

Programme Specification

BA (Hons) Fashion, Theatrical and Media Hair and Make-up

1.	Awarding Institution/Body	Open University
2.	Teaching Institution	Leeds City College
3.	Collaborating Organisations <i>(include type)</i>	
4.	Delivery Location(s)	Leeds City College - Quarry Hill Campus
5.	Programme Externally Accredited by (e.g. PSRB)	
6.	Award Title(s)	BA (Hons) Fashion, Theatrical and Media Hair and Make-up
7.	Lead School	Schools of Arts and Media
8.	Exit Award	BA Fashion, Theatrical and Media Hair and Make-up
9.	FHEQ Level <i>[see guidance]</i>	FHEQ 6
10.	Bologna Cycle <i>[see guidance]</i>	Short cycle (within or linked to the first cycle) qualification
11.	JACS Code and JACS Description	
12.	Mode of Attendance <i>[full-time or part-time]</i>	Full time
13.	Relevant QAA Subject Benchmarking Group(s)	QAA subject benchmark - Communication, media, film and cultural studies 2008 QAA subject benchmark – Dance, Drama and Performance 2015 QAA subject benchmark Art and Design 2008
14.	Relevant Additional External Reference Points <i>(e.g. National Occupational Standards, PSRB Standards)</i>	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

15.	Date of Production/Revision	August 2016
16.	Criteria for Admission to the Programme <i>(if different from standard University criteria)</i>	<p>Foundation Degree in a fashion/hair and media make up subject or a Higher National Diploma in a fashion/hair and media make up -related subject based on a 50% or above profile. For students below this profile a suitable tutor reference will be required.</p> <p>International qualifications will be assessed against these criteria. Speakers of other languages need to have an IELTS score of at least 6.5 or a recognised level 2 English qualification.</p> <p>We welcome applications from candidates who may not precisely match the academic criteria, but can demonstrate experience in their chosen field as well as academic achievement at level 5. 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.</p> <p>All students must be able to demonstrate by a portfolio of work, qualifications or testing that they have the required literacy, numeracy and practical skills to complete the course.</p> <p>It is expected, in order to meet industry expectations, that students will be required to purchase a professional equipment kit.</p>
17.	Educational Aims of the Programme	<p>The overall aims of the programme are to provide a relevant and dynamic programme which ensures the development of graduates who meet the needs of employers and can demonstrate;</p> <ul style="list-style-type: none"> ● A critical understanding of Fashion, Theatrical and Media Hair and Make-up principles and practices ● A holistic understanding of relevant skills required to work within the Fashion, Theatrical and Media Hair and Make-up sector. ● Cognitive, analytical and evaluation skills to support project work, problem solving and decision making ● Self-discipline and independence as learners and creative industries practitioners, capable of working in an interdisciplinary environment ● Innovative and creative thinking that will benefit the fast moving creative industry environment. ● Demonstrate the ability to complete a final project study in the Fashion, Theatrical and Media Hair and Make-up area of their choice.

18.	Learning Outcomes	
	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:	
	Knowledge and Understanding	
	K1	Demonstrate a thorough knowledge and understanding of complex and conflicting theories, concepts and principles relevant to Fashion, Theatrical and Media Hair and Make-up
K2	Critically evaluate and analyse primary and/or secondary data in order to enable complex problems to be addressed within a Fashion, Theatrical and Media Hair and Make-up context.	
K3	Evaluate the moral, ethical and legal issues relevant to the Fashion, Theatrical and Media Hair and Make-up industries	
Cognitive/Intellectual Skills		
C1	Critically analyse, apply and interpret evidence from a variety of sources.	
C2	Employ balanced and supported argument to critically explore aspects within a Fashion, Theatrical and Media Hair and Make-up context.	
C3	Contextualise theoretical knowledge and apply to situations within the Fashion, Theatrical and Media Hair and Make-up industries.	
C4	Demonstrate intellectual flexibility and openness to new ideas within aspects related to Fashion, Theatrical and Media Hair and Make-up industries.	
Practical/Professional Skills		
P1	Operate autonomously and collaboratively with limited supervision or direction within agreed guidelines and / or constraints.	
P2	Operate ethically and safely 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.	
P3	Critically analyse creative briefs applying industry relevant equipment, skills and processes.	
Key Transferable Skills <i>(insert additional rows as necessary)</i>		
T1	Communicate clearly, fluently and effectively in a range of styles appropriate to the context	
T2	Demonstrate proficiency in collecting, storing and organising, assessing, evaluating, analysing, and synthesising information and data.	
T3	Use problem-solving skills in theoretical and practical situations	

