Progra

Queen Margaret University

EDINBURGH

Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement **(BS)**

1	**Awarding Institution**	Queen Margaret University
2	**Teaching Institution**	Queen Margaret University
3	**Professional body accreditation**	N/A
4	**Final Award**	BA(Hons)
	Subsidiary exit awards	BA / Dip.HE / Cert. HE
5	**Programme Title**	Costume Design and Construction
6	**UCAS code** (or other coding system if relevant)	W451 BA/CDC
7	**SCQF Level**	10
8	**Mode of delivery and duration**	4 years full time 7 years part time
9	**Date of validation/review**	27 June 2019

Educational Aims of the programme

10. Educational Aims of the programme

To develop graduates:

- with the fundamental range of practical skills required to enter the field of costume within the creative and cultural industries at entry level;
- with the awareness and flexibility to contribute effectively to a production team;
- with the knowledge and confidence to engage with their own creative potential through being able to research, design, create, present and justify solutions to professional design problems;
- with a broad understanding of the history of costume and how it may be practically applied within creative and cultural industries;
- with a realistic understanding, based on practical experience, of the nature and diversity of the creative and cultural industries;
- who have a range of transferable attributes enabling them to communicate effectively, work individually, be innovative and adaptable to change, to be entrepreneurial in their approach, to manage and reflect on their own learning and who can contribute and respond effectively to the demands of their chosen profession.

11. Benchmark statements/professional and statutory body requirements covered by the programme

Drama, Dance and Performance Benchmark Statements

12. Learning Outcomes of the Programme

Knowledge and understanding of:

A1 the way costume can be used in a variety of contexts;
A2 how the study of the history of apparel, as applied to different genres and performance styles, informs the contemporary uses of costume;
A3 current materials and technologies and their application to the design and construction of costume;
A4 at least one specialist area within the field of costume.

Intellectual (thinking) skills in order for students to…

B1 engage critically with semiotics of costume and its application within scenography;
B2 undertake in-depth exploration, both practical and theoretical, of an aspect of creating costume for performance;
B3 explore and evaluate their own creative potential;
B4 identify and evaluate the cultural frameworks within which performance or public presentation is created.

Professional and practical skills to enable students to …

C1 deploy, as appropriate, a wide range of practical and creative skills in the construction of costume;
C2 understand appropriate vocabularies, techniques, crafts and working methods as practiced in a costume department;
C3 work creatively in a range of different roles within a team, to create, deliver and maintain a set of costumes for stage or other form of public presentation;
C4 have an informed appreciation of the nature and diversity of the opportunities within the world of work in the creative and cultural industries;
C5 creatively and critically engage with the demands and processes of production and design for the creative and cultural industries.

Transferable skills that enable students to …

D1 operate independently both academically and practically
D2 analyse and reflect upon personal practice in relation to theoretical models, as praxis
D3 research, synthesise and present complex information in a variety of formats, using appropriate academic conventions
D4 provide evidence of scholarship in their praxis
D5 be able to work effectively and reflectively in group situations
D6 utilise appropriate technological skills (IT skills, social media, web-editing, creating blogs etc.), and understand their application and potential within the performing arts
D7 communicate effectively and professionally
identify and resolve problems creatively.

13. Teaching and learning methods and strategies

**The texts and reference lists attached to each Module Descriptor will be reviewed each year and updated as required.*

Level One

This introductory year lays the foundations for a student's ability to practice in the expanding and diverse field of costume and balances the practical with the creative, introducing basic knowledge of industry practice with the broader cultural context.

Introduction to Wardrobe Practice (year-long) focuses on a specific skill set which equips the student to begin participating as a team member in the holistic studio work, described as professional practice or 'show work' (in which cross-year group teams of approximately 12 students are responsible for creating and delivering complete costume packages for a range of clients both within QMU and from the local arts sector). As a part of this module (Semester 1) the Level I students have classes and projects grounding them in the cut and construction of historic garments, three-dimensional construction for mask making, basic wardrobe management and maintenance, and the fitting and dressing of actors. Semester 1 also sees students take Introduction to Theatre Production in which they study alongside the BA (Hons) Drama and BA (Hons) Theatre & Film students, combines theory and practice placing the role of the costume department into the wider production context.

