

**Programme Specification**

<b>1</b>	<b>Awarding Institution/Body</b>	Luminate Education Group
<b>2</b>	<b>Delivery Location(s)</b>	Quarry Hill Campus
<b>3</b>	<b>Programme Externally Accredited by (e.g. PSRB)</b>	n/a
<b>4</b>	<b>Award Title(s)</b>	FD Creative Hair and Media Makeup FD Creative Hair and Media Makeup (Fashion and Editorial) FD Creative Hair and Media Makeup (Film and TV and Prosthetics)  Certificate in Higher Education
<b>5</b>	<b>FHEQ Level</b> <i>[see guidance]</i>	5
<b>6</b>	<b>Bologna Cycle</b> <i>[see guidance]</i>	Short cycle (within or linked to the first cycle) qualifications
<b>7</b>	<b>HECoS Code and Description</b>	8F72 – Creative Hair and Media Makeup 8F82 - Creative Hair and Media Makeup (Fashion and Editorial) 8F92 - Creative Hair and Media Makeup (Film & TV and Prosthetics)
<b>8</b>	<b>Mode of Attendance</b> <i>[full-time or part-time]</i>	2 Years Full-Time
<b>9</b>	<b>Relevant QAA Subject Benchmarking Group(s)</b>	FD Characteristics Statement, 2020 FD Subject Benchmark, Art and Design, 2017
<b>10</b>	<b>Relevant Additional External Reference Points</b> <i>(e.g. National Occupational Standards, PSRB Standards)</i>	National occupational standards: <i>Create an original design for hair, wigs, make-up, and prosthetics</i> <i>Prepare to change the performer's appearance</i> <i>Research ideas to contribute to the development of hair, wigs, make-up, and prosthetics design for productions</i>

		<i>Monitor and maintain the continuity of the performer's appearance</i>																								
11	<b>Date of Approval/ Revision</b>	September 2022																								
12	<p><b>Criteria for Admission to the Programme</b></p> <p style="text-align: center;"><b><u>Foundation Degree Entry Criteria</u></b></p> <p>Full Time and Part time</p> <table border="1"> <thead> <tr> <th></th> <th><b>Typical offer</b></th> <th><b>Minimum Offer</b></th> </tr> </thead> <tbody> <tr> <td><b>Level 3 qualifications such as: A Levels or BTEC L3 Diploma or Extended Diploma</b></td> <td>32 UCAS tariff points from one A-level (or equivalent qualifications), in a relevant subject</td> <td>16 UCAS tariff points from one A-level (or an equivalent qualification), in a relevant subject</td> </tr> <tr> <td><b>IELTS:</b></td> <td colspan="2">IELTS 6.0 with no less than 5.5 in any component.</td> </tr> <tr> <td><b>International qualifications:</b></td> <td colspan="2">International qualifications will be assessed against these criteria</td> </tr> <tr> <td><b>Mature applicants:</b></td> <td colspan="2">University Centre Leed 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></td> </tr> <tr> <td><b>RPL claims:</b></td> <td colspan="2">The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th><b>Criteria</b></th> </tr> </thead> <tbody> <tr> <td><b>References:</b></td> <td>An appropriate reference desirable.</td> </tr> <tr> <td><b>Portfolio:</b></td> <td>A portfolio of work is required.</td> </tr> </tbody> </table>			<b>Typical offer</b>	<b>Minimum Offer</b>	<b>Level 3 qualifications such as: A Levels or BTEC L3 Diploma or Extended Diploma</b>	32 UCAS tariff points from one A-level (or equivalent qualifications), in a relevant subject	16 UCAS tariff points from one A-level (or an equivalent qualification), in a relevant subject	<b>IELTS:</b>	IELTS 6.0 with no less than 5.5 in any component.		<b>International qualifications:</b>	International qualifications will be assessed against these criteria		<b>Mature applicants:</b>	University Centre Leed 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>		<b>RPL claims:</b>	The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL)			<b>Criteria</b>	<b>References:</b>	An appropriate reference desirable.	<b>Portfolio:</b>	A portfolio of work is required.
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13	<p><b>Educational Aims of the Programme</b></p> <p>The overall aims of the programme are to:</p> <ul style="list-style-type: none"> <li>• Develop knowledge, understanding and application of theories and concepts of media makeup</li> <li>• Offer a robust and vocationally relevant foundation degree that will allow students to develop a range of relevant professional and vocational skills appropriate to the media makeup industry</li> <li>• Develop personally and professionally within contexts appropriate to the creative hair and make-up sector, whilst developing an increasing independence in learning</li> <li>• Deliver a wide range of professional hair and makeup skills relevant to the contemporary industry, including emerging technologies</li> </ul>																									

