Course Specification

# BA (HONS)
# COSTUME



Arts University Bournemouth

BAFTA ALBERT EDUCATION PARTNERSHIP

## About the Course Handbook

This Handbook provides you with basic information about your course. Through the approved course specification, it provides you with the aims and outcomes of the course, and outlines the content and how this will be delivered.

It also provides some important information about key policies which apply to your academic studies, and explains how students can be involved in the decision-making at both course and University level. You should ensure that have read this, and that you refer to this Handbook throughout your course.

Your course is subject to a rigorous process of quality assurance and enhancement. This may result in changes to individual units as the course develops, to ensure that the relevance and quality of the course is upheld. You will be consulted, either directly or through your elected student representatives before any changes are made.

Every effort has been made to ensure the accuracy of all the information contained within this Handbook, but it is possible that some of the details will change during the course of your studies. Any such changes will be notified to you.

Information in this Handbook should be used in conjunction with the HE Student Regulations. It is your responsibility to ensure you are aware of the regulations that apply to your course; this includes information in this Handbook and in the HE Student Regulations. If you have any questions, you should speak to your Course Leader, or member of your course team.

ARTS UNIVERSITY BOURNEMOUTH

**COURSE SPECIFICATION**

The Course Specification provides a summary of the main features of the **BA (Hons) Costume** course and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if they pass the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found in the Unit Descriptors, which forms part of the Course Handbook.

| **Key Course Information** | |
|---|---|
| Final Award | BA (Hons) |
| Course Title | Costume |
| Award Title | BA (Hons) Costume<br>BA (Hons) Costume for Film |
| Teaching institution | Arts University Bournemouth |
| Awarding Institution | Arts University Bournemouth |
| Offered in the School of: | Bournemouth Film School |
| Professional accreditation | None |
| Length of course / mode of study | 3 years full-time / 4 years optional placement year |
| Level of final award (in FHEQ) | Level 6 |
| Subject benchmark statement | Art and Design and Dance, Drama and Performance |
| UCAS code | |
| Language of study | English |
| External Examiner for course: | Details provided on request |
| Date of Validation | June 1995 |
| Date of most recent review | June 2024 |
| Date course specification written/revised | October 2025 |

## Course Description

Costume is a vital and exciting part of the storytelling process within performance. A costume subconsciously communicates social and cultural clues, backstory, and identity to an audience, aiding the performer in their delivery of a character.

BA (Hons) Costume and Costume for Film draw on over 30 years' experience in the field and have a strong focus on costume for live performance and screen-based media. Students will learn to become costume designers, costume makers, and costume supervisors. These different areas of specialism reflect the structure of costume roles within the creative industries, and allow students to graduate with a clear professional identity. The course also aligns with the developing role of the creative industries in the UK economy, and with the need identified by Skills England for flexible, modular learning approaches that combine practical experience with theoretical knowledge and that establish clear professional development pathways.

All students are taught historical, contemporary and creative costume skills, from design, making and supervision perspectives and are encouraged always to engage with characters and the body, so that costume is a live rather than a theoretical practice.

Costume designers take the costumed body as the central notion of their practice. Through the exploration of theatre and film scripts, and through other initial stimuli, students design costumes for a wide range of styles and genres in both live and recorded mediums. Costume design students will gain an understanding of how makers construct costumes, and there will be opportunities for designers to make costumes with a design focus.

Similarly, for costume makers, the practice includes learning extensive costume cutting and construction skills and bespoke fitting, dressmaking and tailoring, as well as allowing students to explore other specialist disciplines such as millinery, surface decoration and fabric embellishment.

Costume supervision is integral to the course and can be described as the costume management process. Supervisors work closely with a costume designer to interpret designs into three-dimensional costume through sourcing and procuring garments or managing a team of costume makers. This exciting role places students at the heart of live productions, as they work closely with the production team and are key to ensuring the smooth delivery of costumes for all types of live performance.

