

Programme specification

1. Overview/ factual information

Programme/award title(s)	FD Fashion, Theatrical and Media Hair and Make-up
Teaching Institution	Leeds City College
Awarding Institution	The Open University (OU)
Date of latest OU validation	August 2016
Next revalidation	
Credit points for the award	240
UCAS Code	8F72
Programme start date	September 2017
Underpinning QAA subject benchmark(s)	QAA Foundation Degree Characteristics Statement 2015 QAA Foundation Degree qualification benchmark May 2010 QAA Subject Benchmark – Art and Design 2008
Other external and internal reference points used to inform programme outcomes	National Occupational Standards for Hair and Beauty, in partnership with Habia. Skills Active Overarching strategy 2015. Range of NOS frameworks covering all aspects of Media make-up (Hair, Beauty, make-up, Special effects, fashion) http://nos.ukces.org.uk/Pages/Search.aspx
Professional/statutory recognition	
Duration of the programme for each mode of study (P/T, FT,DL)	Full time – 2 yearS
Dual accreditation (if applicable)	
Date of production/revision of this specification	July 2017

2.1 Educational aims and objectives

The overall aims of the programme are to:

- Develop knowledge, understanding and application of theories and concepts of the Fashion, Theatrical and Media Hair and Make-up sector.
- Develop a range of relevant professional and vocational skills appropriate to the requirements dictated by the Fashion, Theatrical and Media Hair and Make-up industry.
- Develop personally and professionally within contexts appropriate to the vocational sector, whilst developing and increasing independence in learning.
- Develop reflective skills with which to academically and professionally reflect and learn from workplace experiences by applying relevant theory and creative skill to practical based projects.
- Enhance the employability and career prospects of learners within the world of fashion, theatrical, hair and media make up.
- Meet the needs of industry using practical applied approaches to content delivery, assessment briefs, case studies and portfolio building.

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)

None

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 Demonstrate detailed knowledge of essential theoretical knowledge in Fashion, Theatrical and Media Hair and Make-up contexts.</p> <p>A2 Critically review a variety of ideas, context and frameworks associated with the Fashion, Theatrical and Media Hair and Make-up industry.</p> <p>A3 Plan, undertake and evaluate a negotiated, self-managed vocational industry related project.</p>	<p>The Teaching, Learning and Assessment strategy aims to provide learners with an academic and work based knowledge focus, the skills and development for their future careers and a curriculum of applied learning relevant to the Fashion, Theatrical and Media Hair and Make-up Industry.</p> <ul style="list-style-type: none"> • There is an emphasis towards practical workshop learning, which underpins both context and industry relevant topics • The lecture programme and skills-based delivery will impart the necessary principles and concepts • The seminars will be a mixture of student and tutor led sessions considering practical examples of the principles and concepts introduced in the lecture programme, which will support learning through an experiential approach • Group work will allow students to develop their research, communication and teamwork skills • Tutor and peer led reflective feedback form the basis of student learning programmes in the form of personal and professional action planning • Tutorials will take the form of individual support and feedback for student guidance • Opportunities will be provided to work within the creative industries using our strong links with working professionals and industry partners <p>In addition, students will be encouraged to independently find work experience and teaching staff have industry contacts which may be useful in this respect. There will be opportunity for some students to gain relevant work experience in the college's own learning environments and through the use of industry contacts.</p> <p><u>Key Assessment Methods</u></p>

3A. Knowledge and understanding

Both formative and summative assessment methods shall be adopted within the programme.

Formative assessment and feedback is embedded throughout the modules in response to embedded learning activities within class, thus informing learning development. Such activities include, group discussions, direct and indirect questioning, creative practical development, deciphering set project briefs and meeting employer requirements / expectations, and research tasks. Formative assessment is also on-going through a structured 1:1 tutorial system with module tutors.