In Semester 2 students join their first 'show team' in the Costume Studio as wardrobe trainees and put these skills into practice gaining hands-on experience in how a busy production wardrobe operates. Running across both semesters, Introduction to Costume Design gives students an essential grounding in the history and cultural significance of clothing, fashion and costume. As a part of this module, weekly classes develop their drawing skills, equipping them to undertake a final assignment that is to develop a complete set of costume designs for a classic text. This assignment develops their understanding of the ways in which the semiotics of costume engage with narrative on stage and screen. Semester 2 is completed with the module Origins of Theatre, which is also shared with BA (Hons) Drama and is the first of two core modules in the history of theatre, both of which include a significant production element.

Level Two

The core of this year is the year-long module Professional Practice as a Wardrobe Assistant. Students are now competent and essential makers attached to the show teams led by Level 3 students. They are allocated one show in each semester for a 3 or 4 week period and are required to be in the workroom for four days a week during this period. These allocations are designed to give students a variety of experience; for example in Semester 1 they might work on Roxanna, a short film set in 1680 while in Semester 2 they might work on Hayfever, stylised to the 1920s and one of the Acting For Stage and Screen productions.

In parallel students undertake a year-long practical module in Advanced Construction Techniques. This is taught in weekly sessions in the costume studio, supervised by the cut and construction instructor. In order to build up their repertoire of techniques and perfect their skills, students will make a complete fitted suit of historical male clothing, and also a fully boned period corset. In semester 1 they will also produce an original operational puppet to be used for a live performance with a partner company, a project designed to expand their knowledge and competency of working with a range of materials. This year of enhanced construction skills prepares them for taking lead roles as makers and supervisors in Level 3.

The final year-long module in Level 2 is Advanced Costume Design, which is based on a series of hypothetical exercises which introduce students to how to understand the practical

parameters that underpin designing costume for a diversity of production, across both stage and screen. These short seminar focused projects allow the students to learn how to communicate with directors, production teams and audiences, as well as how to plan and budget. They also focus on developing a personal design style and begin to develop their profile as a professional by creating a portfolio, and webpage.

Level Three

At the end of Level 2, in preparation for Level 3, students submit a Personal Development Plan that helps them focus on and clarify the electives and choices to come. Levels 3 and 4 are then essentially a continuous linked pathway to professional practice.

At Level 3, in the Professional Practice in a Lead Role module, a student will able to choose to develop areas of specialism, for example, electing to take a lead role as the designer, maker or supervisor on a show team. In the Practice Informed Research module, they will be able to research and explore particular areas of interest in preparation for their final Honours study that takes place in Level 4. Examples of research topics have included armour, mask and prop making or scenography as well as historical costume exploration and re-construction (these particular specialisms and interests can also be pursued and enhanced by making an informed strategic choice in the Level 4 module Creating your Career: Work Based Learning in which they undertake two contrasting placements).

In Level 3 students will also take the second history of theatre module, Theatre of Ideas and The Stage, and will be responsible for costuming the performance elements of the module in collaboration with the BA (Hons) Drama and BA (Hons) Theatre & Film programme, thus continuing the creative integration we are embedding in the new structure. Finally, Level 3 students will be able to choose an elective module from a range of 20 credit performing arts electives on offer that year (they will have a second opportunity the following year at Level 4).

Level Four

In their fourth and final year the emphasis is on setting the student on the first steps of their future career.

