

Programme specification

1. Overview / factual information

Programme/award title(s)	BA (Hons) Creative Hair and Media Makeup Top-up BA (Hons) Creative Hair and Media Makeup (Fashion and Editorial) Top-up BA (Hons) Creative Hair and Media Makeup (Film & TV, and Prosthetics) Top-up
Teaching Institution	University Centre Leeds
Awarding Institution	The Open University (OU)
Date of first OU validation	August 2016
Date of latest OU (re)validation	August 2024
Next revalidation	August 2029
Credit points for the award	120
UCAS Code	8F73
HECoS Code	
LDCS Code (FE (Further Education) Colleges)	
Programme start date and cycle of starts if appropriate.	September 2024
Underpinning QAA subject benchmark(s)	QAA Subject Benchmark Statement Art & Design 2019
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	FD Creative Hair and Media Makeup (Luminate) FD Creative Hair and Media Makeup (Fashion and Editorial) (Luminate) FD Creative Hair and Media Makeup (Film & TV and Prosthetics) (Luminate)
Professional/statutory recognition	n/a
For apprenticeships fully or partially integrated Assessment.	n/a
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT
Duration of the programme for each mode of study	1 year FT
Dual accreditation (if applicable)	n/a

Date of production/revision of this specification	n/a
<p>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.</p> <p>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.</p> <p>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.</p>	

2. Programme overview

2.1 Educational aims and objectives
<ul style="list-style-type: none"> ● Provide a comprehensive and challenging practice-led programme in Creative Hair and Media Makeup which facilitates access and progression for a wide range of students from diverse backgrounds into various creative industry contexts with specialist pathways. ● Offer a robust BA (Hons) Top-up programme that provides opportunities to produce resolved and technically accomplished creative work, relevant to current practices in the fashion and screen industries. ● Develop students with a range of practical skills pertinent to contemporary professional hair and media makeup practice ● Produce graduates who have both subject specific skills (expressive, creative, technical) and transferable skills (communication, teamwork, project management, problem solving, questioning) which are key to being employable within the creative industries ● Produce graduates with creative flexibility and entrepreneurial ability relevant to the creative and cultural industries ● Produce graduates who understand Creative Hair and Media Makeup in the wider social and cultural environment

2.2 Relationship to other programmes and awards
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BA (Hons) Creative Hair and Media Makeup and pathways provide an internal progression route from FD Creative Hair and Media Makeup at University Centre Leeds. The scaffolding of modules within the FD supports the students' progression onto this programme by preparing them for more critical and autonomous study at Level 6. This programme is also a progression route for students that have studied a Foundation Degree or HND in a relevant subject at a different institution.

FD Modules at Level 4:

Fundamental Techniques for the Inclusive Artist
Character Design and Application
Creative Professional
Creative Hair and makeup
Historical influences in Hair and Makeup

FD Modules at L5:

Shared Modules

Working in the Makeup Industry
Managing a Showcase Event

Film & TV and Prosthetics Pathway

Prosthetics Makeup for Screen 1
Prosthetics Makeup for Screen 2
Creative Postiche
Cutting for Continuity

Fashion and Editorial Pathway

Advanced Fashion and Editorial Makeup Techniques
Avant Garde Makeup Techniques
Trend Forecasting
Avant Garde Hair and Wig Techniques

Prospective learners applying for the BA program from external providers will be invited to an interview with the team. During the interview, the team will look at the applicants' prior qualifications and experiences and discuss modules previously undertaken. A submission of a portfolio highlighting the applicants' practical applications, and creative ability is reviewed. If there are identified areas requiring some enhancement or upskilling, workshop sessions will be extended to these learners. These sessions are designed to help develop specific skills, ensuring that applicants are well-prepared and confident in meeting the course's expectations. This thorough approach ensures a comprehensive understanding of each learner's background and capabilities and offers a supportive environment for growth and success within the programme.

