

BA (Hons) Design for Costume

and Performance



ARTS UNIVERSITY BOURNEMOUTH

This Course Specification is designed for prospective students, current students, graduates, academic staff and potential employers. It provides a summary of the main features of the course and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

Whilst every endeavour has been made to provide the course described in the Course Specification, the University reserves the right to make such changes as may be appropriate for reasons of operational efficiency or due to circumstances beyond its control. Any changes are made in accordance with the University's academic standards and quality procedures.

This document is available in alternative formats on request.

COURSE SPECIFICATION

The Course Specification provides a summary of the main features of the **BA (Hons) Design for Costume and Performance** 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.

<u>Key Course Information</u>	
Final Award	BA (Hons)
Course Title	Design for Costume and Performance
Award Title	BA (Hons) Design for Costume and Performance
Teaching institution	Arts University Bournemouth
Awarding Institution	Arts University Bournemouth
Offered in the School of	Bournemouth Film School
Professional accreditation	N/A
Length of course / mode of study	3 years full-time / 4 years with 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:	Allie Edge Royal Welsh College of Music and Drama
Please note that it is not appropriate for students to contact external examiners directly	
Date of Validation	May 2019
Date of most recent review	June 2024
Date course specification written/revised	August 2024

Course Description

BA (Hons) Design for Costume and Performance is an evolution of the award-winning costume design provision at AUB (Arts University Bournemouth) and builds on over 30-years' experience in this field. This course has a strong focus on costume design for screen-based media. Additionally, it also explores the wider scenographic work in live performance. All students work from the notion of the costumed body, and there are also further opportunities to design and realise performance spaces.

There is significant evidence to support the demand for a BA (Hons) Design for Costume and Performance course in Dorset and the South as a region, as well as nationally, with a particular focus on non-theatre building-based work that situates work in the landscape and in found spaces. This is aligned to the performance arts practices, events, and festivals within Bournemouth, Dorset, and the South-West region more widely.

In 2023, a government report cited that the Creative Industries generate £108bn a year and the growth of the streaming services studios in this country is providing a great many opportunities for graduates with the correct skill set. Costume design and supervision is a significant area within the film and television industries. Screenskills and the British Film Institute (BFI) have identified skills gaps in film costume supervision and breaking down, areas which our students train in. These industries are also increasingly looking for skilled costume design illustrators for the vast amount of screen work that is currently being undertaken in the UK.

Students 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, making graduates more employable in a competitive market.

The course philosophy embraces the notion of designer-makers in areas of costume and set design. There are also opportunities for students to develop skills in the related areas of scenic art, puppetry and prop making. The BA Design for Costume and Performance course will help to meet the demand for skilled professionals in these industries by providing students with the technical skills, creativity, and networking opportunities needed to succeed as a freelancer or member of a creative team.

Employability is built into every level and each unit is designed to deliver key skills that are relevant in industry, incorporating AUB Graduate Attributes. The requirement for critical thinking and problem-solving is augmented through collaborative projects, where live briefs provide students with unique hands-on experience, such as learning how to work in a production team and realise a live performance. This experiential approach supports specialist skills acquisition alongside transferable skills, emphasising teamwork and communication skills, preparing students for industry.

The AUB, and the DCP (and Costume) courses specifically, have an excellent reputation in the screen industries and live performance sector. Our internal and external collaborative projects have significant impact locally and nationally. Through our industry connections, students can connect with potential employers and mentors. Guest lectures and industry partnerships enhance the offer, enabling students to build strong professional networks, which are invaluable for securing employment in industry. The acquisition of a broad range of costume and scenic design and complementary skills will ensure our students excel in their specialism and are prepared for employment.

Distinctive features of the course

Collaborations with a Film Production course: Unlike many other performance design courses that are taught within a more traditional conservatoire system, DCP students can work alongside students on BA Film Production providing an enhanced learning experience to prepare them for working in the film industry.

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

Live Projects: Unlike some performance design courses, this course provides students with opportunities to participate in live performance projects, enabling them to develop key transferable and collaborative skills that prepare them for industry.

