

Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	FD Specialist Hair and Makeup Artistry for Creative Industries
Teaching Institution	Middlesbrough College
Awarding Institution	The Open University (OU)
Date of first OU validation	April 2023
Date of latest OU (re)validation	N/A
Next revalidation	April 2027
Credit points for the award	240
UCAS Code	A211
HECoS Code	100706 – Hair and Makeup 100078 – Business and Management
Programme start date and cycle of starts if appropriate.	September 2023
Underpinning QAA subject benchmark(s)	<ul style="list-style-type: none"> • Art and Design (2019) • Dance, Drama and Performance (2019) • Communication, Media, Film and Cultural Studies (2019)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	<ul style="list-style-type: none"> • Framework for Higher Education Qualifications • QAA Quality Code • EEC Credit Level Descriptors for Higher Education
Professional/statutory recognition	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT- Face-to-Face
Duration of the programme for each mode of study	Full time- 2 years
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The overall aims of the programme are:

- Develop students' knowledge, understanding and application of theories and concepts within the various elements of Media Makeup. Enhancing student's creativity, ambition, and excitement to work within the hair and makeup industry.
- Expand students' academic thinking and ability by partaking in academic modules of cultural and historical studies to understand the theory behind creative application.
- Establish students' critical thinking and the ability to reflect on academic and professional work to consistently push forward and improve. Identifying their strengths, developing confidence in their ability, hone their skills whilst creating an industry standard portfolio of work.
- Develop students' confidence and skills, their ability to work and think independently and cohesively through collaborative practice showcased through organised experiences with industry experts, masterclasses, exhibitions and other extra-curricular activities in addition to their work placements.
- Extend students' understanding of the industry standards for a Hair and Makeup artist.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

Upon the completion of this course the students will be able to progress onto the BA (hons) Specialist Hair and Makeup Artistry for Creative Industries.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

The 60 credits of work-related learning will be included within the following modules:
Hair and Makeup for Theatrical Performance and character design
Collaborative Practice and Working Effectively
Professional Planning and Presentation
Work placements.

The students will be required to acquire a minimum of 3 work placements at level 5 which one of which includes a work placement on a theatre production within the module Hair and Makeup for Theatrical Performance and character design and 3 collaborative opportunities at level 4. Help and guidance will be provided to gain work placements throughout the course. In the event of any unforeseen circumstances preventing the theatrical placement taking place, the commercial training theatre at Middlesbrough College will be utilised to fill the gap.

Theoretical underpinning at level 4 covers all specialities within the makeup industry including fashion, special effects and television to ensure that the learners are experiencing all areas.

To ensure that any students entering the course without specific hair and media creative artistry skills are able to cope with the expectations of the placement activity, the module fundamentals of hair and makeup artistry will ensure that all students have the same basis of knowledge.

2.4 List of all exit awards

Cert. HE Specialist Hair and Makeup Artistry for Creative Industries.

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

<u>Programme Structure - LEVEL 4</u>			
Compulsory modules	Credit points	Is module compensatable?	Semester runs in
Contextual and Historical Studies	20	Yes	Semester 1 (15 weeks from September-January)
Special Effects for Performance	20	Yes	Semester 1 (15 weeks from September-January)
Collaborative Practice and Working Effectively	20	Yes	Semester 1 (15 weeks from September-January)
Exploration of Period Hair and Makeup for TV and Film.	20	Yes	Semester 2 (15 weeks from January- June)
The Fundamentals of Hair and Makeup Artistry	20	Yes	Semester 2 (15 weeks from January- June)
Hair and Makeup for Fashion, Editorial and Print.	20	Yes	Semester 2 (15 weeks from January- June)