The module Creating your Career: Work Based Learning is the mechanism for focussing their knowledge and skills and finding opportunities to explore the employment market. Students must organise and undertake two complementary work experience placements; one in the role of an employee or assistant, working with an experienced professional and the other as a free-lance contractor with substantial creative and managerial independence within peer level organisation-or company. These can take place at any point from the end of Level 3, and a number of students may opt to do some of this activity over the summer between Level 3 and 4. These experiences are very important. They offer students the chance to make good contacts for the future but also to discover how suited they may be to different kinds of employment. The writing of a reflective report and presenting their learning to Level 1 and 2 students helps them analyse and crystallise their thinking about a future in the industry.

Creative Enterprise in the performing Arts (Sem 2) helps to sharpen to and formalise this process, which culminates in the writing of Personal Development Plan or simple business plan supported by an updated CV and Webpage. This module also offers information and advice about basic business practice, how to form a company or how to market and brand yourself as a freelance contactor, the latter being the most likely way into the sector for most costume students. Students also have a second chance to select an elective from the range

of performing arts modules on offer or for those students with a particular objective or subject related project there is the potential to undertake the Student Initiated Module.

Finally, throughout their final year students will be developing their Honours Study (students will have a choice of how their work is weighted between the practical and written submission, either 60/40 or 40/60). This module allows them to select an area of independent exploration, which can capitalise on their specialist skills and personal passions. While it is envisioned that this project will build on that which they developed in the Level 3 module Practice Informed Research, this is not compulsory and students can opt to put forward an alternative proposal.

14. Assessment strategies

Overview

The assessment strategy for the programme has been informed by QMU's Graduate Attributes and aligns with the guidance provided by ASSaM SAB in regards to assessment loads on 20 credit modules. Specifically, this guidance indicates that standard assessment load for taught modules should adhere to:

- SCQF L7 – 1 or 2 assessments totalling the equivalent of 2000 words
- SCQF L8 – 1 or 2 assessments totalling the equivalent of 3000 words
- SCQF L9 – 1 or 2 assessments totalling the equivalent of between 3000 and 4000 words
- SCQF L10 – 1 or 2 assessments totalling the equivalent of between 3000 and 4000 words
- No module should normally have more than two components of assessment.

While it is expected that the majority of modules would be able to fit into such a framework, where there is a strong case for why a module might need a more bespoke assessment pattern, the module co-ordinator has been able to make that argument. As the Costume Design and Construction Programme has 40 credit modules and 'non-standard' assessments types the team have used the above guidelines to inform but not dictate the proposed assessment pattern.

Assessment Strategies

Following the principle of constructive alignment, assessment on the programme will be designed to evaluate how well students have achieved the learning outcomes of the programme. Assessment is located within individual modules, but the learning outcome of each module links to the overall programme learning outcomes. The programmes use a mixture of formative and summative assessment on modules and seek to maximise formative assessment as much as possible through a variety of assessment strategies and feedback points. Summative Assessments include: Garment Construction; Presentations; Portfolios; Personal Development Plans; Critical Essays; and Production Plans. Below are the specific summative assessments for each core module:

15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

Content and Structure

The BA (Hons) Costume Design & Construction approaches the study of costume specifically for the creative and cultural industries through the integration of the creative, the academic and the practical. The knowledge and skills base offered by the CDC modules provides the student with the necessary tools to gain entry into the industry, while preparing them to develop and refine their chosen career path. The live project based Professional Practice modules, which form the backbone of this course, mean that teaching and learning

are continually practically engaged Furthermore, we have a broad range of practitioners, companies and institutions who offer placements, mentoring, work experience and contacts to our students.