The course responds to identified skills shortages and accreditation requirements in the costume industries by providing all students the opportunity for an Albert accreditation in costume sustainability, and the use of carbon calculators following the Theatre Green Book protocol. All students also have access to dye room workshops in several units where breaking-down skills form part of the programme, enabling students to specialise in this discipline at Level 6, an employable skill in a competitive industry.

All students undertaking the BFS film-focused suite of courses will participate in the BFS Film Productions; a series of large scale, industry-inspired and highly collaborative film projects. Responding to a brief, students will have the opportunity each year to assemble a team and submit proposals for a BFS Film Production ‘commission’, providing a budget, equipment and access to resources such as our purpose-built, industry-standard film studios, a construction workshop and post-production facilities.

The films are student-driven projects, creatively led, industry-focused, and overseen by the BFS Film Production team with input from academic, technical and professional services across BFS and AUB. BFS Film Productions also runs the Film Futures programme for the British Film Institute (BFI), a platform of rolling funding schemes for filmmakers, creatives, artists and innovators that reflect the range of disciplines at the heart of BFS.

BFS students following theatre-oriented pathways, will participate in top-quality productions showing off AUB’s wealth of emerging talent in theatre performance and design. Providing quality theatre, reflecting the highest levels of industry practice, productions take place in the University’s Palace Court Theatre, our on-Campus Studio Theatre and on tour in schools and colleges.

AUB Theatre Productions feature collaborations between industry professionals and students from courses within Bournemouth Film School. This is vocational learning in performance and design at the highest level, providing students with key insights into the industry, and opportunities to develop professional skills in multiple roles on and off stage. These span all areas, including costume, set, acting, make-up, technical, props, prosthetics, hair, make-up, script, front-of-house, stage management and publicity.

The course also engages with external professional theatre companies and museums regionally, nationally, and internationally, to provide live briefs for students. These projects enable students to extend their conceptual and creative ability, contextual knowledge, technical understanding, practical expertise and the development of transferable skills and AUB Graduate Attributes that prepare students for employment.

**Distinctive features of the course**

**Costume for Film Pathway:** Those students who wish to specialise in Costume for Film are given the opportunity to work primarily on film-centric projects and develop on-set skills training at every stage of their degree.

**Live Projects:** This course provides students with opportunities to participate in live performance projects and BFS film productions at all levels, enabling them to develop key transferable and collaborative skills that prepare them for industry.

**Digital Costume Illustration**: A specialism of the course sees some students developing advanced costume design illustration and concept art rendering skills that have been identified as skills gaps and growth area in the film and screen industries.

**Costume Supervision and Costume Stores:** This course offers a pathway in Costume Supervision, which is a skills gap in industry. The pathway is supported with opportunities to work on live collaborations and access to the course's in-house costume stores.

**Research and Costume Archive**: Emphasis is placed on an interdisciplinary approach to research to enable students to place their practice in a wider context. Object-based research is facilitated through access to the course's extensive costume archive which holds hundreds of extant garments and associated ephemera.

**Historical Costume Making and Menswear:** This course provides a comprehensive programme in all forms of historical costume making from performance to museum recreation. Menswear is given equal status with womenswear in teaching, which is advantageous for employment.

**Distinctive Focus on Sustainability**: The course trains students to understand the impact of the creative industries on the environment and play a positive part in changing practices to address the climate crisis. Students are able to gain accreditation to industry sustainability organisations whilst on the course providing valuable additional employability skills.

**AUB Strategic vision**

The BA (Hons) Costume course fits with the university's strategic vision in several ways:

**Innovation**: The course responds to emerging trends and technologies which will support the university's need to provide relevant and innovative courses within the creative education sector

**Collaboration**: The course allows for interdisciplinary collaborations across different courses within the university, including Acting, Film Production, Make-up for Media and Performance and Creative Writing. This allows a culture of collaboration to develop among students.

