

# PROGRAMME SPECIFICATION

## 1. Key Information

<b>Programme Title:</b>	BA (Hons) Set Design for Stage and Screen BA (Hons) Set Design for Stage and Screen with Foundation Year BA (Hons) Set Design for Stage and Screen (Top- Up)
<b>Awarding Institution:</b>	Buckinghamshire New University
<b>Teaching Institution(s):</b>	Buckinghamshire New University
<b>Subject Cluster:</b>	3D Design
<b>Award Title (including separate Pathway Award Titles where offered):</b>	BA (Hons) Set Design for Stage and Screen
<b>Pathways (if applicable)</b>	
<b>FHEQ level of final award:</b>	6
<b>Other award titles available (exit qualifications):</b>	Certificate of Higher Education Diploma of Higher Education BA Set Design for Stage and Screen
<b>Accreditation details:</b>	
<b>Length of programme:</b>	3 years 4 years with Foundation Year 1 year Top-Up
<b>Mode(s) of Study:</b>	Full Time
<b>Mode of Delivery:</b>	In person (on-site) delivery
<b>Language of study:</b>	English
<b>QAA Subject Benchmark(s):</b>	Art & Design (2020)
<b>Other external reference points (e.g. Apprenticeship Standard):</b>	
<b>Course Code(s):</b>	BAPDSSFT / BAPDSSFY / BAPDSSTU
<b>UCAS Code(s):</b>	
<b>Approval date:</b>	01 December 2022
<b>Date of last update:</b>	January 2025

## 2. Programme Summary

This programme aims to develop creative, reflective and skilled professionals in the set design practices of theatre, film and television. The programme provides an environment in which practical experimentation, innovation and creativity are highly valued as part of the learning process. Course materials are rooted in contemporary practice, benchmarked by

ongoing input from industry and contextualised by a historical and theoretical overview. You will learn to respond innovatively to design briefs, to produce high quality outcomes, through rigorous research, analysis, experimentation and development of skills. Imagination and an understanding of design methods, aesthetics and form, as well as technical skills such as workshop and production techniques, CAD and technical drawing, are essential, enabling the production of high-quality outcomes that meet all requirements. Provided with a broad range of core skills required for the creative industry, you will hone and develop your specialist interests, graduating with a portfolio tailored to suit their chosen profession.

The programme supports the development of talent required in the film and media industries, in particular within the set design and art departments, providing a practical understanding of the skills required to produce industry-approved results. It also emphasises the importance of cultivating unique, personal entrepreneurial skills to prepare you to work within the professional environment, equipped with the right tools to effectively communicate with other departments and professions and produce outcomes that are aimed at international markets. At the same time, the course embeds critical and analytical skills through contextual studies, providing you with a broader awareness of theoretical debates within media and cultural studies and related industries.

### 3. Programme Aims and Learning Outcomes

#### Programme Aims

This programme aims to:

1. Provide learners with core subject knowledge and research skills to enable them to apply and extend their set design practice from conceptualisation of ideas to realisation of outcomes
2. Present learners with a range of industry-standard craft, techniques and skills in set design in an international context which can be developed and applied to their practice
3. Empower learners with key skills for employability and professional development through input from industry professionals, making them work-ready in order to succeed in industry
4. Enable learners to apply critical and analytical skills and specialist knowledge and understanding in order to produce culturally informed, safe and appropriate outputs
5. Support learners to situate and analyse their practice within cultural, theoretical and historical contexts, including awareness of the film, performance and production industries

#### Programme Learning Outcomes

##### Knowledge and Understanding (K)

On successful completion of the programme you will be able to:

ID	Learning Outcome
K1	Demonstrate knowledge and understanding of set design concepts, skills, and theories to practical design work.
K2	Detail sophisticated knowledge and understanding of the historical and contemporary context of the subject area.
K3	Communicate effectively as a design thinker and practitioner with an informed, critical insight into their own work within the context of the broader field of art and design.

<b>K4</b>	Respond to different design challenges and devise programmes of work which will result in successful and timely resolution.
<b>K5</b>	Evidence technical proficiency through the effective manipulation of several techniques within the set design department.

### Analysis and Criticality (C)

On successful completion of the programme you will be able to:

<b>ID</b>	<b>Learning Outcome</b>
<b>C1</b>	Produce written interpretations of design briefs and be able to illustrate these with appropriate references.
<b>C2</b>	Create a sustained piece of analytical, contextual, creative and visually literate work.
<b>C3</b>	Analyse existing products and components using a range of design methods, suggest improvements, and evaluate their success.
<b>C4</b>	Evidence understanding of how their emerging set design practice relates to wider cultural, social, political, critical, technical or commercial contexts.
<b>C5</b>	Realise the possibilities of a script, score and other textual and documentary sources.