Students completing the BA (Hons) Creative Hair and Media Makeup could progress on to a relevant level 7 post graduate programme such as MA Creative Practice, delivered by the Creative Arts department at University Centre Leeds. This programme expands

on the ethos of collaboration and industry focussed practice of the top-up through its modules such as Industry Project and Collaborative Project. A summer project is provided for students progressing onto this course.

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.

N/A

2.4 List of all exit awards

BA(Hons) Creative Hair and Media Makeup
BA (Hons) Creative Hair and Makeup (Fashion and Editorial)
BA (Hons) Creative Hair and Makeup (Film & TV and Prosthetics)
120 Credits

BA Creative Hair and Media Makeup
BA Creative Hair and Makeup (Fashion and Editorial)
BA Creative Hair and Makeup (Film & TV and Prosthetics)
60 credits from Studio Practice and Professional Practice

3. Programme structure and learning outcomes

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

<u>Programme Structure - LEVEL 6</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Final Project	60			No	1 and 2
Professional Practice	20			Yes	2
		Studio Practice (Film & TV, and Prosthetics)	40	No	1
		Studio Practice (Fashion and Editorial)	40	No	1

Programme Structure

13 teaching weeks per semester 9hrs a week plus 1hr tutorial

Semester 1 - 6hrs Studio Practice, 3hrs Final Project
 Semester 2 - 3 hrs Professional Practice, 6hrs Final Project

Semester 1	Studio Practice (Film & TV and Prosthetics) or Studio Practice (Fashion and Editorial) 40 Credits	Final Project 60 credits
Semester 2	Professional Practice 20 credits	

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1. Critically evaluate key theories, issues and debates pertinent to contemporary makeup practice and its wider social and political contexts</p> <p>A2. Critically analyse creative hair and makeup practices and practitioners to contextualise own work</p>	<p>Learning and teaching strategy</p> <ul style="list-style-type: none"> ● Practical workshops ● Demonstrations ● Group critiques ● Case study analysis ● Discussion seminars ● Research discussions ● Lectures ● Technician support <p>Assessment methods:</p> <ul style="list-style-type: none"> ● Digital Report ● Presentation ● Visual Report

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Critically evaluate and interpret evidence from a variety of sources.</p> <p>B2. Develop an innovative makeup practice by purposefully experimenting with new approaches to equipment, products, and techniques</p> <p>B3. Employ a systematic problem-solving process to develop creative makeup solutions</p>	<p>Learning and teaching strategy</p> <ul style="list-style-type: none"> ● Practical workshops ● Demonstrations ● Group critiques ● Case study analysis ● Discussion seminars ● Research discussions ● Lectures ● Technician support <p>Assessment methods:</p> <ul style="list-style-type: none"> ● Presentation ● Visual Report ● Final Project
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1. Act autonomously with limited supervision or direction within agreed guidelines</p> <p>C2. Develop specialist working methodologies to produce concepts suitable to the makeup context</p>	<p>Learning and teaching strategy</p> <ul style="list-style-type: none"> ● Practical workshops ● Demonstrations ● Group critiques ● Case study analysis ● Discussion seminars

3C. Practical and professional skills	
<p>C3 Skilfully communicate makeup concepts using relevant equipment, skills, and processes.</p>	<ul style="list-style-type: none"> ● Research discussions ● Lectures ● Technician support <p>Assessment methods:</p> <ul style="list-style-type: none"> ● Digital Portfolio ● Portfolio of Images ● Live Event ● Final Project
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1. Effectively communicate in a range of professional contexts</p> <p>D2. Critically reflect on own performance to inform future personal and professional development</p> <p>D3. Effectively work with others in a range of situations</p>	<p>Learning and teaching strategy</p> <ul style="list-style-type: none"> ● Practical workshops ● Demonstrations ● Group critiques ● Case study analysis ● Discussion seminars ● Research discussions ● Lectures ● Technician support <p>Assessment methods:</p> <ul style="list-style-type: none"> ● Digital Portfolio ● Portfolio of Images

3D. Key/transferable skills	
	<ul style="list-style-type: none">• Live Event• Final Project

4. Distinctive features of the programme structure

The specialist pathways provide the opportunity to choose a course that is specific to their area of interest. Students can choose to study a specialist area from L4 to L6 something that will set learners apart from graduates from other institutions making the offering more distinctive locally and competitive with other courses nationally.