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| <ul style="list-style-type: none"><li>• Instil an interdisciplinary approach by collaborating with other creative disciplines on internal and external projects</li><li>• 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.</li><li>• Enhance the employability and career prospects of learners within the media makeup industry</li><li>• Develop graduates who have an analytical and reflective understanding of vocational practices in the context of the workplace today and in relation to the wider social and cultural environment</li><li>• Develop graduates who have a balance between subject specific skills (creative, technical) and transferable skills (communication, teamwork) which are key to being employable in the media hair and makeup industries</li></ul> |
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<b>14</b>	<p><b>Learning Outcomes</b></p> <p>The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to:</p>																																												
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E2	Fulfil fashion related briefs by applying effective use of relevant makeup and hair products, skills and equipment to an appropriate professional standard
15	<p><b>Key Learning &amp; Teaching Strategy and Methods</b></p> <p>The Teaching, Learning and Assessment strategy aims to provide learners with an academic and practical curriculum with a work-based knowledge focus, the skills and development for their future careers and a curriculum of applied learning relevant to the media hair and makeup industry.</p> <p>Fundamental practical skills are delivered within Fundamental Techniques for the Inclusive Artist, Character Design and Application and Creative Hair and Makeup modules from which students can utilise these techniques and processes within other practical and project-based modules. Demonstrations followed by practical activities will consolidate the learning and develop skills and students will be given opportunities to review the practices of key specialists in order to extend and develop their own skills and processes. For specialist and additional skills to enrich the student experience guest speakers will be invited into sessions to run practical workshops.</p> <p>The inclusion of portfolios in the assessment methods allows students to present their practical outcomes in a professional manner in line with industry practices, for a makeup artist this is key to gaining work beyond study. Key academic skills will be delivered to support the students' transition into higher education from a range of educational backgrounds and experiences. The Creative Professional module provides early opportunities to develop a robust underpinning of appropriate academic skills such as researching, referencing, essay writing and digital literacy skills alongside personal development skills such as skills auditing, time planning and reflective practice. An early formative assessment in this module will assist the development of these skills at this stage.</p> <p>The lecture programme and skills-based delivery will impart the necessary principles and concepts. Seminars will be a mixture of student and tutor led sessions considering practical examples of the principles and concepts introduced in the lecture programme. The practical modules are designed to encourage research, reflection and critical thinking skills to support the students' academic progression through higher education. The practical skills in these modules are scaffolded to support students entering the programme from a range of experience in contexts within hair and media makeup.</p> <p>The sequencing of the modules is designed to enhance the quality of the student learning experience and promote student retention and achievement by beginning with the fundamental academic and practical skills and building upon these and increasing the students' autonomy in research, design and development. Projects are sequenced to support the student to work with increasing levels of autonomy within their concept development and project work. Within the modules, there are embedded work related,</p>

personal development and academic skills to support the student. The teaching of these skills will be contained within modules to ensure student engagement, and to teach the transferrable skills in a way that is purposeful for the students' training.

Group work will allow students to develop their research, communication and teamwork skills in preparation for the Managing the Creation of a Showcase Event module which will encourage and support students to work collaboratively with students from their cohort, with other disciplines within the Creative Arts department and beyond.

The early shared module the Creative Professional, is integral into nurturing a collaborative and interdisciplinary ethos within students working across a range of creative disciplines. Students will be taught across disciplines from the beginning of Level 4 and will be supported and encouraged using the Creative Arts Network VLE and shared enrichment programmes to maintain this contact. By regularly working together this will support the practical collaborations in Managing a Showcase Event at Level 5, where the students are asked to work together on an exhibition event. The aspiration is that this module will engage the students to pursue further collaborative works into Level 6 or to prepare them for the realities of professional practice.