### Application and Practice (P)

On successful completion of the programme you will be able to:

<b>ID</b>	<b>Learning Outcome</b>
<b>P1</b>	Explore initial ideas intuitively and conceptually using different 2D and 3D media.
<b>P2</b>	Demonstrate a safe, sustainable and responsible working proficiency in a range of materials and manufacturing processes.
<b>P3</b>	Use effective communication to present complex work in a variety of situations and with a variety of methods.
<b>P4</b>	Devise schedules and proposals for projects in order to work independently and ethically to sector standards and meet deadlines and budgets.
<b>P5</b>	Apply entrepreneurial skills to existing business systems in order to innovate and create new business models.

### Transferable skills and other attributes (T)

On successful completion of the programme you will be able to:

<b>ID</b>	<b>Learning Outcome</b>
<b>T1</b>	Communicate effectively within a team to produce effective and widely-accepted results.
<b>T2</b>	Respond positively to feedback through working as part of a multidisciplinary team showing collaborative creative engagement.
<b>T3</b>	Develop logical and critical thinking skills in relation to existing and emerging technologies.

<b>T4</b>	Demonstrate a capacity to work with understanding of the constraints imposed by the different structures of the creative industries.
<b>T5</b>	Apply the methods and techniques learned to review, consolidate, extend and apply your knowledge and understanding in order to initiate and carry out projects.

## Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

On this programme, attributes are developed through the practical application of acquired Set design knowledge and skills through reflective investigation using digital resources linked to Set design and theory (K1-5). Learners apply what is learnt by creating portfolios that evidence design outcomes from concept narratives, demonstrating knowledge of the creative industries and technological innovations, whilst accessing relevant work experience to evidence learning in different settings (K1-5, P1-5).

Through a diverse range of design projects, the attributes of creativity and commercial awareness are encouraged and practised, utilising a flexible approach to problem-solving and critical awareness (P1-5). The production of innovative set design schemes are presented in industry contexts, articulating creative ideas and strategies to communicate risk-taking and skill development (C1-5).

Set design learners participate in team-working and leadership to develop collaborative communication skills through curriculum-based projects, which encourage initiative and considered decision-making (T1-5). Industry level feedback enables learners to develop resilience and independence, taking responsibility for their own learning by practicing the ability to use criticism to develop their work and successfully progress (T1-5).

Socially aware film, theatre and television design professionals apply ethical responsibilities and integrity to their projects, considering the environmental impact of their designs, practicing the challenges around sustainability, cultural awareness and global citizenship (T1-5).

## 4. Entry Requirements

The University's [general entry requirements](#) will apply to admission to this programme with the following additions / exceptions:

- A typical offer will require a UCAS tariff score of: 88 - 112
- A minimum of two full A-levels (or equivalent) is required. Every application is considered on an individual basis.
- Applicants will need to complete an interview and/or demonstrate portfolio work, further guidance is given on the interview and portfolio advice pages.
- For further details of our international English entry requirements, please visit our international pages.
- Applicants who do not meet the minimum requirements for the three-year undergraduate programme, or those who do not feel fully prepared for a degree course, can apply for a four-year programme including a Foundation Year - UCAS Score 32-56

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our [accreditation of prior learning](#) (APL) process.

## 5. Programme Structure

Level	Modules (Code, Title and Credits)	Exit Awards
<b>Foundation Year 1</b>	<p><b>Core modules:</b>            CAD0007 Technical Drawing (20)            CAD0002 Collaboration in Creative Practice (20)            CAD0006 Model Making (20)            CAD0004 Contextual Studies: Ideas, Concepts, Intro to research &amp; writing (20)            CAD0005 Portfolio (20)            CAD0011 Project - Creative Realisation (20)</p>	<b>N/A.</b> No credit is awarded at this Level.
<b>Level 4</b>	<p><b>Core modules:</b>            CAD4037 Historical and Contextual Studies (20)            CAD4042 Materials &amp; Processes (20)            CAD4044 Design from Script (20)            CAD4045 Design Communication and Visualisation-1 (20)            CAD4046 Design Communication and Visualisation-2 (20)            CAD4089 Contemporary Issues and Creative Practice (20)</p>	<b>Certificate of Higher Education,</b> awarded on achievement of 120 credits at Level 4
<b>Level 5</b>	<p><b>Core modules</b>            CAD5017 Professional Studies for Set Design (20)            CAD5026 Collaborative Design and Practice 1 (20)            CAD5027 Collaborative Design and Practice 2 (20)            CAD5028 The Visual and Spatial Narrative (20)            CAD5029 Contextual studies 2 (Set Design) (20)</p> <p><b>Option modules:</b>            Choose from one of the following 2 modules:            CAD5122 Belonging &amp; Becoming (20)            CAD5061 Enterprise (20)</p>	<b>Diploma of Higher Education,</b> awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5
<b>Level 6</b>	<p><b>Core modules:</b>            CAD6006 Final Major Project (40)            CAD6007 Professional Practice (20)            CAD6009 Contextual Report on Practice (20)</p>	<b>Ordinary Degree,</b> awarded on achievement of 300 credits, including 60 credits at Level 6 and 120 credits at each of Levels 4 and 5