Summative assessments have been designed to reflect employability skills and occupation-related project briefs. The specific assessment activities are based on occupation-related skills and tasks where there is an expectation to demonstrate the relevant vocational and employability skills, as well as reflective practice and academic writing. Assessment methods adopted on the programme include:

- Professional discussions/Forums (formative)
- Skills Analysis
- Timed Assessments
- Portfolio work
- Presentations
- Creative online Blogs
- Essay writing
- Research folders
- Supporting statements

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Analyse, apply and interpret evidence from a variety of sources</p> <p>B2 Employ balanced, logical and supported argument in order to explore facets of practice, within the Fashion, Theatrical and Media Hair and Make-up industry.</p> <p>B3 Identify key areas of problems and choose appropriate tools/methods for their resolution in a considered manner, in a variety of settings, circumstances and environments found within the Fashion, Theatrical and Media Hair and Make-up industries.</p> <p>B4 Demonstrate the ability to interpret narratives and to conceptualise design ideas into a proposal and develop a strategy to fully realise the design concept through research.</p>	As above

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 directives within defined guidelines.</p> <p>C2 Operate ethically in situations of varying complexity and predictability requiring the application of a wide range of techniques, approaches and skills associated with the Fashion, Theatrical and Media Hair and Make-up industry.</p> <p>C3 Evidence considered and creative developmental approach to work related briefs.</p> <p>C4 Fulfil creative briefs by applying confident use of relevant equipment, skills and processes to meet a given brief.</p>	As above

3C. Practical and professional skills	
C5 Act professionally communicating in a manner that reflects individual ideas, skills and career aspirations to sector specialists and non-specialists.	

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1 Select and use a range of communication methods appropriate to the context. Prepare, deliver and evaluate presentations to an audience.	As above
D2 Reflect systematically on performance to further develop learning.	
D3 Demonstrate a realistic match between career aspirations and personal aptitudes, interests and motivations	

4. Programme Structure

Level 4 Compulsory modules	Credit points	Compensatable
Special Effects Make Up	20	Yes
Historical Influences in Hair and Make Up	20	Yes
Professional Development	20	Yes
Principles of Flat Mould Appliances	20	Yes
Creative Hair and Make Up Design 1	20	Yes
Creative Hair and Make Up Design 2	20	Yes

Level 4 Compulsory modules	Credit points	Compensatable
2D and 3D Body Art	20	Yes
Prosthetics and Casting	20	Yes
Creative Postiche	20	Yes
Work Related Learning	40	No
Managing the Creation of a Showcase	20	Yes

Exit Award: To gain an ordinary degree, students will need to complete the Creative Identity and Entrepreneurial Skills, Applied Prosthetics and The Creative Art of Male Make-up.

Programme Structure

Overview of structure of the modules across the academic year.

Level 4:

The delivery of the proposed modules, at level 4, is structured to provide students with the underpinning understanding of the subject disciplines, and concepts related to the essential practical workings and in order to take an active part in employment opportunities within the sector, as well as the front loading of creative skill in order to ensure continuing creative application and professional development.

Full Time Level 4	15 weeks per semester x 3 hours per week per module		
Semester 1	<p>Special Effects Make Up The purpose of this module is to introduce students to the creative application of special effects make up, enabling students to develop both a theoretical and practical understanding of the process of its application</p> <p>20 credits</p>	<p>Historical Influences in Hair and Make Up This module will enable students to interpret historical periods through the perspective of hair and make-up. They will be required to respond to contemporary concepts through the use of historical research.</p> <p>20 credits</p>	<p>Professional Development The purpose of this module is to enable students to acquire and develop a range of skills including transferable, personal, interpersonal, academic and subject specific skills that will enable them to succeed in their chosen area of study.</p> <p>20 credits</p>
Semester 2	<p>Principles of Flat Mould Appliances The purpose of this module is to enable students to acquire and develop knowledge, skills and understanding of the design, creation and application of flat mould appliances.</p> <p>20 credits</p>	<p>Creative Hair and Make Up Design 1 The purpose of this module is to introduce you to the theoretical aspects of creative hair and make-up design. This will allow students to develop an understanding of the processes of constructing and exhibiting artistic and harmonious hairstyles and make-up effects; whilst understanding the relationship and necessity of applying both hair and make-up skills to create a comprehensive look. 20 credits</p>	<p>Creative Hair and Make Up Design 2 The purpose of this module is to provide students with the practical skills and application techniques of creative hair and make-up design. This provides students with the opportunity to demonstrate reflective practice working individually and collaboratively. This module runs alongside and is delivered with Creative Hair and Make-up Design 1.</p> <p>20 credits</p>