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1: Demonstrate knowledge and understanding of the industry and the theoretical framework behind makeup and hair</p> <p>A2: Evaluate and reflect on various contextual ideas and frameworks within Hair and Makeup.</p> <p>A3: Demonstrate the ability to identify collaborative opportunities for effective professional development and networking.</p>	<p>A1: Students will begin the development of in-depth knowledge of the Hair and Makeup industry through lectures, workshops and seminars. There will be a focus upon sparking students' curiosity for the various specialities available and to participate in activities that will encourage students' to question and understand different specialist techniques.</p> <p>A2: Utilising a combination of lectures, workshops and seminars, students will be introduced to a range of theoretical concepts and techniques to assist their understanding of hair and makeup. Academic elements will run throughout the modules, through contextual study of historic periods of makeup and the history of art. This will provide students with the opportunity to find inspiration and explore their creativity, to create unique pieces of work. Students will be supported to review, reflect and annotate their work displaying how they aim to develop further, making links to career development and job roles within the industry.</p> <p>A3: Students will be exploring the industries for opportunities to collaborate with professionals and link minded individuals. They will begin to identify the different personal and professional development opportunities to them and how they can expand their knowledge and skillset through collaboration and networking opportunities.</p>

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1: Collect and interpret information from a variety of sources to demonstrate the ability to interpret briefs, narratives and to conceptualise creative ideas.	B1: Students will be introduced to various methodologies during taught sessions which will show the variety of sources that can be accessed to develop their creative thought processes, with the aim to inspire students to use hair and makeup theory to create in-depth, well thought out pieces of work. In addition, they will have access to support and guidance from the library staff who, as well as providing a responsive service, also hold regular surgeries in the University Centre.
B2: Present justified reasoning, logical thinking and supportive evidence to explore hair and makeup practice.	B2: Classroom sessions, workshops and assessments will be used to encourage students to formulate an understanding of the reasoning behind creative work. Students will be encouraged to explore concepts further, whilst providing evidence of their thought process. Feedback sessions will be used to support students ideas and create action plans.
B3: Demonstrate ability to identify issues as they arise, choosing appropriate methods for resolution.	B3: Students will be provided with tasks to work on independently and/or with others to develop their understanding. These tasks in addition to

3B. Cognitive skills	
<p>B4: Identify personal strengths and areas for development using reflective techniques.</p>	<p>assigned briefs, will be industry-related workshops to explore approaches to tasks. Formative assessment exercises will test their understanding and support students to complete summative assignments.</p> <p>B4: Tutorial/seminar sessions facilitate students to utilise a range of reflective practice techniques. Students will have regular review sessions with the module tutor to ensure that key actions and activities are being completed and that the approach being taken will ensure that all outcomes will be achieved. Sessions provide ample opportunity for ongoing one-to-one, formative feedback and tutorial support. Action plans will be created to ensure students are progressing and understand how to improve consistently.</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Develop the ability to work autonomously with reduced need for supervision working towards self-managed assessment projects.</p> <p>C2: Operate in a professional manner in situations that are unpredictable, with varying complexity using a wide range of skills associated with the hair and makeup industry</p>	<p>C1: Academic support sessions will be utilised to support students to develop independent working skills through a combination of tutor assigned and self directed study tasks. The programme team will gradually reduce the level of intervention during the course to support students to develop independent study skills.</p> <p>C2/C3/C4: Lectures introduce the students to the concept of legal issues and ethical practice of Hair and Makeup from an academic perspective as well as the operational business perspective for successful industry work, such as etiquette and work place practice.</p>

3C. Practical and professional skills	
<p>C3: Interpret tasks and briefs to support individual creative development, utilising a wide range of products and techniques</p> <p>C4: Reflect systematically on personal performance through tasks and briefs to further develop learning.</p>	<p>Seminars will be used to develop students' understanding of theoretical practice. Students' will be supported to draw upon a range of sources and to look beyond the standard sources of inspiration. Experimental workshops will be used to encourage students to explore ideas and stretch their creativity. Demonstrations will be used to support students to understand how they can work practically, hygeneically and professionally through specifically designed industry standard scenarios implemented in all modules developing students confidence for employment.</p> <p>C3: Students will develop the ability to effectively use a wide variety of research methods to gain inspiration for set briefs. Products and techniques will be identified to successfully carry out the hair and makeup application, with consideration of unconventional products/ techniques and sustainable working practice.</p> <p>C4: A range of formative assessment tasks are used to challenge students' outlook and experience, taking them out of their comfort zone and exposing them to new and varied experiences.</p>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Develop an effective range of interpersonal and communication skills in written work, performance, group discussion and individual presentations.</p>	<p>D1: Tutorial/seminar sessions facilitate effective communication in group discussions and as individuals. This will be supported by formative assessment activities which will provide the opportunity for students to developing their ability to present their ideas and receive feedback.</p>