	CAD6010 Creative and Professional Development (20) CAD6013 Experimental Design and Concepts (20)	<b>Honours Degree</b> , awarded on achievement of 360 credits, including 120 credits at each of Levels, 4, 5 and 6
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Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area.

## 6. Learning, Teaching and Assessment

### Learning and teaching

The Art & Design sector benchmarks acknowledge that teaching, learning and assessment regimes adopted in the sector will embrace a wide range of approaches around a core of studio and workshop tuition, where currency will be maintained by strong links with allied professions and practitioners. The School's courses are practice based, supported by contextual studies, and are structured to prepare learners to take increasing responsibility for the content and direction of their creative work, and to become increasingly independent in their studies as the course progresses. Such self-directed and self-initiated study approaches are the primary means by which independent learning skills are developed and they culminate with the public exhibition of a learner's body of work.

The teaching, learning and assessment methodologies used within the School and detailed below, are consistent with those described in the Benchmarks. Contextual and theoretical based projects as well as practical studio-based projects are the principal vehicle for teaching and learning. These are either tutor-initiated or live industry projects comprising the presentation of a creative problem, resolved through information delivered by lecture or seminar, supported by personal research and informed by studio-based activities. Learning is further developed through interactive lectures and reading seminars, group critique, and through personal development supported by individual tutorial. Learners are expected to undertake independent study which includes wider reading, preparation for lectures / seminars, ongoing studio practice, and engagement with industry (both cultural and commercial).

The BA (Hons) Set Design for Stage and Screen degree encompasses a wide variety of teaching and learning methods:

- Traditional lectures and seminars, led by some of the most respected professionals across the department, where we aim to create an ambience where learners can express themselves in any forms and understand the nature of working in the industry.
- Most of the programme is workshop based. This is most evident in the practical elements where we aim to create the ethos of a professional real-world environment.
- Learners are also expected to attend professional masterclasses, and deliver work, which may not fit into regular timetabled hours but require independent learning and studio practice, in the form of:
  - Wider reading and preparation for lectures and workshop-based classes
  - Independent studio usage guided by technicians and lecturers
  - Independent workshop time and practical sessions supervised by technicians
  - Visualisation of proposed material using CAD and similar software
  - Time spent in preparation for assessments
- Learners will also experience visits to outside bodies, such as prop stores, sets and set stores, material suppliers and manufacturing professionals, museums, among others, to better prepare themselves for the research activities proposed in the programme.
- Individual and small group tutorials led by industry professionals and business mentors, not only to support learners throughout the degree but more importantly to prepare them for the professional world afterwards.

During the degree, we will introduce learners to different industry bodies as well as guiding them through:

- Portfolio making
- Presentation skills
- Value proposition
- Entrepreneurial skills

By being at Pinewood Studios for some of the programme and led by industry specialists, learners are exposed, on a daily basis, to real world experiences and opportunities.

*These experiences and the possibility of further jobs are voluntary and self-determined (though strongly encouraged) and not formally assessed on site. Accordingly, relationships with hosts are informal (they are not involved in assessment) though compliant with legal requirements for health and safety.*

The course team work closely with a range of creatives and professionals within the set design industry, making any work experience or work-related learning opportunities a priority for our learners.

## Assessment

The course operates a regime of formative and summative assessment, which allows learners to develop their work continuously with clear tutorial guidance. Formative, summative and diagnostic in-situ assessments are regarded as positive learning tools and constructive, feed-forward / feedback from assessment offers learners clear guidance with regard to future development. Assessment strategies support understanding of the learning processes and are designed to foster a deep approach to learning. Strategies also promote autonomous learning and self-evaluation as vital elements within the overall learning process.

Self- and peer-evaluation constitute an important part of formative assessment and, on occasion, of the formal summative assessment process. Assessment criteria accommodate the speculative enquiry common to most disciplines in art and design to provide fair and accurate assessment of teamwork and individual contributions to the overall outcome of collaborative projects.

Oral and written feedback on assessed work is an important feature of learners' development. Art and design have a strong tradition of providing learners with comprehensive oral feedback through tutorials and critiques, but written feedback has increasingly supplemented this predominantly oral tradition, reflecting the art and design community's awareness of good practice in teaching, learning and assessment. Support systems at institutional and discipline levels identify learner needs and provide relevant help and advice for both academic and pastoral matters.