Level 5:

At this level students will be increasingly challenged to becoming independent learners, to further apply theoretical aspects and creative skill. Specific real life work related projects will link further with their learning and individual development of independent application, encouraging them to demonstrate their understanding of underpinning principles and concepts to the practical workings and employment opportunities. Focus is given to them preparing for the world of work, through actively preparing their portfolio to support at networking events.

Full time Level 5	15 weeks per semester x 3 hours per week per module		
Semester 1	<p>2D and 3D Body Art The purpose of this module is to introduce students to the techniques of 2 and 3D body art, creative theory and the application of skill and design to support body art designs. This module will allow students to experiment with various mediums and explore the potential of experimental art and skin additions. This will allow students to develop the required understanding of the processes and effects of applying creative body art and reflecting upon the concept of the body form as a canvas, developing their identity as a makeup designer.</p> <p>20 credits</p>	<p>Prosthetics and Casting The purpose of this module is to introduce students to the techniques and application of prosthetics and casting. This will allow students to develop an understanding of the processes and effects of applying creative prosthetic and casting techniques in a variety of industry environments.</p> <p>20 credits</p>	<p>Creative Postiche This module introduces students to the research, design and application of wigs and postiche in order to meet a set client brief within a chosen context. Students will investigate the relationship between research, creative design development and realisation.</p> <p>Students will develop an understanding of the different requirements of dressing and constructing wigs and hairpieces using complex techniques creatively.</p> <p>20 credits</p>
Semester 2	<p>Managing the Creation of a Showcase The purpose of this module is to enable students to acquire and develop knowledge and understanding of key principles and concepts of managing the creation of a showcase.</p> <p>Involvement in managing the creation of a showcase is one that needs meticulous preparation, as well as commitment and hard work; it is also a team effort. The</p>	<p>Work Related Learning</p> <p>Students will get the opportunity to produce a Professional Development Plan which will enable them to consider aspects such as set etiquette, customer service and the personal skills required to be successful.</p> <p>In addition, students will be encouraged to critically reflect on their overall learning experience thus facilitating the refining of employability skills in line with their individual career aspirations.</p> <p>40 credits</p>	

	purpose of this module is to enable students to acquire and develop knowledge and understanding of key principles and concepts when managing the creation of a showcase event. 20 credits	
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Part time delivery

We will not be offering part-time delivery and this will not be marketed.

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

The foundation degree provides students with access to specialist resources at a standard highly appropriate to the target industries. Students are situated at the Printworks Campus and at our industry based training space at Prime Studios in Leeds. Prime Studios is one of the major production centres in Leeds and is suitable for large scale Television, film and commercial set builds. This will provide an outstanding opportunity for students to train in a real-life industry environment, developing networking and etiquette skills. This assists their preparation for a career as a practitioner in fashion, hair and make-up design industries, where there is an increasing requirement to be versatile and flexible responding to the convergence of fashion with time-based media, new technologies and platforms.

Students will also have access to the onsite photography studio and the opportunity to study within a cross-disciplinary environment designed to promote student interaction and shared learning, together with well-established links between the make-up fashion industries and other curriculum departments in the College. These departments support the programme via creative curriculum development and inspirational delivery, access to industry research, product support, visiting speakers, events and work experience opportunities.