**Internationalisation**: The course is attractive to international students, who are motivated to study in this field, thereby contributing to the university's internationalisation and diversification goals.

**Connected:** The course has established links to industry and a strong alumnus that includes graduates from the past 30 years. Industry contacts and alumni deliver regular lectures to provide students with insight, experience, and advice on how to enter industry. Industry contacts also provide work-placement opportunities and live briefs for collaborative projects.

## Optional Placement Year

The optional Placement Year offers students the opportunity to:
• Get under the skin of an **industry, organisation, and role** to assist them with making better-informed decisions about their future career prospects.
• Undertake a placement, which ensures students can take **personal responsibility** for tasks, duties, and projects within a real-world work setting.
• **Develop and recognise their own work ethic and powers of critical reflection**.
• Build **high-level transferable skills** and enhance professional competencies in the workplace.

The Placement Year will be recognised on the degree transcript. As students will remain a registered student for the duration of the Placement Year, they will retain access to all university support services. Students will be allocated a Placement Tutor who will maintain regular remote contact with them. Placements often lead to a permanent role on graduation, providing a greater chance of success for graduates of this course.

## Course Aims

The BA (Hons) Costume course aims to support students to:

A1: Develop a comprehensive understanding and knowledge of the general field and a specialist discipline within Costume through the acquisition of specific discipline skills and abilities.

A2: Demonstrate an awareness of costume and its place within debates about diverse social, cultural, and historical contexts, individual and global identity, and representation, by applying research skills and critical thinking to their practice.

A3: Develop creative thinking, aesthetic skills, and problem-solving skills to inform costume design and interpretation solutions through a variety of methods.

A4: Apply knowledge that demonstrates an ethical, ecological, and socially responsible approach to costume design and production.

A5: Participate in local and national collaborative opportunities to foster transferable and practical skills, demonstrating teamwork, project-management, communication, and interaction leading to resilient, adaptable, and confident graduates.

A6: Identify strategies for reflecting on and evaluating personal strengths and development needs related to future career aspirations and informed by industry practice.

A7: Develop an understanding of the professional costume industry and the ability to self-promote through creative, innovative, and professional portfolios and branding to thrive in the competition landscape.

## Course Outcomes

This course enables students to demonstrate the following subject knowledge and understanding, intellectual and academic skills, practical subject skills, key skills and attributes, and professional and transferable skills.

By the end of the course, graduates should be able to:

LO1: Demonstrate a comprehensive knowledge of specialist technical skills through the acquisition and application of those skills to costume

LO2: Understand the broader socio-cultural and historical context of costume and the complex relationship to identity and representation.

LO3: Demonstrate creativity, aesthetic understanding and problem-solving through the design and/or interpretation of costumes.

LO4: Apply sustainable solutions to costume design, making and supervision, demonstrating an awareness of the wider ecological context of costume production.

LO5: Demonstrate teamwork, project-management and communication skills and resilient, adaptable, and confident attributes through participation in collaborative projects.

LO6: Reflect on and evaluate personal strengths and development needs in preparation for future careers, informed by an understanding of industry practice.

LO7: Use promotional materials and portfolios to self-promote in the costume industry, demonstrating an understanding of how their practice sits within the professional environment.

## Reference Points

UK Quality Code for higher education, including:

- Subject Benchmark Statement: Art and Design and Drama, Dance and Performance
- Framework for Higher Education Qualifications (FHEQ)
- AUB LTAF (Learning, Teaching and Assessment Framework) and Undergraduate Assessment Regulations

## Learning, Teaching, and Assessment Strategies

In consultation with the Course Leader, the wider course team is responsible for co-ordinating individual units of study, and for selecting appropriate methods of delivery in accordance with the subject matter and to provide the best student learning experience. The methods employed induct you to the disciplines required of a creative practitioner and promote the development of transferrable skills in line with Skills England's Creative Industries report and AUB's Graduate Attributes.