The following assessment activities are used on this programme:

Summative:

- Presentations
- Written assignments (essays, blogs, contextual reports)
- Sketchbooks
- Workshop exercises and material experiments
- Drawings and CAD work
- Finished pieces in studio
- Portfolios

Formative:

- Essay/presentation/digital assessment drafts
- On-going studio work

Feedback type (type depends on the nature of each assignment):

- Written via Blackboard/Turnitin and/or feedback forms
- Oral
- Peer

Assignments will be marked according to the grading descriptors for each level of study. Feedback and marks for assignments will be available and provided to learners within 15 working days.

## Contact Hours

Learners can expect to receive approximately 12 hours of scheduled learning activities per week. You will also be expected to undertake 18-20 hours of independent study (including research and practice) per week towards the completion of your coursework.

## 7. Programme Regulations

This programme will be subject to the following assessment regulations:

- *Regulations for Taught Degree Programmes (2023)*

## 8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies
- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of students and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

## 9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

## 10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The QAA Subject Benchmark Statement – see detailed mapping below
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy

Mapping of Subject Benchmark Statement and any relevant Apprenticeship Standard to Programme Learning Outcomes

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
<b>Subject-specific Knowledge and Understanding, Attributes and Skills</b>																				
Present evidence that demonstrates some ability to generate ideas independently and/or as self-initiated activity and/or in response to set briefs	x		x	x			x	x			x				x					x
Demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making	x	x			x			x					x	x		x				x
Develop ideas through to outcomes that confirm the student's ability to select and use materials,	x				x	x		x				x						x		

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
processes and environments																				
Make connections between intention, process, outcome, context and methods of dissemination			X						X	X		X	X			X	X		X	
Knowledge of the broad critical and contextual dimensions of the student's discipline(s)		X				X			X	X	X							X		
Knowledge of the issues which arise from the creative practitioner's relationship with audiences, clients, markets, environments, users, consumers, and/or participants					X				X								X	X		X
Knowledge of major developments in current and emerging media and	X	X	X					X	X		X	X	X					X		X

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
technologies in their discipline(s)																				
Understanding the significance of the work of other practitioners in their discipline(s)			x						x				x				x		x	
Understanding the role and impact of intellectual property			x						x	x					x					x
<b>Generic and Graduate Skills</b>																				
Exercise self-management skills in managing workloads and meeting deadlines														x					x	x
Accommodate change and uncertainty				x					x					x					x	
Analyse information and experiences, and formulate reasoned arguments		x			x	x			x		x	x	x				x		x	x

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Benefit from the critical judgements of others and recognise their personal strengths and needs			x					x	x					x			x			
Apply interpersonal, social and negotiation skills in interaction with others			x	x		x			x				x	x		x	x			x
Communicate ideas and information in visual, oral and written forms			x		x	x							x			x				
Present ideas and work to their audiences			x		x	x				x			x			x				
Navigate, retrieve and manage information from a variety of sources	x	x			x	x		x		x	x		x			x				
Select and employ communication and information technologies	x	x			x	x		x		x	x		x			x				
The ability to identify IP issues, prevent infringements of other's IP								x		x					x				x	

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
Benchmark / Standard requirement	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
rights and take the appropriate steps to safeguard the innovation and commercialisation processes																				

## Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
<b>Level 4</b>																				
Critical and Historical Studies 1	x	x							x	x						x				
Materials & Processes	x						x	x			x	x				x				
Design from Script	x		x		x		x			x		x	x			x	x			
Design Communication and Visualisation-1	x					x					x	x			x			x		x
Design Communication and Visualisation-2			x		x		x	x					x					x		
Contemporary Issues and Creative Practice			x						x				x							
<b>Level 5</b>																				
Professional Studies for Set Design	x	x	x		x			x					x		x	x	x	x	x	x
Collaborative Design and Practice 1	x					x					x	x	x	x		x				
Collaborative Design and Practice 2							x			x	x	x				x	x			x
The Visual and Spatial Narrative	x		x		x		x				x	x	x			x				
Contextual studies 2 (Set Design)	x			x					x		x		x			x				x

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
<b>Module Code (Core)</b>																				
<b>Level 6</b>																				
Final Major Project			x	x	x	x	x	x	x		x	x	x	x		x		x	x	x
Professional Practice	x	x	x			x	x		x		x		x	x	x	x	x		x	x
Contextual Report on Practice	x	x	x			x	x	x		x						x		x	x	
Creative and Professional Development		x			x				x	x		x			x				x	x
Experimental Design and Concepts	x	x	x	x	x		x		x		x	x		x	x	x				x