The delivery of the shared module will be split. Some delivery will take place to the whole year group, and the rest to smaller subject groups. The delivery to the larger group will cover generic principles such as self-reflection, or financial management, and will raise awareness of the breadth of careers, opportunities, and practices within the creative industries and foster collaboration. Following the larger taught sessions these general principles will then be contextualised to the student's own specialisms through accompanying seminars and workshops.

Additional academic support is offered in workshops such as Academic Skills and Essay Writing. These additional, non-assessed sessions at level 4, will be supported by the Creative Arts Librarian and the Creative Arts Progress Coach, offered as ongoing support through level 4 and 5 and will support academic rigour and raise achievement throughout the foundation degree. Group tutorials are used to deliver common themes such as lone working practices. 1-1 Tutorials will take the form of individual support and feedback for student guidance.

Opportunities will be provided to work within the makeup industries using our links with working professionals and industry partners, the specialists may vary depending on availability and new contacts that are made as the programme develops and are planned at the start of the academic year. Currently guest artists such as Katie Ince supports the Creative Postiche module, Dan Wood currently provides guest workshops for the Fashion and Editorial makeup module and Christine Pyke supports the introduction of industry practices within The Creative Professional and these will be extended through to Working in the Makeup Industry, currently supported by Kate Benton, Stuart Bray, and Calico Heslop extending the students' knowledge of the various makeup industry sectors. 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 students

to gain relevant work experience in the college's own learning environments and use the department's industry contacts.

The opportunities for eLearning within the college are strong with a background in the use of VLEs and the introduction of Google Drive, Classrooms and Chromebooks. The eLearning team support staff in the use of this and key to this are the positive comments from students throughout the University Centre about how it has enhanced their learning. The college also supports online learning by providing all HE students with Chromebooks to support the use of Google throughout their studies. The current HE students have welcomed the direct feedback, ability to update live documents and the opportunities that this has provided for off-site learning.

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### Key Assessment Strategy and Methods

This programme will use a variety of assessment methods; however, there is a strong emphasis on practical assessments to reflect the vocational nature of the programme. To prepare students for industry these occur in a range of contexts, from presenting creative ideas, working on project briefs set by employers, and exhibiting to an audience etc. This reflects the breadth of situations that they may encounter in professional life beyond the course.

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 for instance. 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. 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. To reflect the practical nature there are portfolio assessments throughout the foundation degree which will collate practical responses to a client or live brief stimulus. 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.

In Level 4 all students will design and apply makeup applications in three distinct modules that explore a wide range of makeup contexts including historical and contemporary examples as well as practical skills in Special Makeup Effects for Film and TV and Fundamental Techniques for the Inclusive Artist. This will be contextualised holistically in The Creative Professional Module in which students will assess the area of Media Makeup they wish to pursue as a career. In Level 5 the two pathways provide learners with the opportunity to specialize in an area of the makeup industry that they are interested in: Film and Screen or Fashion. The modules in level 5 build on the students' design and practical skills along with developing academic skills. Various teaching and learning methods will be included such as lectures, seminars, tutorials, practical workshops, case studies, demonstrations, academic writing, employer engagement and guest speakers, group



critique and debates. This will ensure that students can be assessed in a variety of ways to avoid an over reliance on a particular assessment method. The assessments reflect tasks that graduates would encounter in the industry as professional makeup artists.

Managing a Showcase Event and Working in the Makeup Industry modules require students to engage with employers and other creatives through work placements and the organisation of a showcase event. These assessments prepare them with the necessary management and communication skills for use beyond their studies and help to develop their professional network. Students will produce statements and reflections to contextualise their creative practice to build a critical relationship with their work and assessments are structured to allow the student to act with increasing autonomy.