The programme has a high level of engagement with industry and focusses on providing opportunities for students to make contacts and extend their professional networks alongside learning technical skills and gaining invaluable insights into the industry. Throughout the modules, guest speakers are invited to deliver talks and run masterclasses. Previous guest speakers have included Kate Benton (Last Kingdom, Hugo, Love Actually), Stuart Bray (Game of Thrones, Doctor Who), Calico Heslop (Wicked, The Lion King) Laura Lawrence (Peaky Blinders, Boss Model, and Industry Model Management) Dan Wood (Boohoo), Stefanie Kemp (Bridgerton, Luther) Illamasqua and Fenty amongst others.

Students can gain practical experience on productions and events, these include local companies such as Leeds Grand Theatre, Leeds Playhouse, local film and tv productions (Ackley Bridge, Official Secrets, Overshadowed) and at events such as the Leeds RAG Fashion Show, FB Fashion Ball, Leeds International Festival, and The Prosthetics Event. Students also have opportunities to collaborate with students from UC Leeds, for example with the Acting and Film students as well as other institutions such as the Northern Film School and the MET Film school at Prime Studios. The high level of opportunities to gain experience in industry throughout the programme makes the offer distinctive and students recognise these links can provide them an increased opportunity to enter the makeup industries during their studies and once they have graduated.

Students are provided with opportunities to showcase their work to a specialist audience of industry professionals and local employers, providing a final opportunity to gain recognition for their work and extend their industry contacts.

The unique training environment in a working production studio sets the course apart from competitors and has grown the reputation of Creative Ambition (the brand given to the media makeup department to make them more recognisable in industry) amongst industry professionals, providing further opportunities for students to gain real life insights into the workings of industry settings. The close location of the studios to ITV

has also provided opportunities to link with the makeup department at Emmerdale from which past graduates have gained opportunities for employment.

Students will also train in the makeup studios within the recently built and developed Quarry Hill Campus, which is based in the Cultural Quarter of Leeds, providing excellent links to the Playhouse Theatre (with whom the department has close contact) BBC and Channel 4 who have their headquarters in the city centre.

The department is part of Screen Yorkshire's Connected Campus initiative which works to forge closer links between TV and Film professionals, production companies, broadcasters, and students. Through this initiative the department has access to a range of boot camps, masterclasses, and special events, including visits to live sets and studios, industry workshops and visiting speakers. The scheme is encouraged and supported by the broadcasters based in the region, including Channel 4, the BBC and ITV. As well as this, the department is part of the Craft Hair and Makeup Certificate that is coordinated by COSE: Y (Centre of Screen Excellence Yorkshire). This scheme provides practical upskilling, high end work experience, guest speakers, collaboration, and industry insight. Due to our involvement in the scheme graduates from Creative Ambition have a higher chance of acceptance on to the scheme. The teaching team work closely with COSE: Y to deliver practical training and skills.

The department is also a member of Film Buddy UK, who offer bespoke employability services to encourage, inspire and assist students directly into work experience placements and employment within the Film, Television & Creative Media Industries. This provides UCL Creative Arts students with free membership with the company whilst on programme giving access to live Q&As with some of the world's leading specialists, mentoring support, access to work experience opportunities and FB-1, an online catalogue of interviews and podcasts with specialists from the screen industries.

The team has considerable experience in teaching and within the makeup industry, and this wide expertise has been a strength of the programme throughout its development. Current students have commented positively that they appreciate the industry relevance of the team and the fact that they still work in and have strong links within industry.

As the only provider for makeup degrees in Leeds, the region itself makes the course distinctive due to recent investment and growth in the local region to make Leeds and Yorkshire a hub for the screen industries. The construction of the new Leeds Studios

and initiatives by Screen Yorkshire are bringing more productions to the region and local talent is in real demand creating more opportunities for local make-up graduates.