<p>19.</p>	<p>Key Learning & Teaching Methods</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"> ● 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 students while also providing guidance when necessary ● Opportunities will be provided to work within the creative industries using our strong links with working professionals and industry partners ● Use of Google Drive will be actively encouraged thus allowing for instant feedback on learners' work and an opportunity to enter into a dialogue with learners about their work away from the classroom. <p>Where possible, additional off-site activities and visits will enrich the curriculum and support an appreciation of the professional workplace environment ensuring preparation for potential employment.</p>
<p>20.</p>	<p>Key Assessment Methods</p> <p>A range of assessment methods will be used throughout the BA (Hons) Fashion, Theatrical and Media Hair and Make-up qualification. Close industry links with Prime Studios will enable us to gain access to guest speakers with a deep understanding of the overall sector thus giving students an excellent source of information in addition to exposure to one of the main production studios in the region.</p> <p>As excellent oral, practical and written communication skills are vital in the Fashion, Theatrical and Media Hair and Make-up sectors a range of assessment methods will be used.</p> <p>It is important that students understand how the theories and concepts put forward relate to current trends. Hence portfolios will be used for assessment throughout the qualification, for example in the Creative Identity and Entrepreneurial skills module. Research and written essays will also be an integral assessment method, allowing students to hone their analytical skills.</p> <p>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.</p>

Summative assessments have been designed to reflect employability skills and typical occupation-related project briefs. The nature of the assessment tasks 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.

The Creative Identity and Entrepreneurial module will be assessed by student completing a business proposal with a professional digital portfolio. This will enable students to clearly focus on their own individual creative identity alongside the mechanics of the business world. The Creative Art of Male Make-up will be assessed by a written essay where students will critically analyse the development of male make-up including the key concepts and current theories behind this expanding genre. The second component will be a portfolio of images building on students' collaborative, networking and industry skills.

Applied Prosthetics will be assessed by students submitting a Design Statement and a timed assessment. This will prepare students not only for employment but also for the Final Project undertaken. It is envisaged that the timed assessment will take place on site at a production studio.

The assessment for the Final Project module will involve students undertaking an in depth research investigation into a relevant aspect of their programme of study, and will be supported with a tutorial (supervision) system. Students will be required to complete a Research folder which will support their concept and will include a critical analysis of current literature and current trends for their chosen project. Tutorials will take the form of individual support and feedback for students by tutors or other students, known as supervision, incorporating on-line support where appropriate.

21.	Programme Modules					
	Level 6 Semester 1					
	<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Status</i>	<i>Non-Compensatable</i>	<i>Compensatable</i>
		Research Methods	20	Core		Yes
		The Creative Art of Male Make-up	20	Core		Yes
	Level 6 Semester 2					
	<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Status</i>	<i>Non-Compensatable</i>	<i>Compensatable</i>
		Creative Identity and Entrepreneurial Skills	20	Core		Yes
		Final Project	40	Core	Yes	
		Applied Prosthetics	20	Core		Yes

22. Programme Structure

Overview of structure of the modules across the academic year.

The programme at level 6 challenges the learner to become more independent by providing them with more autonomy, and encouraging them to think in a strategic manner

In the first semester the Research Methods module will allow students to develop the fundamental skills which are imperative for successful research design and development. Students will carry out activities during the Research Methods module on aspects such as the importance of Literature Reviews. These activities will feed into group and individual tutorials as part of the Final Project module. The research methods module will run until week 10, students will have 4.5 hrs per week on this module. This will provide students with the correct platform on which to produce the Final Project. The Final Project module starting from week 10 will provide students with the opportunity to develop their critical analysis and independent research/management skills when creating designs to a concept thus mimicking industry practice.

The inclusion of The Art of Male Make-up comes after employer consultation. Specifically, employers such as Illamasqua have expressed the absolute need for graduates to have a well-rounded understanding on a variety of techniques. Male make-up is a key component required by successful artists and is growth area.

Successful graduates need to have an understanding of the competitive nature of media make-up and the necessity to have their own creative identity. The Creative identity and Entrepreneurial skills module will explore this requirement along with the business acumen required to be successful.

The delivery of the proposed modules, at level 6, 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.

Semester 1	Semester 2
Research Methods (20 Credits)	Creative Identity and Entrepreneurial Skills (20 Credits)
The Creative Art of Male Make-up (20 Credits)	Applied Prosthetics (20 Credits)
Final Project (40 Credits)	

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.