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**Programme Modules****FD Creative Hair and Media Makeup,****Level 4**

**Creative Hair and Media Makeup, Creative Hair and Media Makeup (Fashion and Editorial),  
Creative Hair and Media Makeup (Film & TV and Prosthetics)**

**Core Modules:**

Level 4					
Code	Title	Credits	Core/ Option	Non- Compensatable	Compensatable
	Fundamental Techniques for the Inclusive Artist	20	Core		X
	Character Design and Application	20	Core		X
	Creative Professional	20	Core		X
	Creative Hair and makeup	40	Core	X	
	Historical influences in Hair and Makeup	20	Core		X

**Level 5**

**Creative Hair and Media Makeup, Creative Hair and Media Makeup (Fashion and Editorial),  
Creative Hair and Media Makeup (Film & TV and Prosthetics)**

**Core Modules:**

Level 5					
Code	Title	Credits	Core/ Option	Non- Compensatable	Compensatable
	Working in the Makeup Industry	20	Core		x
	Managing a Showcase Event	20	Core		x

**Pathway Modules:****Creative Hair and Media Makeup (Film & TV and Prosthetics)**

Level 5					
Code	Title	Credits	Core/ Option	Non- Compensatable	Compensatable
	Prosthetics Makeup for Screen 1	20	Core		x
	Prosthetics Makeup for Screen 2	20	Core		x
	Creative Postiche	20	Core		x
	Cutting for Continuity	20	Core		x

**Creative Hair and Media Makeup (Fashion and Editorial)**

Level 5					
Code	Title	Credits	Core/ Option	Non- Compensatable	Compensatable
	Advanced Fashion and Editorial Makeup Techniques	20	Core		X
	Avant Garde Makeup Techniques	20	Core		X
	Trend Forecasting	20	Core		X
	Avant Garde Hair and Wig Techniques	20	Core		X

**Creative Hair and Media Makeup**

Code	Option	Title	Credits	Core/ Option	Non- Compensatable	Compensatable
	Option 1	Avant Garde Makeup Techniques  OR	20	Optional		X

		Prosthetics Makeup for Screen 1				
	Option 2	Advanced Fashion and Editorial Makeup Techniques  OR  Prosthetics Makeup for Screen 2		Optional		X
	Option 3	Trend Forecasting  OR  Creative Postiche	20	Optional		X
	Option 4	Avant Garde Hair and Wig Techniques  OR  Cutting for Continuity	20	Optional		X

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## Programme Structure

### Full Time

Students will attend sessions over 2 days per week (a total of 10 hrs, 9 hrs modules and 1 hr tutorial)

### Level 4

The delivery of the modules at level 4 is structured to provide an underpinning understanding of the subject disciplines and concepts related to the practical workings and employment opportunities of the sector, as well as the technical and creative skills to ensure continuing creative application and professional development. The first semester module Fundamental Techniques for the Inclusive Artist introduces the basic principles of hair and makeup for a diverse range of clients. The second semester builds on both academic skills and practical skills. The Historical Influences in Hair and Makeup continues, from The Creative Professional in semester one, to develop the students' academic and research skills whilst gaining an appreciation of pivotal moments of history that affected hair and makeup hair and makeup. Creative Hair and Makeup builds on the fundamental skills delivered in semester one and begins to develop the student's own creativity identity and understanding of working to briefs.

### Level 5

Modules included within the level 5 programme aim to extend their knowledge of the Media Hair and Makeup industry and include both research skills, entrepreneurial skills and practical skills that will be beneficial when seeking employment and working as a freelance makeup artist. At this level students will be increasingly challenged to become independent learners, to further apply theoretical aspects and creative skills. Practical makeup skills will build on the fundamentals and development of creative style delivered at L4 with more advanced techniques to further students' technical ability. Specific 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. There is an emphasis on project management and collaboration to promote and build upon soft skills and the Managing the Creation of a Showcase module introduces students to self-promoting and considering themselves as a freelance artist.