The study time allocated to each unit in the course incorporates a balance of formal teaching, tutorial support and independent learning. The course is structured progressively to provide opportunities to advance skills and knowledge throughout the course and to develop independent learning through a scaffolded approach.

The BA Costume course utilises a variety of teaching and learning methods, including lectures, tutorials, workshops, and studio-based practice, supported by guest lectures and educational visits. Emphasis is placed initially on hands-on learning, developing fundamental skills in costume making and supervision. Resources are designed to be inclusive and accessible to all. This includes in-person demonstrations supported by physical step-by-step samples and visual instructions, and a comprehensive digital resource hub in our Canvas platforms.

Academics are supported by Technician Demonstrators in sessions to ensure support can be delivered to groups and individuals. Regular feedback and feedforward from tutors ensure continuous improvement, through formal tutorials and informal appraisals in sessions.

Opportunities for group work through collaborative projects are embedded into the curriculum in all levels, and form the basis for bespoke learning agreements in Level 6. Students can select the projects most suited to their career aspirations and development of professional skills.

Importance is placed upon students acquiring a broad range of research skills and to develop critical thinking. The integration of theory and practice is promoted and reinforced through object-based research utilising the course's Costume Archive. This allows students to use costume as a critical lens to understand deeper socio-cultural and historical perspectives and to recognise the relationship between theory and practice.

A proportion of summative and formative assessment takes place in every unit. Formative assessment is continual as students are monitored and supported in sessions. Formal tutorials are scheduled in a structured way to provide feedback and support at key points in a unit.

Summative assessment methods include, portfolios of work, essays, reflective commentaries, process work, creative artefacts, technical files, and research files. Assessment components are carefully selected to best demonstrate students' knowledge, skills and understanding related to the learning outcomes of each unit. The course embraces diversity and alternative assessment options are available where required.

The teaching and learning methods for AUB course units have been selected as the most appropriate for the successful delivery of the syllabus, and appropriate achievement of the aims of the unit. All units involve student contact time and independent study, which come together to indicate the total study hours requirement for the unit.

The University sets indicative contact hours for units at each level. Course teams are free to vary this according to the demands of the different units, but the total for the year will be in line with the totals set out in the Learning, Teaching and Assessment Framework. In addition, the student contact hours information provided in the unit descriptors might, on occasion, be subject to some minor variation; for example, in response to student feedback, or to take advantage of unanticipated learning opportunities that would enhance the student learning experience. No changes will be made that would be to the detriment of the unit experience, or which would disadvantage student learning.

Some teaching may be delivered online when appropriate and will count as student contact hours.

## Student Engagement

**Enhanced Learning through Collaboration:** There are opportunities for collaboration throughout the course fostering cooperative learning and developing key graduate attributes for employment.

**Co-design of Learning:** Students are encouraged to actively participate in their education and create Learning Agreements in Level 6, selecting roles and projects that are geared towards future career aspirations. This autonomy motivates them and ensures their learning is directly relevant to their career goals.

**Building a Professional Portfolio:** A progressive assessment approach and engagement in live collaborative briefs enables students to develop a strong portfolio. This is particularly significant in later stages of the course, where major projects are aligned with personal and career aspirations.

**Live Projects:** Interaction with BFS Film Productions and AUB Theatre Productions projects, industry-set briefs and guest speakers offers real-world experiences, enhancing learning and helping to build vital industry connections.

## Assessment

Each unit is assessed separately, and the assessment forms part of the unit. Assessment both provides a measure of student achievement and provides students with regular feedback on how their learning is developing.

For every unit of a course, we will inform students of what they are expected to learn; what they need to submit; how their work will be assessed; and the deadline for presenting work for assessment.

A minimum of one unit at Level 4 will be assessed on a pass/fail basis, with written feedback but no numerical grade. All other units will be given a percentage mark.