Part time delivery

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

23. Support for Students and Their Learning

The award adopts the approach to student learning support as identified in the scheme programme specification

- 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 programme.
- For Part-Time students a robust support system will be in place to provide them with seminar recordings / notes, tutorial information, on-line activities, blogs, forums, quizzes, etc. This will involve the use of the VLE and Adobe Connect.
- There is an extensive range of learning resources in the Library, supported by specialist Librarian who can support students' 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

24. Distinctive Features

The BA (Hons) top-up 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 the College supporting 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 impart knowledge to students. Major employers include Illamasqua and Clarins and all tutors have a wealth of freelance experience having undertaken projects for national newspapers, magazines, TV and commercials. The ability to impart their industry knowledge to students will enable graduates to feel confident upon embarking into their career once they have graduated.

Employers have been consulted throughout of 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.

One of the distinctive features of the programme is the fact that it is situated in the city of Leeds. 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* and *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)

Map of Outcomes to Modules

Module Name Level 6	K1	K2	K3	C1	C2	C3	C4	P1	P2	P3	T1	T2	T3
Research Methods	x			x	x			x			x		
Applied Prosthetics			x		x	x			x	x			x
The Creative Art of Male Make-up	x			x		x			x	x			x
Creative Identity and Entrepreneurial Skills		x					x		x		x	x	
Final Project		x	x		x		x	x				x	

Map of Teaching and Learning Methods

Level 6

	Lectures	Tutorials	Practical	Demonstration	Case studies	Group Activities	Employer Engagement - Guest speakers / External Visits	Design work
Research Methods	x	x			x	x	x	
Applied Prosthetics	x	x	x	x	x	x	x	x
The Creative Art of Male Make-up	x	x	x	x	x	x	x	x
Creative Identity and Entrepreneurial Skills	x	x			x	x	x	x
Final Project	x	x	x		x			x

Map of Assessment Methods

	Final Project	Timed Assessment	Practical /portfolio work	Presentati on	Design Statement	Research Folder	Essay	Business Proposal
Research Methods				100% (20 minutes)				
Applied Prosthetics		60%			40% (2000 words)			
The Creative Art of Male Make-up			60%				40% (2000 words)	
Creative Identity and Entrepreneurial Skills			40%					60% (15 minutes)
Final Project	70%					30%		

Programme Approval Proposal

BA (Hons) Fashion, Theatrical and Media Hair and Make-up

KEY DESIGN ISSUES

1.	Consultation/Review Process
	<p>This proposal is for a new qualification for the Service Professions curriculum area at Leeds City College. It addresses the need for a higher level qualification in the subject area providing enhanced progression opportunities for current students and further opportunities for external applicants. The proposed course will be the natural progression qualification which will allow students to gain a BA (Hons) award after completing the FD Fashion, Theatrical and Media Hair and Make-up programme originally validated in 2014.</p> <p>The decision to create the BA (Hons) Fashion, Theatrical and Media Hair and Make-up top-up degree was borne out of meeting the demands of our students and the increasing demands of employers within this sector. The decision to incorporate different aspects such as Fashion, Theatrical and Media Hair and Make-up was taken to ensure that students receive a well-rounded understanding of the sector as a whole and ensure that they have the best possible employment chances after completing their studies. Individuals who intend to pursue a career in a particular field will have the opportunity to study relevant modules and develop soft skills to further improve their employability.</p> <p>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.</p> <p>Screen Yorkshire also aims to generate further investment for Yorkshire's economy and workforce via <i>The Yorkshire Studios</i>, 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)</p> <p>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)</p> <p>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</p>

	<p>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)</p> <p>Through the consultation process, the Head of Professional Development at Illamasqua cited the need for graduates to have a much greater understanding on aspects such as set etiquette and business acumen/skills. This had a major influence on the content on the Creative Identity and Entrepreneurial skills module. Other employer consultations included Nicky Ball from Creative England who also highlighted the need for graduates to have a greater understanding on the mechanics of the industry (self-marketing/networking/business acumen).</p> <p>Special effects artist Vera Fenlon highlighted the need for graduates to be 'time aware'. This has influenced the content and assessment method of the Applied Prosthetics module. Students will be undertaking a timed assessment for Component 2 thus improving their skills in this area.</p> <p>Consultation with existing foundation degree students showed a significant need for the BA(Hons) top-up. 90% of the students indicated that they would all be very interested in the top-up and that it would be their progression route of choice. Results on the foundation degree have been extremely encouraging and the option for students to be able to progress makes the provision offer even more attractive and beneficial to students. Students expressed a wish to continue studying at Leeds City College as they have enjoyed the course, teaching and facilities.</p>
<p>2.</p>	<p>External References Sources</p> <p>Please give brief details of how key external reference sources such as QAA Subject Benchmarks, PSRB requirements, National Occupational Standards, have been taken into consideration during the design of the programme. Additional mapping documents should be appended where they are required by external bodies (e.g. PSRBs), to demonstrate where key external requirements are addressed.</p> <p>The structure of the programme and the design of the module specifications have been created using the QAA subject benchmarks Communication, media, film and cultural studies 2008 and the QAA subject benchmark – Dance, Drama and Performance 2015.</p> <p>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</p>
<p>3.</p>	<p>Modules</p> <p>Please give a brief overview of the process for developing and approving the modules and their status (e.g. approved or not approved).</p>

