initiated activity and/or in response to set briefs

- **DDP 7.11 iv** be able to work in a group or team and to have the skills needed for the realisation of collaborative project-based work
- **DDP 7.11 v** have an ability to manage creative, personal and interpersonal issues
- **DDP 7.11 vii** have developed information skills and be able to critically retrieve information, and to gather, sift, manipulate, synthesise, evaluate and organise material
- **DDP 7.12 viii** creative and intelligent understanding of group and collective processes
- **DDP 7.14 iv** be able to manage personal workloads efficiently and effectively, meet deadlines, and negotiate and pursue goals with others

Communication

…articulate (verbally, in writing, and in visual and other forms) according to the needs of the situation and audience, listen and respond to others.

- **A&D 6.4 iv** make connections between intention, process, outcome, context and methods of dissemination.
- **DDP 7.11 iii** have developed skills in critical engagement, demonstrating the ability to operate and think reflexively, creatively and critically, to develop ideas and to construct and present arguments in appropriate ways
- **DDP 7.11 vi** have acquired skills in communication and presentation with the ability to articulate and communicate ideas and information in a variety of forms, as appropriate to content
- **DDP 7.12 vi** intelligent understanding of the interplay between critical and creative modes of enquiry within the field of study

Professional practice & competences

…show knowledge of and apply - processes, practices, techniques, technologies, materials, finances, health & safety regulations, protocols.

- **A&D 6.4 iii** develop ideas through to outcomes that confirm the student's ability to select and use materials, processes and environments
- **DDP 7.11 i** have developed skills in self-management, demonstrating the ability to set goals, manage workloads, work under pressure and meet deadlines
- **DDP 7.11 ii** be able to assess and manage risk, health and safety and to employ ethical working practices
- **DDP 7.11 ix** be able to use project management skills involving the ability to investigate, organise, curate and realise activities

Research & knowledge skills

…investigate, identify, analyse, evaluate, debate, justify, critique, conceptualise, embrace different perspectives.

- **A&D 6.6 i** analyse information and experiences, and formulate reasoned arguments
- **A&D 6.6 ii** benefit from the critical judgements of others and recognise their personal strengths and needs.
- **DDP 7.10 iv** describe, theorise, interpret and evaluate performances and events

- **DDP 7.10 v** engage in independent research, whether investigating past or present performances or as part of the process of creating and/or critically responding to performance
- **DDP 7.12 iii** intelligent engagement with critical and theoretical perspectives appropriate to the study of performance
- **DDP 7.13 iv** engage creatively and critically in appropriate independent research, whether investigating past or present performances or as part of the process of creating new performance
- **DDP 7.14 vi** have acquired information retrieval skills needed to gather, sift, synthesise and organise material independently and to critically evaluate its significance

Understanding Context

… apply critical reasoning and analysis of information from a range of sources, recognise and adapt to relevant contexts - historical, current and future - across societal, cultural, professional, economic, environmental, artistic and ethical domains.)

- **A&D 6.4 iv** make connections between intention, process, outcome, context and methods of dissemination.
- **A&D 6.5 i** the broad critical and contextual dimensions of the student's discipline(s)
- **A&D 6.5 iv** the significance of the work of other practitioners in their discipline(s)
- **DDP 7.12 i** creative and intelligent engagement with forms, practices, techniques, traditions, histories and applications of performance
- **DDP 7.12 iv** intelligent engagement with key practitioners and practices and/or theorists and their cultural and/or historical contexts

Reflection & learning

…show curiosity, reflect, show self-awareness, evaluate, respond, learn, adapt (to unfamiliar, changing and ambiguous circumstances), plan future actions based on past experience, be responsible for your own learning academically and practically.

- **A&D 6.6 i** exercise self-management skills in managing workloads and meeting deadlines
- **A&D 6.6 ii** accommodate change and uncertainty.
- **DDP 7.11 i** have developed skills in self-management, demonstrating the ability to set goals, manage workloads, work under pressure and meet deadlines
- **DDP 7.14 i** engage creatively and critically with the skills and processes of performance and production, and have an ability to select, refine and present these in performance

16. APPENDIX 2: ATTAINMENT AT EACH LEVEL

Level 4 (Certificate of Higher Education)	Descriptor for a higher education qualification at level 4 on the FHEQ: Certificate of Higher Education The descriptor provided for this level is for any Certificate of Higher Education, which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications aligned with level 4 of the FHEQ. Certificates of Higher Education are awarded to students who have demonstrated: • knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study • an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. Typically, holders of the qualification will be able to: • evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work • communicate the results of their study/work accurately and reliably, and with structured and coherent arguments • undertake further training and develop new skills within a structured and managed environment. And holders will have: • the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.
Level 5 (Diploma of Higher Education)	Descriptor for a higher education qualification at level 5 on the FHEQ: foundation degree The descriptor provided for this level of the FHEQ is for any foundation degree which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications at level 5 of the FHEQ, including Diplomas of Higher Education, Higher National Diplomas, etc. Foundation degrees are awarded to students who have demonstrated: • knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed • ability to 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

	• knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study • an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge. Typically, holders of the qualification will be able to: • use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis • effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively • undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. And holders will have: • the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.
Level 6 (Bachelor's Degree with Honours)	Descriptor for a higher education qualification at level 6 on the FHEQ: bachelor's degree with honours The descriptor provided for this level of the FHEQ is for any bachelor's degree with honours which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications at level 6 of the FHEQ, including bachelor's degrees, and graduate diplomas. Bachelor's degrees with honours are awarded to students who have demonstrated: • a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline • an ability to deploy accurately established techniques of analysis and enquiry within a discipline • conceptual understanding that enables the student: - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline • an appreciation of the uncertainty, ambiguity and limits of knowledge

	• the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). Typically, holders of the qualification will be able to: • apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects • critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem • communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. And holders will have: • the qualities and transferable skills necessary for employment requiring: - the exercise of initiative and personal responsibility - decision-making in complex and unpredictable contexts - the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

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	Updated September 2026 post LTQC removal of poster TEX611