Close Collaboration with Costume Making Course: Costume design students can see some of their designs realised by the costume making students, allowing them greater freedom in their design process.

Excellent Facilities: The course has use of unrivalled scenic studios that are spacious and well equipped with industry-standard machinery. There is also shared access to a specialist dye room, and computer suite and access to the course's in-house costume and prop stores.

Course Industry Patron Scheme: All courses at AUB are connected formally with an industry Patron, an industry practitioner or business that acts as a critical friend to the course and course team. Many courses work with several industry partners, but the more formal Industry Patron connection offers the opportunity to collaborate and maintain close relations with industry / business. This is a unique concept that ensures AUB courses are industry relevant and maintain current practices while providing further opportunities for students to engage with industry practitioners.

AUB Strategic vision

The BA (Hons) Design for Costume and Performance fits with the university's strategic vision in several ways:

Innovation: The course responds to emerging performance design trends and the use of multi-media technologies that 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, Make-up for Media and Performance, and Costume. 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

- A1 To develop a comprehensive understanding and knowledge of Design for Costume and Performance through the acquisition of specific discipline skills and abilities.

- A2 To develop knowledge and understanding of Design for Costume and Performance and its place within the broader social, cultural, and historical contexts, through the ability to research and utilise critical thinking.
- A3 To develop creative, aesthetic, and technical skills to communicate Design for Costume and Performance solutions through a variety of methods.
- A4 To develop an understanding of the broader vocational context of individual practice and how it sits within the professional environment.
- A5 To provide and develop opportunities for participation in collaborative working situations, which will nurture transferable teamwork and interpersonal skills.
- A6 To provide strategies for identifying and evaluating personal strengths and needs through self-reflection and self-management that will relate to future career aspirations and potential postgraduate study.
- A7 To provide the opportunity to develop understanding of the wider ecological context, social responsibility and sustainability of Design for Costume and Performance work.

Course Outcomes

By the end of the course, students will be able to:

- LO1 Demonstrate and evaluate a comprehensive understanding and knowledge of Design for Costume and Performance through the acquisition of specific discipline skills and abilities.
- LO2 Synthesise and evaluate understanding of Design for Costume and Performance and its place within the broader cultural context through the acquisition of specific discipline skills in research and critical thinking and academic writing.
- LO3 Illustrate your ability to use creative, aesthetic, and technological skills to communicate costume making and supervision solutions through a variety of methods.
- LO4 Demonstrate a broad understanding of your vocational aspirations and individual practice and how your practice sits within the professional environment.
- LO5 Participate in collaborative working situations that will develop your practical skills and the ability to work with others.
- LO6 Synthesise and evaluate your personal strengths and needs through self-reflection and self-management that will relate to future career aspirations and potential postgraduate study.
- LO7 Understand the importance of sustainability and the wider ecological context of Design for Costume and Performance work.

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

The course objectives are met by deploying a wide variety of teaching and learning methods including projects, lectures, seminars, group critiques and tutorials. In consultation with the Course Leader, staff are responsible for co-ordinating individual units of study, and for selecting appropriate methods of delivery according to subject matter and student experience.

The methods employed induct you to the disciplines required of a creative practitioner and promote the development of transferable skills and AUB 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 increased opportunities for independent learning as you reach the later stages of the course.

The progressive promotion of independent learning reflects your anticipated maturity as a student and allows you to direct your learning towards individual goals. The teaching is directed at providing you with the knowledge, concepts, and skills to take increasing responsibility for the management of your own learning.

Although teaching is directed at supporting individual engagement in learning, there will be opportunities for you to work in teams to enable you to learn the value of peer co-operation.

The integration of theory and practice is promoted and reinforced through a team-teaching approach. Lectures, seminars, and tutorials may be delivered by team members, as appropriate, in the creative environment of the studio.

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 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.

There may also be occasions where digital delivery is appropriate. Where this is the case, this might include on-line lectures, seminars, presentations, and one to-one tutorials. It is important that you engage with on-line course delivery in the same way that you would if you were on campus.