Students will receive a final mark for each unit in the form of a percentage, which will be recorded on a formal record of achievement (transcript). Each component of assessment is graded using a notched marking scale, whereby only certain marks are used within each grade. The only marks available within any ten-point band are *2, *5 and *8 (e.g. 62, 65, 68). These marks correspond to a low, mid, and high level of achievement within each grade band.

All learning outcomes must be passed to successfully complete the unit.

On successful completion of an Honours degree course, students will be awarded a degree classification based on their unit marks. The final classification is determined using all unit marks at Levels 5 and 6.

If a student has joined Level 6 through either the Recognition of Prior Learning (RPL) route or having completed a Foundation Degree (FdA), the final classification is determined using only unit marks at Level 6.

For further information on assessment, progression, awards, and classifications, please visit https://aub.ac.uk/regulations

## Course Structure

All students are registered for the award of BA (Hons); however, exit awards are available if a student leaves the course early, having successfully completed one or two levels. If students successfully complete a level of the course, they will automatically be entitled to progress to the next level.

For the award of a Certificate of Higher Education (CertHE), students must have achieved a minimum of 120 credits at Level 4. This qualification may be awarded if a student leaves the University following successful completion of the first year of the course.

For the award of a Diploma of Higher Education (DipHE), students must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification may be awarded if a student leaves the University following successful completion of the second year of the course.

For the award of a BA (Hons) a student must have achieved a minimum of 360 credits of which a minimum of 240 must be at Level 5 or above, of which a minimum of 120 credits

must be at Level 6. This qualification will be awarded upon successful completion of the course.

A BA without Honours may be awarded if a student achieves 300 credits, at least 180 of which are at Level 5 or above, and at least 60 of which are at Level 6.

## Core Values and Skills

In developing courses, the University aims to create a curriculum that reflects its values and ethos. It should prepare students for the future not only in enabling them to have a successful career, but also empower students with the knowledge, skills, and passion to have a positive impact on the world and be an agent for change. AUB has drawn from the United Nations Sustainable Development Goals (SDGs) (https://sdgs.un.org/goals) which have informed our values of Equality, Diversity, and Inclusion as well as our Graduate Attributes.

### Equity, Diversity, and Inclusion (EDI)

As an organisation we have moral, social and legal obligations to fulfil in terms of EDI, and in doing so our commitment is to put EDI at the heart of every area of activity. It is not covered as a separate, stand-alone section, rather it forms an integral part of the curriculum, throughout students' study here.

### Graduate Attributes (GA)

Over recent years, there has been an increasing pace of change, technological, social, environmental. This has been further impacted by the world-wide pandemic effecting significant change in the global economy and the employment market.

In this context, the University has recognised the importance of developing AUB graduates who have the attributes to be able to build their career, adapting to different circumstances and embracing changes. A suite of attributes has been defined that we feel are particularly appropriate to the creative courses that we deliver and to AUB's core values; during the course, both curricular and extra-curricular activities will give students the opportunity to prepare for their working career.

The course will introduce students to topics which are integrated with the curriculum at every stage of learning. This will allow the student to structure their career development journey through Levels 4-6 of the degree course and consider the following stages: Self Awareness, Opportunity Awareness, Decision Making and Transitioning into Work. These align to the AUB Career Readiness stages: Explore, Focus, Engage and Achieve.

In practice, this means that each unit of the course, at each Level, will include elements of career development and these will be shown explicitly in unit descriptors and outline syllabuses. Whilst students engage with these as they go through each unit, they will all come together in the final unit at each Level. Such an approach is designed to support students in the next steps they take after graduation, in whatever direction those may be, and is fundamental to degree studies.

Students will also have the option, between Level 5 (Year 2) and Level 6 (Year 3) of undertaking an extended period of work experience. The course team will be able to discuss this at the appropriate time.

### Maintaining Health and Wellbeing

Throughout the course students are encouraged to reflect on their own health and wellbeing, and to develop themselves as a healthy creative practitioner. Students will consider how to develop study and work strategies and habits which maintain and promote their own wellbeing, and to manage their professional activities in a way which safeguards their mental and physical health.