The teaching team have considerable experience both in regard to teaching and vocationally relevant experience. The team have worked for a variety of industry employers which gives them an excellent base from which to teach and share their knowledge with students. Major employers include Mac cosmetics and Clarins and all tutors have a wealth of freelance experience having undertaken projects for national newspapers, magazines, TV and commercials. The ability to share their industry knowledge and experience with students will enable graduates to feel confident upon embarking into their career once they have graduated. Employers have been consulted throughout the programme's development, and as such have influenced curriculum design. Those employers have expressed an interest in maintaining collaborative relationships throughout the programme's delivery, in order to enrich module content and provide real life working experiences – Illamasqua, Vera Fenlon, CP Media, Danny Haigh, Airbase and Creative England are examples of the employers that have fed into the design of this programme.

A distinctive feature of the programme is that we are based in Leeds where the media-make-up industry in both the Leeds City region and the North of England is currently experiencing significant growth. Screen Yorkshire have announced plans for a major new film studio to be located on the outskirts of Leeds (Church Fenton). This will be an expansion of the current facility and is reflective of the aim to have new studios to rival that of Pinewood and Elstree. More than £21 million has been injected into the West Yorkshire economy through the production of dramas such as Peaky Blinders, Dad's Army, Jonathan Strange and Mr Norrell. Screen Yorkshire also aims to generate further investment for Yorkshire's economy and workforce via The Yorkshire Studios, which it hopes will act as a linchpin for larger scale and returning productions, laying the foundations for the long term security of the film and TV industry in the region. (<http://www.screenyorkshire.co.uk/screen-yorkshire-announces-major-new-studio-space>)

Leeds is already home to ITV studios and the ITV Creative Director of Drama in the North has hailed the boom in production facilities across the North of England stating "Across ITV Studios there is a really significant commitment to filming in the North. You can see that through the things we have been doing, such as Home Fires in Cheshire, Cradle to Grave in Manchester, Beowulf in the North East and Jericho in West Yorkshire" (Prolific North 2016)

Creative England have produced data on the importance of the Creative industry to the region. They state that 6% of all jobs in Yorkshire and the Humber are in the creative industries with Leeds the second largest cluster in the North of England. In terms of the UK Leeds is the creative cluster with the tenth highest number of creative businesses in the UK with 21,297 people employed in creative jobs. (Creative England 2016)

6. Support for students and their learning

The award adopts the following approach to student learning support:

- Tailored induction support begins before students arrive with the admissions team, and is reinforced at the detailed induction programme by the course leader with support from Student Services.
- A robust communications system functions to give students access to lecturers and management; this includes e-mail, the VLE and course notice board.
- All necessary information about the programme is provided by means of the student handbook, module handbooks and the VLE.
- Each student is allocated a tutor for regular tutorials and personal development planning. This is implemented in the first term and continued throughout the two years of study utilising the Pro-monitor system
- A robust support system will be in place to provide students with access to seminar recordings / notes, tutorial information, on-line activities, blogs, forums, quizzes, etc. This will involve the use of the VLE Google classroom
- There is an extensive range of learning resources in the Library, supported by the academic Librarian who can also provide students with support in the development of effective research skills.
- The College provides an extensive range of services for students, including support for those with special and additional learning needs or in receipt of DSA

7. Criteria for admission

A typical offer is likely to be 2 x D at A level, or a Merit profile in a relevant BTEC National Diploma subject area such as Media Hair and Make-up although each application will be considered on its own merit together with a minimum of 4 GCSE grades at C or above including English and Maths.

International qualifications will be assessed against these criteria. Speakers of other languages need to have an IELTS score of at least 6.0 or a recognised level 2 English qualification.

All students are expected to present a creative portfolio and supportive academic text. This is considered at interview or through correspondence for distance learning applicants. However, factors such as previous industry experience and performance can support the application.

In the absence of formal learning qualifications applications are welcomed from persons who can demonstrate relevant work experience, including work in a voluntary capacity. The course structure actively supports claims for Accreditation of Prior Learning (APL) including Accreditation of Prior Experiential Learning (APEL) and Accreditation of Prior Certificated Learning (APCL)

We welcome applications from mature candidates who may not have met the academic criteria. Candidates in this category will be interviewed to assess their suitability for the course and asked to provide a portfolio of evidence to support their application.

All students must be able to demonstrate either by qualifications or testing that they have the required literacy skills to complete the course.

