

BA (Hons)

# Costume



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) 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.

<b><u>Key Course Information</u></b>	
Final Award	BA (Hons)
Course Title	Costume
Award Title	BA (Hons) Costume BA (Hons) Costume (Interpretation) BA (Hons) Costume (Supervision)
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
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:	To be confirmed
<i>Please note that it is not appropriate for students to contact external examiners directly</i>	
Date of Validation	June 1995
Date of most recent review	June 2024
Date course specification written/revised	August 2024

**Course Description**

Costume is a vital and exciting part of the storytelling process within performance, from stage to screen and beyond. 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 provides a comprehensive approach to the study, interpretation, and creation of costume. Students will learn to become costume makers and costume supervisors. These roles rely on an ability to interpret two-dimensional costume designs into three-dimensional costume through cut, construction, silhouette, and proportion in addition to ensuring function and durability needs are met for the performer. Costume makers and supervisors realise a designer’s vision.

BA (Hons) Costume students learn extensive costume cutting and construction skills through the recreation of historical costumes as well as expressing imaginative flair through creative and conceptual costume making. In addition, students learn the specialist skills of historical

tailoring and the finesse of couture dressmaking and bespoke fitting techniques. Supporting skills of dye and breakdown art, millinery, surface decoration and fabric embellishment complement the principal costume skills learned.

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.

Collaboration is a key aspect of the course, and an experiential model of learning is employed to encourage all students to test the boundaries of their ability to develop creative and pro-active responses through problem solving and team working. The course provides students with demanding and exciting projects that demonstrates the breadth of the costume discipline. Working with courses within The Bournemouth Film School (Performance Design and Film Costume, Acting, Film Production, Dance, and Make-up for Media and Performance) allows for a significant amount of collaboration, thereby producing exciting learning opportunities and an environment that acts as a microcosm of the creative industries. 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.

Students will learn how to place their practice in a wider historical and cultural context to support their ability to create costumes that tell a narrative within performance. Emphasis is placed on research to provide a deep understanding of dress history within social, political, economic, ideological, and historical contexts. The use of interdisciplinary methodologies encourages students to view costume through different perspectives. An object-based, material culture approach to research utilises the course's Costume Archive that holds hundreds of extant garments and associated ephemera.

Teaching is delivered by a diversely experienced team and a wide range of external contributors. The curriculum is designed to ensure currency and relevance of the skills and academic knowledge required of graduates through regular liaison with industry and alumni. Students will learn in specialist facilities equipped with industry standard resources.

### **Distinctive features of the course**

**Live Projects:** Unlike other costume 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.

**Costume Supervision and Costume Stores:** This course offers a unique 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 Costume Archive which holds hundreds of extant garments and associated ephemera.

**Historical Costume Making and Tailoring:** This course provides a comprehensive programme in all forms of costume making from performance to museum recreation. Unlike

other costume courses, advanced historical tailoring skills are taught, which are advantageous for employment.

**Costume Studios:** The course boasts large studios equipped with industry-standard machinery, cutting tables and mannequins. A specialist dye room, computer suite and running wardrobe area complement the offer.

**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) 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, Make-up for Media and Performance and Performance Design and Film 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.

### **Course Aims**

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

- A1: Apply multidisciplinary research methodologies within the context of costume in performance and critically evaluate findings to inform costume practice.
- A2: Demonstrate an awareness of diverse social, cultural, and historical contexts, individual and global identity, and representation, and apply critical thinking to their practice.
- A3: Develop comprehensive knowledge and understanding of costume making and supervision through the acquisition of specialist technical skills.
- A4: Develop creative thinking, aesthetic skills, and problem-solving skills to inform costume interpretation solutions.
- A5: Apply knowledge that demonstrates an ethical, ecological, and socially responsible approach to costume production.

- A6: 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.
- A7: Identify strategies for reflecting on and evaluating personal strengths and development needs related to future career aspirations and informed by industry practice.
- A8: 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: Synthesise and critically evaluate a broad range of research sources to inform the realisation of costume.
- LO2: Understand the broader socio-cultural and historical context of costume and the complex relationship to identity and representation.
- LO3: Demonstrate a comprehensive knowledge of specialist technical skills through the application to costume making and supervision.
- LO4: Demonstrate creativity, aesthetic understanding and problem-solving through the interpretation of 2-dimensional designs into 3-dimensional costumes.
- LO5: Apply sustainable solutions to costume making and the costume management process, demonstrating an awareness of the wider ecological context of costume production.
- LO6: Demonstrate teamwork, project-management and communication skills and resilient, adaptable, and confident attributes through participation in collaborative projects.
- LO7: Reflect on and evaluate personal strengths and development needs in preparation for future careers, informed by an understanding of industry practice.
- LO8: 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 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. Digital resources, including recorded lectures, are all available on the VLE ensuring students can work to the expected pace and access resources during independent study.

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. This might include online lectures, presentations, and individual and group tutorials.

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 for all written submissions.

Sessions are built into the curriculum to explain to students how they are assessed against the learning outcomes through submission of assessment components. In practical units, learning outcomes are usually sequential, beginning with research through to specialist technical skills, process work and reflective commentary. Learning outcomes clearly relate to one aspect of the assessment components. This ensures that students understand exactly what they need to submit, and assessment matrices are available to understand what they need to demonstrate to meet the learning outcome at each level of attainment.

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 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.

## **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 sequence of units undertaken demonstrate how both traditional techniques and current developments in technology affect the costume production and costume creation processes 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, cultural, and economic context in which the work of the costume maker and supervisor for film or theatre can be placed. Students will learn to critically evaluate both contemporary and historical fields and are encouraged to extend their creative and technical abilities alongside personal research interests.