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 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 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)

“We are better for our diversity. We are enriched by the depth of respect we have for each other and the strength of our relationships with our people, our places, and the planet. Through our commitment to working with those who are different to us, or challenge us, we grow stronger together, creating new synergies, global connections, and sustainable futures.” (AUB Strategy 2030)

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 your 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 your course, both curricular and extra-curricular activities will give you the opportunity to prepare for your 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

The BA (Hons) Design for Costume and Performance course utilises an experiential model of learning that strives to encourage all students to test the boundaries of their ability to develop creative and pro-active responses to problem solving and team working. The course presents students with demanding and valuable projects that will demonstrate the breadth of the costume and performance design disciplines and the focus that is needed to succeed in a highly competitive employment market.

The curriculum is taught by an accomplished academic and technical team who embody a diverse range of creative and professional experience. Students also work with a wide range of external collaborators. The curriculum focus ensures currency and relevance in the skills and academic knowledge acquired by our graduates. This learning is developed by a series of study units that scaffold in depth and complexity through a range of opportunities, both speculative and in 'live' contexts.

The proximity of students from other related courses (Costume, Acting, Film Production, Commercial Photography and Make- up for Media and Performance) 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 study units undertaken demonstrates how both traditional techniques and current developments in technology affect the production, manufacture, design processes, and communication of ideas within the Design for Costume and Performance related industries. Study units connect contextual and critical thinking with the aim of encouraging

and deepening knowledge and understanding of the global, ethical, cultural, and economic context in which the work of the visual artist, film costume designer and performance designer can be placed. Students will learn to critically evaluate contemporary and historical fields of practice. They are encouraged to extend their creative and technical abilities alongside their personal research interests. Throughout their degree, students are encouraged to critique a range of practice-focused assumptions, abstract concepts, and research sources in a quest for independent judgement and critical self-awareness including the ability to experiment and create new theories of working.

Level 4: Core knowledge and skills:

The focus for the course is to introduce students to the fundamental skills and behaviours required for the professional costume and performance design practitioner and for conceptual thinking and experimentation to develop as core skills are mastered and refined

In the first year, the course curriculum focuses on the designing for the three specific areas of body, space, and screen. The first unit has students engaging with costume and set designs with an introduction to digital processes. In the second unit, student designers are provided with more tools to move their designs towards realisation with the creation of a specific costume and a scale set model.

First year units also include a focus on transitions to university-level study and skills development work in collaboration that is essential to Design for Costume and Performance practice. First year students are also introduced to Contextual Study relating to costume and performance design by way of academic research and performance analysis training, and via learning objectives that develop their ability in academic writing. Where appropriate, an ethical use of AI (Artificial Intelligence) is encouraged to help spark ideas, enhance creativity, and generate reading lists and workplans in support of studies.

Level 5: Advanced knowledge and skills:

The focus on this year is to develop creative problem solving and experimentation. All units connect film and theatre learning, first within a historical context, then within a more design-led context (including processional and site-specific design) and then designing to a particular brief for a specific project.

The first unit of the second year develops ideas and concepts relating to historical contexts. The focus in the following unit is to allow the student designer to develop their own understanding of how to create and curate material for performance, without the constraints of a text.

The second unit takes a design-led approach to a performance, event, or installation. Sustainability and ethical responsibilities will play a large part in this unit.

The third unit will introduce film analysis skills and object manipulation as well as providing students with the opportunity to design for the live productions that will be staged in the Autumn term of their third year. Working with a director will be a key aspect of this unit and through competition it is possible that the outcome designed in this unit will be realised in Level 6. Throughout Level 5, designers (film and performance design students) will learn how to articulate their ideas through their preferred professional contexts.

Students' critical investigation of costume and performance design practice is taught in the parallel contextual unit. This unit introduces them to the politics of representation by looking at how costume and performance design reflect critical notions of ideology, gender, race, the performing body, performance space, ritual, carnival, and pageant. In this unit, students develop their academic research abilities and apply their critical understanding to a written analysis of costume and performance design in a genre of their choice.

All units continue to prioritise the cultivation of graduate attributes, including critical thinking, teamwork and independent problem solving alongside essential professional skills such as writing a C.V. and establishing an online presence.