3D. Key/transferable skills	
<p>D2: Demonstrate an understanding of personal strengths and areas for development.</p> <p>D3: Develop a range of transferable skills to support effective working practice</p>	<p>Academic support sessions provide ample opportunity for ongoing one-to-one, formative feedback and support. Team activities in group seminars and facilitated group workshops help students to develop a co-operative approach to working and learning.</p> <p>D2: Initial lecture sessions followed by seminars and individual meetings explore students' career aspirations, during tutorial sessions, suggestions on how to further experience and assisting placements will be discussed.</p> <p>D4: Workshops and practical lessons will assist in the development of key transferable skills such as Mathematical, English, time management, communication, client care, professionalism and set etiquette. The develop of theses skills will aid in confidence building for collaborative activities and futher employibility oppurtunities.</p>

Programme Structure - LEVEL 5

Compulsory modules	Credit points	Is module compensatable?	Semester runs in
Print publication- Zine	20	Yes	Semester 1 (15 weeks from September-January)
Prosthetics and Character Design	20	Yes	Semester 1 (15 weeks from September-January)
Hair and Makeup for Theatrical performance and Character Design	20	Yes	Semester 1 (15 weeks from September-January)
Design Influences in the Creative Hair and Makeup Industries	20	Yes	Semester 2 (15 weeks from January- June)
Professional Planning and Presentation	40	No	Semester 2 (15 weeks from January- June)

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Analyse and interpret briefs to conceptualise creative ideas, into fully realised designs.</p> <p>B2: Present justified reasoning, logical thinking and supportive evidence through design plans and reflection to expand their creative boundaries.</p> <p>B3: Develop the ability to identify issues as they arise in creative projects, choosing and justifying appropriate methods for their resolution.</p>	<p>B1: Students are supported to develop their research methodology and understanding of theoretical frameworks across all modules. This process is picked up in lectures, seminars, tutorials and academic support sessions. The students will cement their work with hair and makeup theory, which will create in-depth, well thought out pieces of work. To support student confidence in this area, theory based tasks form a significant part of formative assessment tasks alongside practical work across the programme of study. Students can also request additional study skills support either via the VLE or in person through the Higher Education Office.</p> <p>B2: Classroom sessions, workshops and assessments will assist students to develop their reasoning skills behind their work and identify the direction for progression. Students will be supported to explore concepts further, whilst providing evidence of their thought process journey. Feedback sessions will be used to support students ideas and create action plans. where they show outcomes, their practice tests and how an idea forms into a fully realised concept.</p> <p>B3: Taught sessions and assessments will be used to support students to explore collaborative practice techniques and and at the same time develop their ability to work independently, thus enhancing their confidence in discussing and presenting concepts. Industry-related workshops will be central to this process, allowing students to explore their approach to tasks, identifying problems that occur and understanding their own attitude towards team roles and team-building.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Act with increasing autonomy, with reduced need for supervision and direction working towards self-managed assessment projects.</p> <p>C2: Operate ethically and professionally in situations of varying complexity and predictability, in situations associated with the hair and makeup industry</p> <p>C3: Operate safely in the use of products, equipment and materials.</p>	<p>C1: Tutors will lead all taught sessions with the intent to inspire students to develop their independent working process and skills. Numerous modules throughout level 4 and 5 encourage and provide the students the opportunity to build collaborative relationships, work within the industry and study independently. There is a gradual transition throughout the foundation degree from FST to AS teaching style as the students develop their skills, ability and confidence.</p> <p>C2: Lectures introduce the students to the concept of ethics as they apply to Hair and Makeup from an academic perspective as well as the operational business perspective for successful industry work. The complexity of working in a global industry will be explored to aid students' understanding of common practices and attitudes. Understanding is developed through seminar activities and the application of practical assessment tools to a range of scenarios.</p> <p>C3: Seminars and workshops will be used to demonstrate how students can work practically, hygienically and professionally through specifically designed industry standard scenarios. The underpinning knowledge and skills will be evidenced and developed in all modules and will support students to prepare for employment. Collaborative practice, work placement and the use of exhibitions will be used in taught sessions and assessments, to encourage students to portray their professionalism through the body of work they have produced throughout the modules.</p>