The inclusion of hair and wig skills within the programme addresses the recognised shortfalls of much of the makeup training offered nationally and follows on from the modules delivered at FD level. The importance for learners to build confidence in hair and makeup skills for a diverse range of models continues to be at the forefront of the consultation with industry experts and has been included within the planning of the restructured course, setting us apart from competitors.

Leeds has a thriving fashion scene and opportunities for digital marketing and online promotion has led to further need for creatives to provide high quality content for promotion and marketing of online retail. Large online fashion companies such as Boohoo setting up their headquarters in the North has brought greater opportunities to the region and hair and makeup is an integral role to the creative teams that work for companies such as these. Consumer behaviours have been accelerated by online retail, promotion and marketing for fashion brands continues to have increasing influence providing local opportunities for makeup trainees. This alongside the growing reputation of Creative Ambition as a high-quality provider of makeup degrees and our strong links with industry make the course desirable to students nationally, not just locally.

Equality, Diversity, Inclusion and Sustainability:

Before advancing onto the BA, learners acquire foundational knowledge of equality, diversity, inclusion, and sustainability as it is integrated into various modules within the Creative Hair and Makeup Foundation Degree. Fundamental Techniques of the Inclusive Artist focuses on developing skills to become an inclusive makeup artist, working with different skin tones and textures, ages, genders, and hair types and textures. In Historical Influences in Hair and Makeup students are encouraged to look at global historical impacts on hair and makeup, as well as focussed sessions on LGBTQ+ rights history, civil rights movements, and women's rights movements. In the Creation of a Showcase module learners explore topics impacting the industry and beyond with regards to representation, diversity in models (age, race, gender, disability) and sustainability, when deciding on their own photoshoot direction.

Within the BA learners extend their prior knowledge within these areas within the Studio Practice modules and the Final Project module. Studio Practice modules explore key issues regarding topics such as gender and identity, intersectionality, expression, inclusivity in the industry, stereotypes, and cultural developments within characters within prosthetic based makeup and hair design. Students are encouraged to explore

these topics and their links to/impact on the contemporary industry, responding to them through their research and practice. This will build on discussion of such topics from previous levels, developing critical understanding of these key issues and incorporating them into inspiring, creative outcomes. The module will draw from the soon to be published book by lecturer Charli Butterfield on the topic of gender expression and identity through makeup. The book explores historical and modern uses of makeup for self-expression, with a focus on gender, providing terminology and contextualising examples of makeup as a vehicle for this. The book covers gender theory, intersectionality, queer history, global trends, identity in the digital age, subcultures and more and will align perfectly with the modules delivered in the BA.

Skills will be advanced further to address inclusivity focusing on colour theory. Recent research into colourism conducted by the Lecturers delivering on the modules have led the teaching team to investigate the Monks Skin Scale, a system developed by Harvard professor and sociologist Dr Ellis Monk. Now adopted by Google, this ten-shade scale was developed for digital platforms to improve representation. The shades have been translated by the teaching team into realistically textured, large silicone skin samples which can be used for reference and practice by students to advance their skills within the integrated prosthetic silicone colouring process, colour matching and blending to actors' skin tones in both prosthetic makeup application and fashion-based makeup applications.

Other research conducted by the teaching team has focused on the contextual as well as the knowledge and skills gap within hair diversity and its significance in cultural identity from past to present. These themes will be explored and underpin design and practice within the Studio Practice module and Final Project module to create meaningful and genuine representation.

5. Support for students and their learning

At the University Centre there is a HE (Higher Education) Student Support Manager, HE Welfare and Progression Officer and HE Counselling and Mental Health Officer. These roles support student welfare and offer support including counselling, well-being, and financial advice. There is also a Learning Support Officer who can assist students in their applications for DSA and provide one to one support with specific learning needs. The institution also has a Careers and Progression Officer that can support students in finding employment. A subject specific Academic Librarian also works within the HE library at Quarry Hill where there is an extensive range of learning resources. Students are supported by the Academic Librarian who can support students one to one with specific study skills requirements and who also provides bespoke study skills sessions for student groups. Also located in the HE Library is the department's Progress Coach, who supports staff to monitor attendance and engagement and with whom students can book in for 1-1 pastoral support, as necessary.