<b>Level 4</b>	<b>Creative Hair and Media Makeup (Film &amp; TV and Prosthetics)</b> <b>Creative Hair and Media Makeup (Fashion and Editorial)</b> <b>Creative Hair and Media Makeup</b>  All three pathways will share the same module structure at level 4.  15 weeks per semester x 3 hours per week per module plus 1 hour tutorial
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Semester 1	Fundamental Techniques for the Inclusive Artist 20 Credits	Character Design and Application 20 Credits	Creative Professional 20 Credits	
Semester 2	Creative Hair and makeup 40 Credits		Historical Influences in Hair and Makeup 20 Credits	
<p><b>Level 5</b>      15 weeks per semester x 3 hours per week per module plus 1 hour tutorial</p> <p>Students studying the generic 'Creative Hair and Media Makeup' pathway select 4 optional modules. Students must select a combination of modules from both the Fashion &amp; Editorial and Film &amp; TV and Prosthetics pathways</p>				
<b>Semester 1</b>	<b>Creative Hair and Media Makeup</b>	Option 1	Option 2	Option 3
	<b>Creative Hair and Media Makeup (Fashion &amp; Editorial)</b>	Trend Forecasting 20 Credits	Avant Garde Makeup Techniques 20 Credits	Avant Garde Hair and Wig Techniques 20 Credits
	<b>Creative Hair and Media Makeup (Film &amp; TV and Prosthetics)</b>	Creative Postiche 20 Credits	Prosthetics Makeup for Screen 1 20 Credits	Cutting for Continuity 20 Credits
<b>Semester 2</b>	<b>Creative Hair and Media Makeup</b>	Working in the Makeup Industry	Option 4	Managing a Showcase Event
	<b>Creative Hair and Media Makeup (Fashion &amp; Editorial)</b>	20 Credits	Advanced Fashion and Editorial techniques	20 Credits

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	<b>Creative Hair and Media Makeup (Film &amp; TV and Prosthetics)</b>		Prosthetics Makeup for Screen 2 (PMFS1 is a requirement for choosing this module)  20 Credits								
<b>19</b>	<b>Apprenticeships</b>  <i>n/a</i>										
<b>20</b>	<b>Support for Students and Their Learning</b>  <p>The programme will be underpinned by developing practical skills and the students' own practice. The location of the new Quarry Hill Campus in the Cultural Quarter of Leeds provides opportunities for students with the surrounding businesses and an excellent professional network to enhance their career prospects.</p> <p>The department has fostered excellent links with Leeds cultural institutions to support professional practice, and to embed students into the creative community. Visiting lecturers enrich and support the breadth of techniques delivered and bring specialist industry experience to support students to engage with and understand the mechanics of a complex sector.</p> <p>The Creative Arts Network VLE supports students in finding collaboration opportunities and promotes networking events that are arranged by the department for students from different disciplines to meet and interact with each other. Any risks associated with collaborative and showcase projects are mitigated through the department's industry contacts and through use of BLANK Gallery, a new exhibition space that students have direct access to as well as the opportunity to create responses online in the form of virtual exhibitions.</p> <p>At the University Centre there is a dedicated team that provide a range of support to students. This support includes welfare and student engagement, counselling and mental health, financial advice, and learning support for applications for DSA and one to one support for specific learning needs. There is a subject specific Academic Librarian who also</p>										

delivers a range of study skills sessions for student groups and works within the HE library where there is an extensive range of learning resources. The department also has a dedicated Progress Coach who provides pastoral support for students one to one or with specific study skills requirements and who can monitor students considered to be at risk of not achieving by monitoring and supporting targets set by personal tutors.

Weekly tutorial slots and group tutorials provide support on broader support topics such as time management, stress management, mental health, loan working 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. This is in addition to the tutorials undertaken as supervisor meetings within modules. The student coach at UCL provides extra support for learners who may need extra assistance with their studies.

A robust communications system functions to give students access to lecturers and management; this includes e-mail, Google Chat and Google Classrooms and all students receive a device to support them in using these platforms at home and in the University Centre. This scheme supports their studies and all necessary information about the programme is provided by means of the student 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 the students to further their technical skills and become more autonomous when working on projects.

The studios are open from 9am-9pm and students are encouraged to use them out of programme hours to utilise available resources and continue project work. The department technicians are available to support students in the studios with technical skills for individual projects and when working on group exhibitions.



**Distinctive Features**

By creating new pathways, students are given the opportunity to choose whether they want a makeup qualification that is specific to a particular sector of the industry, or whether they want a broader qualification with a wider range of skills across the different sectors. This is an option not available to them in other local institutions and will make the offering more distinctive locally and more competitive with other courses nationally that do offer these options. For instance, a student that has clear ambitions to work in the film and television industry with no interest in fashion makeup, would most likely choose a course that was wholly specific to this 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, Screen Yorkshire recently reported in a recent Connected Campus meeting that the industry post covid is increasingly busy and local talent is in real demand creating more opportunities for local make-up graduates Leeds has a thriving fashion scene and pre-covid opportunities for digital marketing and online promotion 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. Post-covid, consumer behaviours have been accelerated and online retail, promotion and marketing for fashion continue to have increasing influence, again 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.