3D. Key/transferable skills	
<p>D2: Reflect systematically on personal performance using self-assessment criteria and apply to individual projects to develop personal skills and attributes.</p> <p>D3: Develop a personal development plan to improve employability prospects, demonstrating a realistic match between career aspirations, personal aptitudes, motivations and interests.</p> <p>D4: Develop an awareness to costings and how this will impact you as a freelance artist.</p>	<p>can access additional study skills support either in person through the HE Office or via the VLE.</p> <p>D2: Initial lecture sessions followed by seminars and individual meetings explore students' career aspirations, personal aptitudes, interests and motivations. This will be discussed further and implemented throughout the modules to ensure the students is successfully developing. The underpinning key skills for L5 will be developing students professionally, by gaining work experience, building up portfolios and working towards employability.</p> <p>D3: Seminars and individual meetings led by lecturers and industry professionals coupled with work experience will be used to facilitate the development of a personal skills audit. The output of this activity will ensure that students develop an awareness of career options and the requirements of specific jobs and evaluate the suitability of their interests and skill sets. Action plans created to fully benefit the student and to gain as much hands on experience possible.</p> <p>D4: Students will develop an awareness to costings through exploration of different products, tools and equipment which will be needed as a working hair and makeup artist. Design plans will be supported by budgetting sheets which will identify key costs which will need to be considered, further exploration of how usage per cost will effect your budgetting and cheaper / sustainable alternatives will be presented.</p>

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

This programme offers students the opportunity to learn the various and complex skills that it takes to be a hair and makeup artist at industry standard. The course is underpinned by the philosophy of creating employable and skilled artists. This is achieved by ensuring the students are continuously developing their skillset by reflecting on their practice, which will guarantee that they acquire a range of relevant vocational and professional skills, enhancing employability prospects.

Opportunities to explore various career paths and employment options are embedded throughout the programme, including, theatre, film/tv, fashion, special effects and prosthetics are explored. Work placement opportunities are embedded within the modules of 'Hair and Makeup for Theatrical Performance and Character Design' and 'Collaborative Practice and Working Effectively' to ensure that the students are being immersed in all aspects of the industry.

The practical workshops are designed to navigate students through the various specialty's within hair and makeup. All practical elements will be underpinned by relevant industry context and essential topics of discussion. There is emphasis on building and solidifying the necessary skills and principles for the industry.

Weekly skill-based classes will be delivered with an aim to give students the necessary tools for successful creative careers ensuring the student has a breadth of techniques to set them apart from other fellow makeup artists.

All sessions will be led by tutors with current industry experience, giving practical demonstrations as well as provoking inspirational practice amongst students. Students will be expected to push boundaries and approach units with an experimental and creative mindset.

Networking and team work is a significant feature of the employment opportunities across the industry. Students will continuously be given the opportunity to develop team work and communication skills through workshops seminars and work-based learning.

Opportunities to learn from experts within industry will be given in the form of masterclasses, live briefs, Q&A's etc. to give students the chance to learn from working professionals in the creative industry.

The teaching, learning and assessment strategy supports students to prepare for their future careers within the creative sector. Students will be provided with a broad range of assessment tasks that will provide the space to experiment with ideas and focus on enhancing their skills to be in line with industry standard practices. The modules are designed to be as academic as they are practical with focus on hair and makeup theoretical framework and research methods. There is also emphasis on practical skills and the modules are designed to push creativity whilst enhancing the students development as hair and makeup artists, allowing them to integrate well into employment.