Course staff have designed the course in order that, as far as is reasonably possible, health and wellbeing are promoted. Therefore, it is vital students maintain constructive communication with their colleagues and their staff throughout their time on this course.

## Course Content

Each level operates within three 10-week terms over a period of thirty weeks. Each unit has its own aims, learning outcomes, assessment components and assessment criteria. The positive nature of progressive assessment is made clear throughout the experience. Units are self-contained but build upon previously acquired knowledge and skills. The assessment process summarises what has been achieved previously within the unit and identifies developmental strategies, enabling students to build a portfolio of knowledge, an ability to articulate their practice verbally and specific skills appropriate to the subject and their practice.

The proximity of students from other related courses within the Bournemouth Film School allows for a significant amount of collaboration. This produces exciting learning opportunities and an environment that acts as a microcosm of the creative industries. We believe in engaging students with industry by creating work with external professional companies regionally, nationally and internationally, to extend students' conceptual and creative ability, contextual knowledge, technical understanding, practical expertise, and employability.

The sequence of units undertaken demonstrate how both traditional techniques and current developments in technology affect the design and production of costume within the costume and related industries. Units connect contextual and critical thinking with the aim of encouraging and deepening knowledge and understanding of the global, ethical, environmental, cultural, and economic context in which the work of the costume professional for film, theatre or other related fields can be placed. Students will learn to critically evaluate both contemporary, historical and creative costume fields and are encouraged to extend their creative and technical abilities alongside personal research interests.

## Level 4

The focus for Level 4 is to introduce students to the fundamental skills and behaviours required for the professional costume practitioner and for conceptual thinking and experimentation to develop as core skills are mastered and refined. Students from both BA Costume and BA Costume for Film, are taught together throughout Level 4 in order to foster a sense of the costume community and provide students with an overview of skills that are common throughout different performance and costume disciplines.

Students are introduced to key costume design and production skills. In the first unit they will undertake some technical sewing, drawing and digital processes, script breakdown, fabric identification skills, and dye room techniques. This will be supported by garment research and will culminate in the production of design work and a technical file that will form the basis of the next unit.

In the second unit of study, students are introduced to further making and styling skills, and to the problem-solving required to realise a two-dimensional design into a three-dimensional costume. This requires an understanding of character analysis, design aesthetics and fabric

selection. Students will realise costumes from designs using a developing knowledge of cut and construction, surface decoration and fabric manipulation. Alongside this, students will start to gain an identity as sustainable costume practitioner. They will also gain a more detailed understanding of the role of costume in industry with introductions to the different departments within the film school.

In the final unit, the focus is on Costume for Screen, working alongside other courses in the Bournemouth Film School (Acting, Creative Writing, Make-Up and Film Production) to create a short film to a live brief, and with a professional production setup. This will be complemented by a small project exploring specialist technical skills for film during the post-production period in either costume design or costume making.

**Level 5**

The focus of Level 5 is to develop specialist knowledge for an area of the costume discipline, which is then applied in an industry context through a live production/film project and a career development portfolio. All units connect film and theatre learning by synthesising creative and technical skills in the design, making and supervision specialisms.

Students are introduced to costumes that draw inspiration from historical contexts in the first unit, allowing them the chance to delve into object-based study and to develop their own creative responses to a particular historical period. Students will refine the technical skills that they learnt in Level 4 to include more sophisticated design realisations, pattern cutting and construction, styling and fabric sourcing for projects that draw inspiration from historical stimuli.

In the second unit of Level 5, all students are offered the opportunity to work on a live project, which may be a live production or a film according to their chosen award (Costume or Costume for Film), or another collaborative opportunity organised by the course. Working in collaboration with students from other courses across the film school, and gaining a certain measure of supported independence on a live project, will set students up for taking on their own projects in Level 6, and provide them with the opportunity to develop specialised skills in through their preferred professional contexts.