Titles were chosen through collaborative curriculum development consultations with industry; inter college faculties and industry active curriculum delivery team members. Priority being placed upon the need with which to encompass the wide vocational, academic and professional skill sets and personal attributes that are required by employers, agencies and freelance artists, and to provide substantive opportunity for students to develop their creative identity alongside their professional portfolios.

The programme at level 6 challenges the learner to become more independent by providing them with more autonomy, and to think in a strategic manner. In the first semester the Research Methods module will allow students to develop the fundamental skills which are imperative for successful research design and development. This module will provide them with the correct platform on which to carry out the Final Project.

The Final Project will provide students with opportunity to develop their academic writing, critical analysis and independent research/management skills when creating their design piece. The development of the Final Project module is to ensure that the BA (Hons) programme is reflective of the industry. Graduates will be required to think independently, research design concepts and communicate their ideas within a set time frame. This Final Project helps to ensure that students will be fully prepared to meet the challenge of successfully working in the industry. It is envisaged that the final project will support the them in cementing their own creative identity and professional skill set.

In response to the feedback gained from Helen Roche (Illamasqua) and Nicky Ball (Creative England) we ensured that in the modules there was a clear emphasis on developing work ethics and included developing an understanding of the current technical requirements. Led into development of the Creative identity and Entrepreneurial module, Applied Prosthetics and the Final Project.

The inclusion of The Art of Creative Male Make-up comes after employer consultation. Specifically, employers such as Spob O'brien (she has worked for films such as SPECTRE, The Kings Speech and employers such as Warner Bros.) who expressed the absolute need for graduates to have a well-rounded understanding on a variety of techniques. Male make-up is a key component required by successful artists and is growth area.

Future changes to the modules will be discussed at award team meetings, and will be finalised in curriculum development sessions. Flexibility will be adopted, where required, in order to ensure the curriculum is responsive to industry changes and forthcoming employer engagement opportunities.

Course library materials have been developed in consultation with library staff.

4. Learning, Teaching & Assessment Strategy [LTAS]

4.a) Retention and Progression:

The sequencing of the modules is designed to enhance the quality of the student learning experience and promote student retention and progression throughout the programme. The sessions will be carefully designed to ensure that students are fully engaged and appropriately stretched and challenged. For example, activities undertaken on key aspects such as literature reviews within the Research Methods module will feed into the individual and group tutorials that will be held as part of the Final Project module.

	<p>The aim is to provide a coherent, flexible and supportive learning environment to enable students from all backgrounds to develop their potential. The modules provide a challenging curriculum that will meet the needs of the sector and the student thus helping to ensure progression onto either a full Masters such as the MA Creative Arts and Design (Media make-up) or directly into employment.</p> <p>There are a range of employment opportunities for graduates which include retail management, freelance make-up artist, wig specialist, postiche specialist. There are various areas of specialism that a student could progress into such as Fashion and Photographic, Special effects, Prosthetic, TV and film, theatre. The skills gained by the top-up will also open the door to graduates being able to set-up and manage their own business with a set creative identity.</p> <p>There will be a robust tutorial system put into place to ensure that students benefit from monitoring and the opportunity to guide and develop each individual.</p> <p>For further information regarding support for students please refer to box 23 'Support for Students and Their Learning' in the Programme Specification document.</p>
4.b)	<p>E-learning Opportunities:</p> <p>Leeds City College have an eLearning team that help support staff in the use of this and there are eLearning Leaders specifically for the School of Service Professions. ELearning is integrated into other qualifications within the department and where appropriate will be used to enhance teaching, learning and assure academic standards. All assessments (as appropriate) will be submitted via the VLE system.</p> <p>The ability for students to locate, select and analyse information is absolutely fundamental to their success on the qualification. Guidance on the use of IT will be provided for students and training given as appropriate.</p> <p>Innovative use of e-learning techniques to support teaching and learning such as use of the department 'HE Fashion Blog' which will be used by staff and students to provide create an online community for the learners.</p> <p>Use of Google Drive will be actively encouraged thus allowing for instant feedback on learners work and an opportunity to enter into a dialogue with learners about their work.</p> <p>E-learning will play an important part in the majority of modules. Using systems such as the Google Drive, email and Skype will enable tutors to fully support learners whilst undertaking modules such as the Final Project.</p> <p>It is envisaged that all new students will be provided with a Chromebook upon commencing their studies. This will further encourage students to improve their e-learning skills and helps to ensure they are able to fully participate in any online communication/activities.</p>
4.c)	<p>Enhancing Work-based/Related Learning Opportunities and Facilitating the Development of Employability Skills</p>