At level 4, Students are supported to explore a range of skills and specialties within Hair and Makeup to identify the specialism which they are most passionate about, which could feed into a future career pathway post degree.

Students will develop their online presence and marketing abilities, with the Showcase Unit, in which they will benefit from workshops from social media managers and influencers, to develop their criticality towards their online presence, understanding it's importance and supporting role to their career.

At level 5, students are given more freedom to explore their passions by being given themes to interpret. This gives the students the chance to explore, be authentic and to utilise their skills to tailor projects to match their interests. Students will have the opportunity to apply their skills and knowledge in an industry-based work placement module.

A final project of a showcase will allow students to exhibit their work to potential employers. The two years are underpinned by historical and contextual studies, demonstrating to students how to add depth to work through various sourcing, finding inspiration from places other than the usual social media sites.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

5.1 Induction

The following activities are provided in Induction Week:

- Students are given an induction to the College IT systems, this includes the VLE and any other communication/file sharing tools necessary. Any required support is also provided
- Students also have an induction session with the College Learning Resource Centre staff.
- Students are provided with Programme Handbooks. The Programme Handbook provides details of learning and support resources available to students at this level of study. It also includes contact details of relevant staff and an overview of the programme, including module timetables and assessment dates.

- Students have the opportunity during induction week to meet with the programme team and staff that they may come into contact with throughout their programme.
- Induction includes information about the range of support that is available to students; this includes an explanation of the different academic staff and roles that they may encounter throughout the programme such as Programme Leader, Module Tutor, Personal Tutor, Higher Education Office staff, including the Director of HE.
- alumni speak to new students about their experience of the programme.
- a representative from the Student Union helps to elect student representatives.

5.2 Attendance Support

Attendance is monitored closely to ensure that all students are getting the best from the programme. Should a student need to miss a session for any reason, they are required to email the lecturer beforehand. Where a lecturer notes that a student is absent with no prior warning, the student is emailed at the end of the session, asking if the student is well and reminding the student that they are required to let lecturers know if they cannot attend.

Where a student misses three consecutive sessions, the Year Tutor also contacts the student with an invitation to attend a formal meeting. Where attendance problems persist, the Year Tutor works with the college Student Support Staff who, where necessary, direct students to the relevant confidential support (personal, financial, etc.). Where students are facing difficulties, it is vital to ensure they get the right support and where necessary, make a decision to withdraw or suspend as the timing of any withdrawal/suspension can affect their Student Loan.

5.3 Tutorial and Pastoral Support

- Student tutorial opportunities are embedded in all modules. Formative and summative feedback tutorial sessions are also designed into each module and feedback tutorial sessions are listed in Module Handbooks.
- Students are assigned a Personal Tutor in the first few weeks of the programme and are encouraged to meet with their Personal Tutor at least once a term, who will discuss, record and monitor their progress. The Personal Tutor is able to provide pastoral and educational guidance throughout the programme. This guidance may include signposting students to workshops and seminars available to support students for academic and life skills development available at the College.
- The programme team is relatively small and includes the Personal Tutor and teaching team members, this consistency of academic support is designed to enhance communication, feedback and support for students across the modules and year.
- Students are introduced to the Additional Needs Coordinator and the support services available are outlined to them at induction. This support may also be suggested in written assessment feedback. If a specific need is recommended for a student - e.g. assessment for dyslexia - this need is highlighted to the

Programme Leader who liaises with the HE Additional Needs Coordinator, who is responsible for arranging the referral and supporting the student through the process. The outcome of this process is fed back to the student and Programme Leader so that any reasonable adjustments/specific needs/resources can be addressed.

- Academic tutorials are an opportunity to raise pastoral issues which may be having an impact on a student's academic performance. Tutors can offer support and advice and, if required, direct students to further support services available within the College.

5.4 Encouraging Completion

One of the significant advantages offered by the programme is the amount of time students spend with tutors. This is due to the relatively small number of students and a mode of delivery that includes a significant amount of facilitation. There are, therefore, plenty of opportunities to encourage students to meet assignment deadlines. With respect to assessment, the mantra of 'little and often' is repeated from Induction Week onwards from staff in both formative and written, summative feedback.