Alongside these two units runs a Professional Research and Development unit, in which students will be offered the opportunity to articulate their creative and professional ambitions, and engage in career research and planning. They will be offered the opportunity to engage in optional short courses that will help to fill any skills gaps and further their desired career outcomes. These may include working towards ALBERT accreditation, the creation of personal promotional materials, software skills development, and academic research skills for those looking to do further study. There may also be the opportunity for focussed study in a specific area of their chosen discipline, including advanced making skills, the development of an ALBERT project, or speculative costume design for a forthcoming live production. Students who wish to undertake an extended essay (dissertation) at Level 6 or who are considering further study will be expected to complete an essay in this unit.

**Level 6**

In the final year, students have the opportunity to work with increasing technical specialism in a live, collaborative context on costume projects. Students are encouraged to focus on one specialism (i.e. costume design, costume making or costume supervision) but to explore different roles within that specialism, in order to situate them for an employment context. Students on the Costume for Film course will be expected to engage with film-based projects throughout their final year.

This year requires students to define the direction of their practice for the remainder of their studies. They are encouraged to refine their interpersonal skills and professional behaviours in a way that reflects industry expectations. The focus is on creating a professional portfolio of work in preparation for employment of further study and students create their own Learning Agreements based on a selection of projects that will provide them with a distinctive skillset in a competitive field. Opportunities are provided for the diverse range of roles graduates work in, including costume designers and costume makers and costume supervisors for theatre, film and TV, costume illustrators, dressers, running wardrobe, and film dailies. In addition, there may be the opportunities for these transferrable skills to be applied beyond the media and performance industries to a wide range of projects that could include teaching and educational workshops, marketing campaigns, arts administration, event production and museum curation.

The Research Projects unit completes students' study by conducting independent research on a topic relevant to their practice. This can take the form of a portfolio of reviews, a research file related to their Major Project, or for students interested in further study, a more traditional extended essay (dissertation) format.

**Specialist resources:**

**Costume stores:** The course's costume stores operate as a hire house for all the live performance projects we collaborate on and provides students with hand-on experience equivalent to what they will experience in industry. The stores hold thousands of made and sourced costumes from the last 30 years of the course

**Costume Archive:** The archive holds hundreds of historical extant garments from several significant collection donations to the course. These items are used regularly in teaching and support staff research, which informs teaching practice. Access to historical garments enables students to learn first-hand about cut, construction, specialist techniques and fabrics used in historical dress.

**Industrial Machinery and Equipment:** The course has a large quantity of Juki industrial sewing machines and overlockers and industrial steam irons, providing students with real-life experience of costume making in industry and retaining currency with technological advancement in industry. The course also has specialist machinery including industrial buttonhole machines, an embroidery machine, eyelet machines and covered button equipment.

**Specialist Resources:** The course is equipped with industrial standard cutting tables and a substantial quantity of Kennet and Lindsell mannequins as well as half-size mannequins used in design sessions

**Fitting Space:** The course has a fitting space to accommodate the considerable number of fittings undertaken during the academic year. This is a crucial learning opportunity for students as the ability to fit a costume to a performer relies upon experience of the fitting process. This includes knowledge of historical and contemporary cut, fitting techniques, manipulating fabric, structure and drape of fabric and the functional needs of the performer.

**Running Wardrobe:** Running wardrobe is a key part of the costume supervision delivery. This studio provides space for meetings between costume designers and costume supervisors, storage of costumes prepared for productions on organised rails and laundry facilities.

**Computer Suite:** This shared space provides a base for all digital skills delivery and is also available for independent study.

**Onsite Haberdashery:** The course's haberdashery includes all staple fabrics, notions and backing materials required in costume making. It is expected that students will also purchase fabrics from other suppliers and independent shops through supported educational visits. The haberdashery also provides fabric kits for specific units.