## **Level 4**

In the first unit of study *Core Skills*, students are introduced to the fundamental skills and behaviours required for the professional costume practitioner. Students are introduced to key costume making skills, including pattern drafting and adaptation, fitting etiquette and dye room techniques. The costume making process is supported by the acquisition of costume supervision skills (the costume management process), which includes documenting the making process, budgeting, and costume breakdowns. *Core Skills* also includes introductory sessions to the wider university community to support the transition to Higher Education and to foster a sense of belonging at AUB.

The second unit of study, *Design and Making*, introduces students to the professional working relationship between a designer and maker. Students develop their interpretation skills: the ability to realise a three-dimensional costume from a two-dimensional design. This requires an understanding of character analysis, design aesthetics and fabric selection. Students will realise costumes from given designs using a developing knowledge of cut and construction, surface decoration and fabric manipulation. Alongside the practical aspect, students will begin to explore social, cultural, and historical contexts through research related to costume in performance.

The final Level 4-unit, *Costume Workshop*, aims to prepare students for progression to Level 5. A series of workshops equips students with skills in a broad range of techniques including specialist tailoring methods, pattern cutting and surface decoration. Students will also explore collaborative practice and work with students from other disciplines. They will utilise their costume supervision skills to manage the project. Students also develop their critical awareness through academic writing related to costume and identity.

## **Level 5**

The focus of Level 5 is to develop advanced knowledge and skills to prepare them for professional contexts. Students are introduced to ideas and concepts relating to the historical context in the first unit of study *Historical Costume*. It is intended that this knowledge, taught through the study of material culture (object-based research) will underpin teaching in Level 5 and 6. This unit includes advanced historical pattern cutting, sophisticated construction techniques, advanced fitting techniques and developed surface decoration. Students will learn how and where to buy fabrics and notions for their costumes and how to document 'sourcing' within a costume supervisor's bible.

The *Tailoring* unit focuses on learning a set of skills unique to this form of costume making. It requires highly accurate cutting and finishing, which prepares students for the complex costumes made for live performance in Level 6. Students will learn about the specific fabrics required for tailored costumes, with a focus on menswear. At the end of the unit, students will be required to make a pathway choice in making or supervision.

The *Experimental Costume* unit provides students with the opportunity to begin to focus on their preferred professional career development. Costume makers synthesise both creative and technical skills to create a costume from a given design, whilst costume supervisors begin to learn how productions operate through liaison with a production team and cast, and supporting live performance through fittings, dressing and alterations. There are opportunities to shadow Level 6 students working on live performance projects in this unit.

The *Critical Contexts* unit runs concurrently with *Tailoring* and *Experimental Costume*. This unit aims to deepen students' critical investigation of costume by requiring them to broaden their theoretical focus and apply critical, theoretical, and historical understanding in a written essay.

## **Level 6**

The intention in this final year of study, is to work in a live, collaborative context on costume making or costume supervision projects. Students 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 and promotional branding in preparation for employment or further study. 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 makers for theatre, film and TV, costume supervisors in theatre, film and TV, dressers, head of running wardrobe, film dailies, milliners, and tailors. Beyond the media and performance industries, graduates use their transferable skills to work in a wide range of fields including all levels of education, marketing, arts administration, event production and museum curation.

The *Research Dissertation* unit completes students' critical study as they explore a further aspect of theory by conducting independent research on a topic relevant to their costume making and supervision practice. Students develop a research question and draft a dissertation of 5000 words that combines analysis of costume with historical research, cultural studies, and critical theory approaches.

## **Named Awards**

*BA (Hons) Costume (Interpretation)*

*BA (Hons) Costume (Supervision)*

Students who wish to graduate with a named award can specialise in costume interpretation or costume supervision. Some study must be undertaken in Level 5 (*Experimental Costume*) and a minimum of 60 credits of study at Level 6 (*Major Project*).

## **Specialist resources**

**Costume stores:** The course has two stores, one on campus and another at our satellite campus. This is 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.

**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 firsthand 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.

**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 with designers, 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.

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. Some students work collaboratively with BA Film students and work in their many film studios on and off campus. 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**

<b>Unit code</b>	<b>Unit title</b>	<b>Credit weighting</b>
<b>Level 4</b>		
COS405	Core Skills	40 credits
COS406	Design and Making	40 credits
COS407	Costume Workshop	40 credits
<b>Level 5</b>		
COS505	Historical Costume	40 credits
COS506	Critical Contexts	20 credits
COS507	Tailoring	40 credits
COS508	Experimental Costume	20 credits
<b>Level 6</b>		
COS604	Production Practice	40 credits
COS605	Research Dissertation	20 credits
COS606	Major Project	60 credits

## 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	<b>COS405 Core Skills</b> <b>Weeks 1-10</b> (40 credits)										Assessment	<b>COS406 Design and Making</b> <b>Weeks 11-20</b> (40 credits)										Assessment	<b>COS407 Costume Workshop</b> <b>Weeks 21-30</b> (40 credits)										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										
<b>COS505 Historical Costume</b> (40 credits) Weeks 1-12											Assessment	<b>COS507 Tailoring</b> (40 credits) Weeks 13-23											Assessment	<b>COS508 Experimental Costume</b> (20 credits) Weeks 24-30								Assessment
											<b>COS506 Critical Contexts</b> (20 credits) Weeks 11-30																			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									
<b>COS604 Production Practice</b> (40 credits) Weeks 1-12											A	<b>COS606 Major Project</b> (60 credits) Weeks 12-27																			Assessment
<b>COS605 Research Dissertation</b> (20 credits) Weeks 1-24																														Assessment	