5.5 Summer Reassessment Period

Tutorials are provided for students offered reassessment and the facilities remain available.

5.6 Pastoral Support

The amount of *ad hoc* pastoral support noted above is greatly valued by the students. More challenging are students who don't attend as is the effect of non-attendance upon their performance. In recent years, the number of students declaring Asperger's or dyslexia has increased slightly. The Programme Team have all attended Staff Development sessions relating to both conditions - attendance at many of these sessions is mandatory. For students with dyslexia, staff have started to offer dyslexia-friendly versions of their notes and to include a higher-contrast background for notes projected to electronic whiteboards. Students declaring either condition receive a formal assessment after which the Programme Team are advised on the steps they must take. The Programme Team have received many emails from students offering thanks for sensitive and timely support.

5.7 Academic Support

The delivery of many modules is based upon individual sessions that consist of two parts – a lecture (which is built around demonstrations and practical exercises) followed by a facilitated session in which students tackle the practical exercises outlined in the first part of the session. This delivery strategy ensures that theory is always applied, that practical skills, knowledge and understanding are regularly checked and that formative feedback is continuous rather than focussed at specific points in the academic year.

In addition to in-session help, students can also make appointments (via email) to get support from:

- Members of the Programme Team - Module leaders, lecturers and instructor/demonstrators.

- The Programme Leader & Year Tutors: The Programme Leader (who has overall responsibility for the programme) is also the Year Tutor. All year tutors hold termly tutorials.

The personal tutoring system is in place to support students' full engagement with their programme of study and gain as much as possible from their time at the College. Though the emphasis is on academic support, tutorials are also an opportunity to raise pastoral issues which may be having an impact on a student's academic performance. Tutors can offer support and advice and, if required, direct students to further support services available within the College. In the final year students are encouraged to arrange tutorials as and when required.

Student learning and personal development is supported at all Levels of study via personal and professional (PDP) development modules. This is further supported by the Personal Tutor system.

5.8 Programme Documentation and Online Learning Support

Students are provided with Programme and Module Handbooks that contain comprehensive information on how their degrees and modules are structured and delivered. These documents are also available to students throughout each academic year (and for the duration of their registration) via a web-based Virtual Learning Environment (VLE). This online resource enables all lecturers to add lecture and supplementary notes as well as videos. All students submit assessments through the VLE, these are then marked through the same system. All students attend tutorial sessions at the beginning of the course in which they learn how to use the VLE.

5.9 Library and Learning Resources

Students can access a range of resources through the college Learning Resource Centre (LRC) and associated online services. Students can access specific sessions with the LRC staff with regard to advanced academic and research skills. This activity is introduced as part of the induction sessions at the start of each year but can be revisited again throughout the year through refresher sessions.

5.10 Virtual Learning Environment (VLE)

Every programme has its own site on the College VLE which is a key resource to support student learning as well as engagement with the programme and the College in general. All teaching materials and general course information is backed up on the VLE, ensuring that students can access what they need when they need it. The VLE is also used as a portal to other sources of support. Students can access the programme of informal workshops designed to support their learning, including; improving writing style and referencing, planning assignments, developing critical thinking and other key skills.

5.11 Additional Learning Support

Any student that considers that they have, or may have, additional learning support needs can access a range of support through the college. Initial assessments carried out by the college's HE Additional Needs Coordinator ensures student understand the range of support available.

5.12 Student Services

All students are able to access the College Student Services which are based in the main building which has its own reception and drop in facilities. As well as general

advice about the College, the Student Services team also provide; counselling, financial support, learning support and sign posting to additional or partner services.

5.13 HE Student Areas

All HE students have access to their own specialist subject areas as well as access to general study and work spaces in the University Centre.