Key Areas of Knowledge

The BA (Hons) Costume Design & Construction recognises that employment in the field of costume broadly falls into three related categories. The programme therefore aims to ensure that students understand and are able to practice the core skills that underpin each of these categories and gain an overall view of how they work together on a production. At the same time, there is the flexibility within the programme structure for an individual student to develop specialist skills and interests in one particular area. These key aspects or strands are:

- Design

  The role of costume designer requires research skills, a critical understanding of the range of historical context, genres and styles, combined with creative vision and good communication skills both visual and verbal, together with an ability to negotiate the place of their creative input within the overall production concept.
- Construction

  The role of the costume cutter and maker requires the practical skills to cut, fit, make and complete a garment from any historical period. The maker must interpret the designer's brief and employ a broad knowledge of historic and current textiles, as well as a range of techniques and materials relating to the making of complementary items of dress such as headpieces, mask, corsets and body extensions.
- Wardrobe ManagementIn any production, the wardrobe supervisor has a vital managerial and organisational role.

  The supervisor requires a range of skills, which enable them to select and source, organise, fit and accessorise a complete set of costumes for a production and maintain them to a professional standard throughout the run of the production.

Module Structure-

Standard Route – BA (Hons) Costume Design and Construction

Code	Title	Credit	Co-ordinator	Sem
Level One				
T1177	Introduction to Wardrobe Practice	40	Sarah Paulley	Year Long
T1162	Introduction to Theatre Production	20	Sarah Paulley	Sem 1
T1154	Origins of Theatre	20	Ksenija Horvat	Sem 2
T1178	Introduction to Costume Design	40	Polly Lister	Year Long
Level Two				
T2188	Advanced Construction Techniques	40	Sarah Paulley	Year Long
T2187	Advanced Costume Design	40	Polly Lister	Year Long
T2189	Professional Practice as a Wardrobe Assistant	40	Sarah Paulley	Year Long
Level Three				
T3xxx	Professional Practice in a Lead Role	40	Sarah Paulley	Year Long
T2xxx	Theatre of Ideas and the Stage	20	Kesenija Horvat	Sem 1
T3xxx	Practice Informed Research	20	Polly Lister	Sem 1
T3xxx	Creating in Context		Sarah Paulley	Sem 2
	Elective	20		Sem 2
Level Four				
T4132	Honours Study	40	Ksenija Horvat	Year Long
T4xxx	Creating Your Career: Work Based Learning	40	Sarah Paulley	Year Long
	Elective	20		Sem 1
T4xxx	Creative Enterprise in the Performing Arts	20	Denny Collie	Sem 2

Those modules shaded grey have already been validated as part of the 2019 BA (Hons) Drama validation and as such are presented here only for consideration in regards to their inclusion in the programme structure not in relation to their content, learning outcomes etc.

Part Time Route – BA (Hons) Costume Design and Construction

Y1	Sem 1	Introduction to Wardrobe Practice (40 Credits)	Introduction to Theatre Production (20 credits)
	Sem 2		Origins of Theatre (20 credits)
Y2	Sem 1	Introduction to Costume Design (40 credits)	Advanced Construction Techniques (40 credits)
	Sem 2		
Y3	Sem 1	Advanced Costume Design (40 credits)	Professional Practice as a Wardrobe Assistant (40 credits)
	Sem 2		
Y4	Sem 1	Professional Practice in a Lead Role (40 credits)	Theatre of Ideas and the Stage (20 credits)
	Sem 2		Elective (20 credits)
Y5	Sem 1	Practice Informed Research (20 credits)	Elective (20 credits)
	Sem 2	Creating in Context (20 credits)	Creative Enterprise in the Performing Arts (20 credits)
Y6	Sem 1	Creating Your Career: Work Based Learning (40 credits)	Honours Study (40 credits)
	Sem 2		

Assessment Distribution(excluding Electives Levels 2 and 3)