Level 6: Live projects, personal responsibility, and innovation:

The intention in this final year of study is to work in a live context on film or live performance projects. Students may focus on one specialism but are encouraged to collaborate on a combination of both areas of study.

The final 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. This is because graduates from the course go on to work in every area of the performance industries, as film costume designers, as well as performance designers in theatre, circus, and festivals. Students will have developed a proficiency in techniques and software that suit their learning style and their creativity, including the use of AI as a planning, design, and communication tool. Beyond the media and performance industries, graduates have been able to use their transferable skills to work in a wide range of fields including all levels of education, visual merchandising, marketing, arts administration, and event production.

Expanding on vital employment tools, students will create personal promotional materials, including digital portfolios, to exhibit their work, aiding their transition into the workforce.

Research Dissertation completes students' critical study as they explore a further aspect of theory by conducting independent research on a topic relevant to their costume and performance design practice. Students develop a research question and draft a dissertation of 5,000 words that combines analysis of costume and performance design with historical research, cultural studies, and critical theory approaches.

Specialist resources:

Computer Suite: This shared space provides a base for all digital skills delivery and is also available for independent study. All students have access to the entire Adobe Suite and utilise up to date and relevant software throughout their studies.

Costume Stores and Costume Archive: The course has two stores, one on campus and another at our satellite campus. This is used for the live and recorded performances that we collaborate on and provides students with hand-on experience. The stores hold thousands of made and sourced costumes from the last 30 years. The Costume Archive holds hundreds of historical extant garments from several significant collection donations to the course.

Scenic Studios: There is a large scenery construction workshop and paintshop where students can develop scenic art skills and set and prop building, making, and decorating.

Industrial Machinery and Equipment: The course has access to sewing machines and heat press, providing students with experience of costume realisation, and retaining currency with technological advancement in industry. The course benefits from a variety of mannequins.

Shared Supervision Space: One studio provides space for meetings with designers, storage of costumes prepared for productions and films on organised rails, and laundry facilities.

Onsite Haberdashery and Model-making Materials Store: The course's haberdashery includes basic fabrics and model-making materials. It is expected that students will also

purchase materials from other suppliers and independent shops through supported educational visits.

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.

Digital Hub and Innovation Studio: Students have access to a digital printing hub where they can digitally print on to fabric and other materials, and 3D printing resources where they can produce model pieces from stl files.

Studio Theatre and Palace Court Theatre

Students also collaborate on theatre productions performed in the AUB Studio Theatre on campus and at the Palace Court Theatre in the centre of Bournemouth.

In addition, some students collaborate with BA Film Production students and work in their many film studios on and off campus and on location.

The course has access to several lecture theatres and seminar rooms on campus to deliver lectures, seminars and group and individual tutorials. The Library at AUB holds an excellent range of print and online design and performance collections.

Course Units

Unit code	Unit title	Credit Weighting
Level 4		
PFC405	Designing for Performance	40
PFC406	Translating Design	40
PFC407	Designing Costume for the Screen	40
Level 5		
PFC505	Historical Design	40
PFC506	Critical Contexts	20
PFC507	Design-led Practice	20
PFC508	Creative Projects	40
Level 6		
PFC604	Production Practice	40
PFC605	Investigative Study	20
PFC606	Major Project	60

Course Diagram

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

Level 4																																	
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												
Induction week	PFC405 Design for Performance 40 credits Weeks 1-10										Assessment	PFC406 Translating Design 40 credits Weeks 11-20										Assessment	PFC407 Designing Costume for the Screen 40 credits Weeks 21-30										Assessment
	Pass/fail unit																																

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												
	PFC505 Historical Design 40 credits Weeks 1-11										Assessment	PFC507 Design-Led Practice 20 credits Weeks 12-19										Assessment	PFC508 Creative Projects 40 credits Weeks 20-30										Assessment
												PFC506 Critical Contexts 20 credits Weeks 6-24											Assessment										

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								
PFC604 Production Practice 40 credits Weeks 1-11											Assess ment	PFC606 Major Project 60 credits Weeks 12-30																		Assessment
PFC605 Investigative Study 20 credits Weeks 1-28																							Assessment							