Over the summer period a 'summer study project' is set for students progressing onto the BA(Hons) Top-up, this project promotes engagement in practice, supporting students by giving them time to assess the direction of their practice and conduct further research before beginning the programme.

An hour tutorial slot is timetabled weekly for each group; in this slot they can access pastoral and personal development support with a personal tutor, this includes one to one tutorials and group tutorials on broader support topics such as time management, stress management, mental health, and wellbeing. All students have a personal tutor throughout their studies, this tutor supports the student pastorally and will also review their personal development plans throughout the programme.

A supervisor system will be adopted to support and monitor individual specialist research and monitor student progress. Students are supported through the design of the curriculum to become increasingly autonomous and critical in preparation for the final exhibition work. Throughout semester one students are invited to become increasingly critically aware by exploring theoretical debates in the Studio Practice module. Throughout the programme students are supported to develop the curriculum in response to their personal interests and aspirational career trajectories. This along with the development of their research and academic skills within the written elements of Studio Practice will support them to undertake the Final Project module and move towards being more autonomous practitioners.

Students will be supported through regular formal and informal group and peer critiques, offering a test space to explore their creative voice and vocabulary.

The Creative Arts Network VLE (Virtual Learning Environment) supports students in finding collaboration opportunities within the department and promotes networking events that are arranged by the department for students from different disciplines to meet and interact with each other. These opportunities prepare students for the final networking opportunity within Professional Practice to promote their work and network with specialists and employers, also readying them to seek further opportunities to continue to extend their network and contacts after graduating.

A robust communications system functions to give students access to lecturers and management; this includes e-mail, Google Chat and Blackboard. All students studying at University Centre Leeds are given a device to support them in using these platforms at home. All necessary information about the programme is provided by means of the course handbook, module handbooks and the VLE which they can access easily using their device. Additional to this, technical services provide a check out service, so students have access to a range of high-quality equipment such as mac devices, laptops, iPads and pens, course specific equipment and bookable rooms and studios. Equipment can be loaned and used out of opening hours to aid students when working on projects.

The facilities at Quarry Hill campus are open from 9am-9pm and students are encouraged to utilise available resources and continue project work. Workshop times at Quarry Hill and Prime Studios are also highlighted on timetables for the students to come in and work on their individual projects with the guidance of the department technicians. During the holidays workshop sessions are available for learners to attend

and are supervised by a member of staff; this allows learners to catch up with support from the team if they have fallen behind with their course work or if they want to continue work on projects and use the facilities outside of their timetabled sessions. A wider team of technicians in the Creative arts department also supports students with skills such as digital skills and use of adobe suite, use of camera equipment and studios, checking out and use of equipment such as iPad and pens.

6. Criteria for admission

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

Top Up Entry Criteria

	Typical offer	Minimum Offer
Foundation Degree:	Pass the second year of an FD in a relevant subject	An overall Pass grade (module average) on the second year of an FD in a relevant subject
HND:	Pass grade in a relevant subject	Pass grade in a relevant subject
IELTS:	IELTS 6.0 with no less than 5.5 in any component.	
International qualifications:	International qualifications will be assessed against these criteria	
Mature applicants:	University centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application. <i>*21 years and over at the start of the course</i>	

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

Feedback will be gathered using student rep feedback, module survey results and module evaluations. The data gathered will be discussed with learners and any course changes that can be implemented will be fed back via student reps and within tutorial sessions. Staff evaluate and discuss modules at the end of every semester and develop briefs and tasks where possible. Module surveys are sent out to learners once modules are complete and the data from them is reviewed by the teaching team; any changes that can be made are implemented and discussed with student reps in committee meetings.