One of the programme's distinctive features is the high level of engagement with industry and focus on providing opportunities for students to make contacts and extend their networks as well as learn technical skills and gain 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 Kiing) Laura Lawrence (Peaky Blinders, Boss Model, and Industry model management) Dan Wood (Boohoo) and Illamasqua to name but a few.

In recent years students have had the opportunity to gain practical experience on productions and events, these include local companies such as Leeds Grand Theatre and Carriageworks Theatre, on local film and tv productions (Ackley Bridge, Official Secrets, Overshadowed) and at events such as the Leeds RAG Fashion Show, Leeds International Festival, the IMATS, The Prosthetics Event and United Makeup Artists Expo. The students also have opportunities to collaborate with the Northern Film School as part of their creative teams on productions. Technical skills modules culminate in a professional photoshoot where students experience working with a professional photographer to gain a high level of imagery for their professional portfolios. The Managing a Showcase Event module, culminates in students having the opportunity to showcase their work in front of industry specialists and local employers at a live event, providing a final opportunity for gaining recognition and making contacts in industry. Again, 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.

The Foundation Degree provides students with access to specialist resources at a standard highly appropriate to the target industries. Students have the opportunity to train in our bespoke settings at Prime Studios, a working production studio located next to ITV studios. This environment has helped the reputation of Creative Ambition grow amongst industry professionals and provides further opportunities for students to gain insights into the workings of industry settings. They will also train in the makeup studios within recently built 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 contacts in the wigs department), The Wardrobe, BBC and Channel 4.

The early inclusion of a shared module (The Creative Professional) also makes the offer distinctive as students will be taught together with students who also share these modules from Photography, Art, Graphics, Fashion and Textiles and Sound programmes. This will give early opportunities to actively encourage and make it possible for students to form important collaborative relationships with their peers in alternative creative arts disciplines from the beginning of the programme. This will allow them to form their own creative network and develop a range of soft skills, adding to the students' level of employability. Through this the students will also understand the potential application of makeup in a wide range of professional contexts developing their employment potential and widening their creative practice. This again makes the offer distinct from competitors who may encourage collaboration with other areas but do not practice this in modules in such an embedded manner.

The inclusion of the module, Fundamental Skills for the Inclusive Artist, addresses the recognised shortfalls of much of the makeup training offered nationally. Rather than only embedding throughout, sometimes as only knowledge and understanding or simulated training, the inclusion of a specific module at the beginning of the course makes clear the importance of makeup artists learning skills for a diverse range of models, particularly when the profile of students in our cohorts tend to be predominantly young, white females. This emphasis makes the offer competitive in comparison to other offers locally and nationally.

The optional modules on the FD Creative Hair and Makeup provide the freedom and opportunity for students who want more time to explore the variety of contexts within the makeup industry to build a programme of study that is tailored to their individual motivations.

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, visiting speakers and reviews of project pitches. The scheme is encouraged and supported by the broadcasters based in the region, including Channel 4, the BBC and ITV.

The department also has a membership for 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 and 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 both regarding teaching and vocationally relevant experience and this wide expertise has been a strength of the programme throughout its development. Current students have commented positively on this as they appreciate the industry relevance of the team and the fact that they still work in and have strong links within industry. The team have worked for a variety of industry employers which gives them an excellent base from which to teach and impart knowledge to students specifically for the distinct industry-related, vocational ethos of the programme.

<b>Stage Outcomes (Undergraduate Awards only)</b>
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**Key:** K = Knowledge and Understanding C = Cognitive and Intellectual P = Practical Professional T = Key Transferable [see Section 16 programme specification]