All students are expected to undertake relevant work related learning experience as part of the programme of study. The length or type of work experience is not prescribed.

It is expected, in order to meet industry expectations, that students will be required to purchase a professional equipment kit.

8. Language of study

English

9. Information about assessment regulations

Work Related Learning module is non-compensatable

10. Methods for evaluating and improving the quality and standards of teaching and learning.
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In addition to the Annual Programme Monitoring process the following mechanisms are in operation:

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| <ul style="list-style-type: none">• Peer Review• Annual Planning• Peer Observation• Student module reviews• Tutor module reviews• Enrolment and induction reviews• Course Committee meetings• Pathway Committee meetings• Student Pathway meetings |
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Annexe 1: Curriculum map

Annexe 2: Map of Teaching and Learning Methods

Annexe 3: Map of Assessment Methods

Annexe 4: Assessment Chart

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	Programme outcomes																								
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7
4	Historical Influences in Hair and Make Up	✓							✓					✓						✓	✓					
	Special Effects Make Up	✓		✓						✓	✓			✓		✓		✓			✓					
	Principles of Flat Mould Appliances		✓					✓		✓					✓		✓				✓					
	Creative Hair and Make Up Design 1		✓					✓	✓											✓						
	Professional Development	✓							✓						✓		✓			✓	✓	✓				
	Creative Hair and Make-up Design 2			✓							✓	✓					✓	✓	✓	✓						

Level	Study module/unit	Programme outcomes																								
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7
5	Prosthetics and Castings		✓					✓		✓				✓	✓						✓					
	2D and 3D Body Art			✓				✓			✓					✓	✓									
	Creative Postiche	✓	✓					✓			✓					✓	✓			✓						
	Work Related Learning	✓							✓						✓			✓		✓	✓	✓				
	Managing the Creation of a Showcase			✓				✓	✓					✓				✓				✓				

Annexe 2 – Map of Teaching and Learning Methods

Level 4

	Lectures	Tutorials	Practical / Design Workshops	Demonstration	Case studies	Group Activities	Employer Engagement - Guest speakers / External Visits	Sketch or Prep Book
Historical Influences in Hair and Make Up	x	x				x		x
Special Effects Make Up	x	x	x	x		x	x	x
Principles of Flat Mould Appliances	x	x	x	x	x	x		
Creative Hair and Make Up Design 1	x	x	x	x				x
Professional Development (PD)	x	x		x	x		x	
Creative Hair and Make-up Design 2	x		x	x		x	x	x

Level 5

	Lectures	Tutorials	Practical / Design Workshops	Demonstration	Case studies	Group Activities	Employer Engagement -Guest speakers / External Visits	Sketch or Prep Book
Prosthetics and Castings	x	x	x	x		x	x	x
2D and 3D Body Art	x	x	x	x	x		x	x
Creative Postiche	x	x	x	x		x	x	x
Work Related Learning	x	x			x		x	
Managing the Creation of a Showcase	x	x	x		x	x		x

Annexe 3 – Map of Assessment Methods

Level 4

	Skills Analysis	Written report/ report	portfolio work	Timed Assessments	Presentation	Supporting Statement	Research Folder	Creative Online Blog	Essay	Reflective Folder
Historical Influences in Hair and Make Up							50% (1200 words)		50% (1800 words)	
Special Effects Make Up			60%			40% (1200 words)				
Principles of Flat Mould Appliances				40%				60% (1800 words)		
Creative Hair and Make Up Design 1					100% 15 mins					
Professional Development (PD)	60%	(1200 words) 40%								
Creative Hair and Make Up Design 2			70%							30%

Level 5

	Case study	Work related Portfolio	Portfolio work	Timed Assessments	Professional Development Plan	Research Folder	Essay	Showcase Event
Prosthetics and Castings			50%			50% (2000 words)		
2D and 3D Body Art				50%			50% (2000 words)	
Creative Postiche			70%	30%				
Work Related Learning		60%			40%			
Managing the Creation of a Showcase	40% (1600 words)							60%