Both formative and summative assessment methods shall be adopted within the programme. Formative assessment and feedback are embedded throughout the modules in response to learning activities within class, thus informing learning development. Such activities include, group discussions, direct and indirect questioning, creative practical development, peer feedback, 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. Students will be allotted a personal tutor for their time at University Centre Leeds, and with their personal tutor, they will produce individual learning plans to support their development as autonomous practitioners. The Coach and subject librarian will be utilised throughout the year to provide support, guidance, mentoring and training to individual and groups of learners. Dependent on the individual needs the Learning Coach will have the responsibility to support and monitor targets set by the personal tutors to support learner retention and achievement.

Summative assessments have been designed to reflect employability skills and occupationally related project briefs including a live brief. The names given to assessments have been based upon occupationally 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 in a format representative of industry practices. Practical outcomes and portfolios will allow the students to demonstrate practical skills to an appropriate professional standard and build professional portfolios to enhance their employability.

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

The restructured program is to include a 60 credit Final Project module (previously Final Project 40 credits and 20 credits Research Methods). This change will allow learners more time to conduct a deeper level of academic research into a chosen area. The Final Project module incorporates research methods, eliminating repetition and better connecting these skills to the students' final projects.

The studio practice module replaces the former Creative Male Makeup and Applied Prosthetic practical modules. Students will study either Film, TV and Prosthetics makeup or Fashion makeup within a studio environment.

The Professional Practice module has been created to replace Creative Identity and Entrepreneurial skills. The Professional Practice module will offer students a unique opportunity to plan, exhibit, and promote their hair and makeup talents to a specialized audience, fostering networking and career development. This module retains a strong focus from the previous emphasis of self-promotion and branding for digital platforms, ensuring graduates are well-equipped for success in the makeup industry.

Old Structure:

**15 weeks per semester x 3 hours per week per module.
Research Methods x4 hours per week**

Level 6 Semester 1	Creative Male 20 credits	Final Project Component 1 40 credits	Research Methods 20 credits
Level 6 Semester 2	Creative Identity and Entrepreneurship 20 credits	Final Project Component 2	Advanced Prosthetics 20 credits

New Structure:

15 weeks per semester - 13 weeks teaching - 2 weeks assessment period

Studio practice semester 1 – 6 hrs. per week

Final Project semester 1 - 3hrs per week

Final Project Semester 2 - 6 hrs. per week

Professional Practice semester 2 - 3 hrs. per week

Level 6 Semester 1	Studio Practice (Film & TV and Prosthetics) 40 Credits Or Studio Practice (Fashion and Editorial) 40 credits	Final Project 60 Credits	
Level 6 Semester 2	Professional Practice 20 Credits	Semester 1	

Map of Teaching and Learning Methods

	Lectures	Tutorials	Practical /studio Workshops	Demonstrations	Employer engagement / guest lectures / external visits	Group critiques / debates	Academic Writing Development	Presentation skills
Studio Practice (Film & TV, and Prosthetics)	X	X	X	X	X	X	X	
Studio Practice (Fashion and Editorial)	X	X	X	X	X	X	X	
Final Project	X	X	X	X	X	X	X	X
Professional Practice	X	X	X		X	X	X	X

Map of Assessment Methods

Level 6	Visual Report	Portfolio of Images	Digital Portfolio	Live Event	Poster Presentation	Final Project
Studio Practice	X	X				

(Fashion and Editorial)	40% 3000 w + 8 images C1 wk. 8	60% 4 final looks min 8 pages C2 wk. 15				
Studio Practice (Film & TV, and Prosthetics)	X 40% 300 w + 8 images C1 wk. 8	X 60% Min 8 pages C2 wk. 15				
Final Project					X 30% 20 min presentation C1 Wk. 12	X 70% Final Project C2 Wk. 30
Professional Practice			X 30% Min 8 images Wk. 24	X 70% Live Event Wk. 29		

Curriculum map

Level 6	Study module/unit	Programme outcomes										
		A1	A2	B1	B2	B3	C1	C2	C3	D1	D2	D3
	Studio Practice (Film, TV & Prosthetics)	X	X		X			X	X	X		
	Studio Practice (Fashion & Editorial)	X	X		X			X	X	X		
	Final Project		X	X	X		X				X	X
	Professional Practice					X	X			X		X