No.	Programme Outcome	Stage/Level 4(1)
K1	Evaluate theories and concepts from a variety of sources relevant to media hair and makeup	Describe a variety of theories and concepts relevant to media hair and makeup
K2	Explore issues and debates inherent to the media hair and makeup industry	Explain issues and debates inherent to the media hair and makeup industry
C1	Analyse, apply, and interpret evidence from a variety of sources relevant to the media hair and makeup industry	Gather, record and describe, with guidance, evidence from a range of sources relevant to the media hair and makeup industry
C2	Identify key areas of problems within makeup and hair application processes and choose appropriate tools/methods for their resolution	Apply given tools / methods accurately and carefully to a well-defined problem and begin to appreciate the complexity of associated issues within makeup and hair application
C3	Demonstrate intellectual flexibility and openness to new ideas within processes relevant to the hair and media makeup industry	Demonstrate an openness to new ideas within approaches to creativity within processes relevant to the hair and media makeup industry
P1	Operate responsibly and ethically in situations of varying complexity and predictability associated with the Hair and Make-up industry	Operate responsibly and ethically in predictable and defined contexts that require use of a specified range of standard techniques.
P2	Act with increasing autonomy with reduced need for supervision and directives within defined guidelines	Act with limited autonomy, under direction or supervision, within defined guidelines.
P3	Evidence considered and creative developmental approach to hair and media makeup when working towards work related briefs	Evidence the ability to consider and apply the required approaches with which to meet and develop the realisation of given hair and media makeup briefs
P4	Fulfil creative briefs by applying effective use of relevant equipment, skills and processes	Complete given briefs by applying the use of a range of equipment and skills to produce technically appropriate creative outcomes
T1	Reflect systematically on performance to further develop learning.	Identify own learning strengths and needs using feedback from assessments. Develop and implement a personal development plan to improve own learning.

T2	Demonstrate a realistic match between career aspirations and personal aptitudes, interests, and motivations	Identify and articulate personal skill, ability, interests and motivations and relate these to career opportunities.
T3	Select and use a range of communication methods appropriate to the context	Appropriately use a range of communication methods appropriate to the context
T4	Adopt a range of roles within a team and contribute to the effective working of the team	Operate with others in well-defined situations, to using given approaches and techniques
F1	Evidence considered and creative developmental approaches to character creation when working towards work related briefs	Evidence the ability to consider and apply the required approaches to character creation to meet given briefs
F2	Fulfil briefs for film and television settings by applying effective use of relevant equipment, techniques and processes to an appropriate professional standard to be viewed in lens-based industries	Complete given briefs for film and television by applying the use of equipment, techniques and processes to produce technically appropriate creative outcomes
E1	Evidence considered and creative developmental approaches to fashion concepts within hair and makeup when working towards work related briefs	Evidence the ability to consider and apply the required approaches with which to meet and develop the realisation of given fashion related hair and makeup briefs
E2	Fulfil fashion related briefs by applying effective use of relevant products, skills and equipment to an appropriate professional standard	Complete given fashion related briefs by applying the use of a range of products, skills and equipment to produce technically appropriate creative outcomes

## Map of Outcomes to Modules

### All Level 4

Module Name Level 4	K1	K2	C1	C2	C3	P1	P2	P3	P4	T1	T2	T3	T4
Fundamental Techniques for the Inclusive Artist		x	X	x		x			x			x	
Character Design and Application			x	x			x			x			x
Creative Professional	x				x			x			x		
Creative Hair and makeup					x	x		x	x	x	x	x	x
Historical influences in Hair and Makeup	x	x	x				x						

### Level 5 - Creative Hair and Media Makeup (Film & TV and Prosthetics)

Module Name Level 5	K1	K2	C1	C2	C3	P1	P2	T1	T2	T3	T4	F1	F2
Prosthetics Makeup for Screen 1		x	x			x				x		x	x
Prosthetics Makeup for Screen 2	x				x							x	x
Creative Postiche			x					x			x		x
Working in the Makeup Industry	x	x						x	x				
Managing a Showcase Event				x	x		x		x	x	x		

Cutting for Continuity				x		x	x						x
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### Map of Outcomes to Modules

#### Level 5 - Creative Hair and Media Makeup (Fashion and Editorial)

Module Name Level 5	K1	K2	C1	C2	C3	P1	P2	T1	T2	T3	T4	E1	E2
Advanced Fashion and Editorial Makeup Techniques		x	x			x				x		x	x
Avant Garde Makeup Techniques	x				x							x	x
Trend Forecasting			x					x			x		x
Working in the Makeup Industry	x	x						x	x				
Managing a Showcase Event				x	x		x		x	x	x		
Avant Garde Hair and Wig Techniques				x		x	x						x