Title	Credit	Ass 1	Ass 2
Year One			
Introduction to Wardrobe Practice	40	Fitted garment and accompanying workbook (50%)	20-page portfolio: (50%)
Introduction to Theatre Production	20	Online Test (Pass/Fail)	
Origins of Theatre	20	Essay (50%)	Performance Presentation (50%)
Introduction to Costume Design	40	1500 word research assignment (40%)	Between 15 and 25 costume plates for an assigned dramatic text (60%)
Year Two			
Advanced Construction Techniques	40	Puppet and 20-page portfolio (40%)	Advanced garment and 20-page portfolio (60%)
Advanced Costume Design	40	2000 words illustrated critical essay (40%)	Between 15 and 25 costume plates for an assigned classic text and accompanying presentation (60%)
Professional Practice as a Wardrobe Assistant	40	20-page portfolio (show 1) and accompanying 2000 word critical reflection (50%)	20-page portfolio (show 2) and Personal Development Plan (50%)

Year Three			
Professional Practice in a Lead Role	40	Production Plan (50%)	3000 word Production Report (50%)
Practice Informed Research	20	2000 word critical essay (40%)	2000 word practice informed research proposal and accompanying sample book (60%)
Creating in Context	20	20-page portfolio responding to a set brief (100%)	
Theatre of Ideas and the Stage	20	1500 word essay (50%)	20 minute group performance (50%)
Year Four			
Honours Study	40	Practice Informed Research project	
Creative Enterprise in the Performing Arts	20	3000 word business plan or personal development plan (75%)	1000 word critically reflective Essay (25%)
Creating Your Career: Work Based Learning	40	4000 word illustrated report on learning (60%)	Presentation to students (40%)

In the case of year-long modules the two summative assessments points will be staggered across the year. In the majority of cases this will mean that a submission will be due in January and April for these modules.

16. Criteria for admission

The University is committed to equality of opportunity. We seek to promote diversity amongst our students, staff and applicants. We recognise the particular contributions that are made by individuals from a wide range of backgrounds and experiences, to the achievement of our vision and strategic objectives. We aim to promote entry to a diverse range of students, whatever their background. The University seeks to provide access to its courses from as wide a range of entrants as possible, subject to the essential principle that entrants have a reasonable expectation of completing their course successfully within the normal duration of the course. I processing application for this programme the standard precepts of the University Admissions Regulations apply. Full details of both the admissions policy and contextualised admissions policy can be found at:
https://www.gmu.ac.uk/about-the-university/quality/committees-regulations-policies-and-procedures/regulations-policies-and-procedures/

Standard entry requirements for BA (Hons) Costume Design & Construction

- Scottish Higher: Standard BBBB, Minimum BBCC
- A Level: BCC
- HNC in a related subject with CB in the graded unit
- Irish Leaving Certificate: H2 H3 H3 H3
- International Baccalaureate: 28 points
- International: IELTS of 6.0 with no element lower than 5.5
- Required subjects: Two subjects from English/History/Drama required and Art/Desigh or Textiels preferred at Higher/A Level or equivalent. English and Maths preferred at Nat5/GCSE or equivalent
- Mature/Access: Related Access course — see www.gmu.ac.uk/college-qualifications .

Direct entry requirement for BA (Hons) Costume Design and Construction

- Direct Entry: Year Two
    - HND in related subject with CB in the graded unit
    - Scottish Higher: BC at Advanced Higher in relevant subjects plus BB at Higher
    - A Level: BBB in relevant subjects

- Direct Entry: Year Three
    - Possible under limited circumstances e.g. possession of an HND in an appropriate subject and relevant professional experience. Applications at this level are at the discretion of the Programme Leader

Admissions Procedure

Applicants for all levels are required to submit an e-portfolio containing 10 images. There is a 20 minute interview as part of the selection process and candidates are required to bring their general portfolio, two garments or costumes that they have made and complete a short design exercise for discussion.

17. Support for students and their learning

QMU programmes normally provide the following student support:

- Personal Academic Tutors
- Personal Development Portfolios
- Student handbooks
- Access to Student Learning Services, Library and IT support
- Access to Student Services: careers, counselling, disability advice
- Representation through Student-Staff Committees

Delete any which are not applicable and add others as appropriate.

18. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: https://www.qmu.ac.uk/about-the-university/quality/

Where the QA arrangements differ from standard QMU procedures, include that information here.