**Dye Room:** This shared specialist facility includes all the machinery and equipment required for printing and dyeing fabric, including photo-emulsion screen printing and industrial dye baths. The art of breaking-down costume is also delivered in this space. Students also have access to The Print Room which houses a digital printer for fabric.

**Bournemouth Film School Studios and Virtual Production Centre:** These are available for appropriate collaborative projects and comprise three large off-campus studios each with green rooms and 3-phase power provision up to 325amps and an on campus greenscreen and motion capture suite.

**Hire of Technical Equipment and Editing suits for Film:** A wide range of technical equipment for film, including a range of camera kits and lenses, studio and portable lighting equipment, grip and rigging equipment, sound recorders, microphones and other accessories, and specials post-production editing and grading suites are available to all Bournemouth Film school students working on film projects.

**Newly upgraded cinema** with 6.9m screen, Barco 4K smart cinema projector, and 38-speaker Dolby surround sound.

In addition, the course has access to several lecture theatres and seminar rooms on campus to deliver lectures, seminars and group and individual tutorials. Students also collaborate on theatre productions performed in the studio theatre on campus and at AUB's Palace Court Theatre in the heart of Bournemouth. Students also have access to the Innovation Studio, which is equipped with state-of-the-art 3D printers and laser cutters, as well as the on-campus Workshop for plastic and metal work. The Library at AUB holds an excellent range of print and online collections and students have access to this in and outside of term time.

**Course Units**

| Unit code | Unit title | Credit weighting |
|---|---|---|
| **Level 4** | | |
| COS408 | Fundamental Skills | 40 credits |
| COS409 | Costume Realisation | 40 credits |
| COS410 | Costume for Screen | 40 credits |
| **Level 5** | | |
| COS509 | Historical Inspiration | 40 credits |
| COS510 | Professional Research and Development | 40 credits |
| COS511 | Costume in Practice | 40 credits |
| **Level 6** | | |
| COS607 | Production Practice | 40 credits |
| COS608 | Research Projects | 20 credits |
| COS609 | Major Project | 60 credits |

**Course Reading List (if applicable; this is in addition to individual Unit Reading Lists)**
https://keylinks.aub.ac.uk/new-ui/hierarchy/list/215

**Course Diagram**

This diagram shows the proposed start/end dates for each unit and shows teaching weeks only; holiday periods are not included.

<table>
<tr><td></td><td colspan="30">Level 4</td></tr>
<tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr>
<tr><td></td><td colspan="10">Autumn Term</td><td colspan="10">Spring Term</td><td colspan="10">Summer Term</td></tr>
<tr><td>Induction week</td><td colspan="8">COS408 Fundamental Skills<br>Weeks 1-10<br>(40 credits)</td><td>Assessment</td><td colspan="8">COS409 Costume Realisation<br>Weeks 11-20<br>(40 credits)</td><td>Assessment</td><td colspan="8">COS410 Costume for Screen<br>Weeks 21-30<br>(40 credits)<br>Pass/fail unit</td><td>Assessment</td></tr>
</table>

**Level 5**

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Autumn Term** | | | | | | | | | | **Spring Term** | | | | | | | | | | **Summer Term** | | | | | | | | | |
| | **COS509 Historical Inspiration**<br>40 credits<br>Weeks 1-10 | | | | | | | | | | **COS511 Costume in Practice**<br>40 credits<br>Weeks 1-24 | | | | | | | | | | | | | | | | | | | |
| | **COS510 Professional Research and Development**<br>40 credits<br>Weeks 1-30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**Level 6**

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Autumn Term** | | | | | | | | | | **Spring Term** | | | | | | | | | | | | **Summer Term** | | | | | | | |
| | **COS607 Production Practice**<br>40 credits<br>Weeks 1-10 | | | | | | | | | | **COS609 Major Project**<br>60 credits<br>Weeks 11-27 | | | | | | | | | | | | | | | | | | Assessment |
| | **COS608 Research Projects**<br>20 credits<br>Weeks 1-24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Image: Shelley Venables | BA (Hons) Costume