5.14 Other facilities

The College has a wide range of other facilities which students can access either free of charge or at subsidised or nominal rates. Examples include:

- 156 seat theatre which produces a number of performances throughout the year many of which are free for students to attend;
- Hair Salon providing low-cost services;
- Beauty Spa facility which offers; Jacuzzi, light therapy sauna and steam room, dry;
- Flotation room, 39 private treatment rooms and nail bar;

5.15 MC Click

All level 4 students will be allocated a free loan laptop at the start of the year. The laptop will enable them to access all of the College e-resources through wifi links or docking stations available in the LRC or the Student open access area in the University Centre building.

The laptops will come pre-loaded with MS 365 and Apps Anywhere which allows them to access all key software relevant to their course 24 hours a day, 365 days of the year.

In addition to the hardware, the MC Click scheme also provides a support service for all students comprising a remote fault reporting and resolution service as well as drop-in centre.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

There are a range of suitable entry qualifications for this interdisciplinary degree. These include but are not limited to a variety of Level 3 qualifications in the creative industry including, BTEC, A-Levels, and Access to HE programmes. Applicants from these routes will be expected to meet the entry target of 48 UCAS points. In order to support the student's preparedness for the programme, the programme team will explore the applicant's creative portfolio and experience during informal interview. While this process will not form part of the selection process, it will assist the team to understand the individual strengths and areas for development of each applicant as well as their career aspirations prior to entry.

Applications from students with non-standard entry qualifications are welcome and will be managed under the College's Recognition of Prior Learning Process. Depending on

the outcome of this process, applicants may be guided to complete the following free, online, OU courses as academic bridging modules:

Developing good academic practice
 Learning how to learn
 Summarising text
 Paraphrasing text

In all cases successful candidates should hold qualifications in English language and mathematics to at least GCSE grade 4. Students who do not hold these qualifications will be required to demonstrate an equivalent level of competency via a BKSB test. Provided that the result of the test shows the applicant is working towards the required level, they will be permitted entry on condition that they commit to work towards attaining mathematics and/or English Language by the end of the programme. It will be made clear that entrants under this process will not be able to progress to level 6 until they have attained GCSE grade 4 in both mathematics and English language. International students require IELTS 5.5 or higher in all components.

Applications are considered for direct entry to year 2 of the programme. To be successful in gaining direct entry to year 2, the programme team require that prospective students have completed the first year of an applicable Fd/BA/BSc/HND programme in a related subject, and through the RPL process be able to demonstrate that they have met all required L4 Learning Outcomes.

7. Language of study

English.

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N.A

9. For apprenticeships in England End Point Assessment (EPA).

(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.

10.1 College HE Teaching and Learning

The College has recognised the importance of having a distinct approach to HE learning and teaching for over ten years. The first HE specific Learning and Teaching process was introduced in 2009. Subsequent reviews and updates in 2011, 2014, have enhanced the process to reflect the aims of the [UK Professional Standards Framework](#) and prepared the College to meet the expectations of the [Teaching Excellence Framework](#).

Many of the innovations established in the evolution of this process have been subsumed into the current cross-college learning and teaching model for all levels, including a non-graded observation process. The underlying principle is to place the student at the centre of the process to ensure that their learning and attainment of learning outcomes drives the process. Underpinning this principle is a focus upon ensuring that lecturing staff are fully engaged in the process to match outcomes to professional discussion and peer review. These approaches have been being further refined to form part of the college departmental review process.

10.2 Observation of Teaching and Learning (OTL)

The OTL process for HE provision has been contextualised to reflect the differences between HE and FE. The OTL process for FE courses is based upon the expectations of the Common Inspection Framework, whereas the HE model is aligned to the expectations of the [UKPSF](#) and the [TEF](#). Central to the process is the student as an independent learner, developing their academic skills as they progress through their academic career.

The college HE model distinguishes between levels of study and differing abilities of the students. At Level 4, teaching staff take a lead role in the student learning process, but as the students progress, the balance gradually evolves so that students become leaders/co-leaders of learning. To facilitate this model, student learning and reflection may not take place at the same time as content delivery, making it difficult for an observer to see the product of the model. To work around this, the OTL process for HE lessons is based upon mapping the observation of the session to the scheme of work and planned assessment tasks.