## Map of Teaching and Learning Methods

Module Name Level 4	Lectures	Tutorials	Seminars	Practical /studio Workshops	Case Studies	Demonstrations	Academic writing development	Employer engagement / guest lectures / external visits	Group critiques / debates
Fundamental Techniques for the Inclusive Artist		x		x	x	x		x	x
Character Design and Application		x	x	x		x		x	
Creative Professional	x	x	x		x		x	x	
Creative Hair and Makeup		x		x	x	x		x	x
Historical influences in Hair and Makeup	x	x			x		x		x

## Level 5 - Creative Hair and Media Makeup (Film & TV and Prosthetics)

Module Name Level 5	Lectures	Tutorials	Seminars	Practical /studio Workshops	Case Studies	Demonstrations	Academic writing development	Employer engagement / guest lectures / external visits	Group critiques / debates
Prosthetics Makeup for Screen 1		x	x	x		x		x	x
Prosthetics Makeup for Screen 2		x	x	x		x	x	x	x
Creative Postiche	x	x	x	x		x		x	x



Working in the Makeup Industry	x	x	x		x		x	x	x
Managing a Showcase Event	x	x		x	x	x		x	x
Cutting for Continuity		x	x	x		x			

### Map of Teaching and Learning Methods

#### Level 5 - Creative Hair and Media Makeup (Fashion and Editorial)

Module Name Level 5	Lectures	Tutorials	Seminars	Practical /studio Workshops	Case Studies	Demonstrations	Academic writing development	Employer engagement / guest lectures / external visits	Group critiques / debates
Advanced Fashion and Editorial Makeup Techniques		x	x	x		x		x	
Avant Garde Makeup Techniques		x	x	x		x		x	x
Trend Forecasting	x	x	x	x			x	x	x
Working in the Makeup Industry	x	x	x		x		x	x	x
Managing a	x	x		x	x	x		x	x

Showcase Event									
Avant Garde Hair and Wig Techniques		x	x	x		x		x	

### Map of Assessment Methods

Module Name Level 4	Timed practical assessment	Skills Audit	Journal	Commercial Project	Presentation	Case Study	Essay	Skills manual	Diarised log	Research Folder	Portfolio
Fundamental Techniques for the Inclusive Artist	60% 1hr 30 Wk 13							40% 1200 w Wk 8			
Character Design and Application	50% 1.5 hr Wk. 8		50% 1500 w Wk.15								
Creative Professional		50% (equiv 1500w) wk 14				50% 1500w wk 6					
Creative Hair and Makeup								50% Equiv 3000w Wk 30			50% 6 images Wk 29
Historical influences in Hair and Makeup							50% 1500 words Wk 28			50% Equiv 1500 w Wk 22	

## Level 5 - Creative Hair and Media Makeup (Film & TV and Prosthetics)

Module Name Level 5	Character development folder	Reflective Log	Digital Research Folder	Presentation/script meeting	Live Exhibition	Digital Portfolio of evidence	Visual Report	Timed Practical Assessment	Production Journal
Prosthetics Makeup for Screen 1									100% Wk. 15 Eq.4000w
Prosthetics Makeup for Screen 2						100% Wk 27 Equiv 4000 1 character			
Creative Postiche	60% Equiv 2400w Wk 10					40% 3 images Wk 13			
Working in the Makeup Industry		100% Log 4000w Wk 27							
Managing a Showcase Event				30% (10 mins) Wk 21	70% Wk 30				
Cutting for Continuity								100% 3hrs 2 x models Wk 28	

### Map of Assessment Methods

## Level 5 Creative Hair and Media Makeup (Fashion and Editorial)

Module Name Level 5	Magazine Article	Reflective Blog /log	Trend Book	Presentation	Portfolio	Visual Report	Exhibit / planning journal	Look Book	Timed assessment
Advanced Fashion and Editorial Makeup Techniques				30% 10 mins wk 9					70% 2 looks wk 28

Avant Garde Makeup Techniques					100% Wk 27 2 looks plus dev				
Trend Forecasting		30% 1200w Wk 11	70% (equiv 2800w)Wk 15						
Working in the Makeup Industry		100% Log 4000w Wk 27							
Managing a Showcase Event				30% (10 mins) Wk 21			70% Wk30		
Avant Garde Hair and Wig Techniques					60% 2 looks Wk 24		40% Equip 1600w) Wk 27		