The outcome of the OTL forms the basis of a professional discussion with a Teaching and Learning mentor, and members of the HE teaching team, to ensure that good practice is shared across the college. Any trends identified from OTL reports or staff feedback are used to inform CPD activity.

10.3 Feedback from Students

Another input to the process of evaluating and improving the quality and standards of teaching and learning is feedback from students. Feedback emerges through several

routes. The most significant is through the Module Evaluation Questionnaires. In addition to five-point Likert scale questions, students are asked to state 'what worked and what could be improved' regarding any aspect of the module. The results and comments from the Module Evaluation Questionnaires feed into Module Reports. Over the past twelve years this student feedback has been vital in informing the major and minor modifications the programme has undergone. Student feedback is also collected from induction surveys, Programme Bards, Student Reps, the HE Student Council, the NSS and in both formal and *ad hoc* tutorials.

The outcomes of the feedback are communicated to students in several ways through the college VLE site, all the results from surveys are made available via the HE Student site and within their programme sites. Student feedback is communicated to students formally in Programme Boards.

10.4 Staff Workforce Development

Improving the quality and standards of teaching and learning is also a focus of internal and external Workforce Development (WFD) sessions. Academic staff attend a range of internal and external staff development events aimed at improving teaching and learning.

10.5 Staff New to HE

All staff new to teaching HE at the College are required to hold a relevant degree and a PGCE as part of the terms of their employment. A higher degree is desirable for all staff and for those teaching Level 6, holding a relevant Level 7 qualification or the commitment to study for one is essential. Staff new to teaching HE at the College receive initial tailored CPD to help them to make the transition.

10.6 Staff New to Delivering at Level 6

New staff employed for the delivery of Level 6 awards are required to hold a relevant level 7 qualification. Those staff already teaching at the College making the transition to level 6 delivery are provided with funding and support to complete a level 7 qualification at the earliest opportunity.

Programme teams new to Level 6 awards, are provided with advice and guidance from the Higher Education Office (HEO) during the programme development phase to ensure that the teams have an understanding of the difference in expectations at level 6. As well as general information, which is also available via the VLE, teams are required to submit draft submissions for feedback. A process of meetings and regular reviews of the design and content of the new awards ensures that awards are aligned to the FHEQ and expectations of the UK Quality Code for Higher Education. In programme teams where there is no prior expertise amongst the team of delivering at level 6, mentor support is provided by the HEO and experienced staff throughout the first year of delivery.

10.7 Ongoing Subject and Pedagogic Development

All HE teams share resources and good practice via the HE Staff Zone located in the HEO. The area is set up to encourage HE staff from across the College to meet, both formally and informally, to share good practice and discuss ideas and approaches to module and programme design and delivery. All teaching staff are supported by more experienced members of the team who act as mentors. In addition, the cross-college learning and teaching mentors, made up of advanced practitioners, provide 1:1 support to teams as well as tailored CPD sessions. The College Associate Director – HE (Teaching & Learning) supports the HE team focussing particularly on Level 6. The

College has a HE Research and Scholarly Activity procedure which encourages and supports staff to maintain and annually update both pedagogical and subject expertise.

10. Changes made to the programme since last (re)validation

N.A

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit															
		A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	
4	Contextual and Historical Studies	O			O	O					O			O		
	Special Makeup Effects for Performance	O	O		O	O	O			O	O	O	O	O		O
	Hair and Makeup for Fashion Editorial & Print	O	O	O	O	O	O			O		O			O	O
	Collaborative Practice and Working Effectively			O				O		O					O	
	Exploration of Period Hair and Makeup for TV & Film	O	O		O	O	O	O		O	O	O				O
	The Fundamentals of Hair and Makeup Artistry	O	O		O	O		O			O		O		O	O

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	
5	Zine	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>			
	Prosthetics and Character Design		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
	Professional Planning and Presentation		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
	Design Influences in the Creative Hair and Makeup Industries	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>					<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			
	Hair and Makeup for Theatrical Performance and Character Design				<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g., CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.