Opportunities are provided for learners to develop and extend their levels of skills by learning from industry professionals, using industry specification tools. The faculty has fostered strong employer links which include Illamasqua, Prime Studios, Lidos Productions, The Carriageworks, Vera Fenlon, CP Media, Creative England, PS Composites, Airbase, Treasure House, Mode Photography and Creative England. Wherever possible real-life briefs are utilised to ensure the development of work related skills.

Employability is the main theme running through the whole programme. All modules will make some reference to the employability skills required to be successful in the industry. This will be a major feature of the Creative Identity and Entrepreneurial skills module.

Guest Speakers will be used throughout the programme and specifically in the Applied Prosthetics and The Art of Creative Male make-up modules. This will not only build student knowledge but may also enable them to start networking and creating their own industry links.

4.d) Assessment Strategy

Please also complete the Assessment Chart.

Both formative and summative assessment methods will be implemented within the programme, in order to ensure that no individual student is disadvantaged by overuse of one particular method. Such assessment opportunities will be planned throughout the academic year. Opportunity with which to receive industry feedback will be embedded through 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, simulated practice, analytical tool practice, research tasks, and role plays, for instance. Formative assessment is also on-going through a structured 1:1 tutorial system, by module tutors and a pastoral tutor.

The proposed programme assessments will be marked using the university's standard marking criteria and specific assignment criteria appropriate to this particular academic level and will adopt the college's Higher Education policy on draft submissions, whereby a draft component can be submitted 2 weeks prior to the hand in date of the official summative assessment. The draft submission should be no longer than 25% of the maximum words for the assessment component.

Summative assessments have been designed to reflect employability skills and occupationally-related tasks and/or briefs, and include the following methods:

- Creative Portfolio development
- Time based assessment
- Presentations
- Report / Essay
- Research Folder
- Design Proposal
- Project preparation / planning/delivery
- Final project

4.e) Promoting Research Informed Teaching:

The college has a well-defined programme to support staff. Opportunities are provided and supported for staff to carry out scholarly activity and development which can include: enhancing qualifications, subject updating, research to enhance learning and teaching, employer engagement activity, there are both internal and external programmes and events which are offered to support this. Examples of research informed teaching include;

The college sees the development of a research culture as part of its HE Strategy whilst at the same time recognising that the climate in which FE staff conduct research is very different from that of staff in HEIs. However, there are a number of opportunities available, not least in collaboration with HE colleagues, for research projects which the college will be keen to participate in.

All staff are current with their industry knowledge and skills engaging with new technology products and techniques within the fast paced and changing industry of media hair and make-up thus maintaining strong, relevant networking connections. Each team member continues to work actively within the industry, to up-skill both theoretical and practical application, attend conferences, maintain regular reading of relevant journals, website research and sharing of best practice – as a team.

The team's external vocational experiences are predominantly freelance based, specialising in theatrical, wigs, media and editorial photo shoots for a number of national newspapers and magazines, to include working on a number of dramas for ITV and Channel 4. And can also demonstrate experience gained from a more corporate retail environment, such as MAC cosmetics.

Specifically, staff have undertaken training with industry professionals such as Neil Gortan, Shaune Harrison on aspects such as prosthetics and special effects. Staff have also attended relevant exhibitions such as IMATS, The Prosthetics Event and the CreatureGeddon trade show.

In addition to support the undertaking of specific projects, HE staff also receive alleviation from teaching in order to facilitate the on-going research and development required to assure currency of the curriculum.

The College offers an HE CPD scheme, Developing Excellence in Learning, Teaching and Research (DELTAR). This scheme has been designed for HE practitioners and aims to develop the HE role, analytical and reflexive understanding of current practices and changing demands in HE provision, consistency in scholarly approaches to teaching and learning, and engagement in community learning partnerships. The CPD scheme contains a suite of modules to support professional development and to enhance and share best practice in teaching and learning. The scheme is mapped to the HEA-UKPSF and has gained accreditation by the HEA, enabling individuals to obtain recognition as Fellows or Associate Fellows of the HEA. The scheme offers workshops and mentoring to support staff in providing evidence towards achieving membership status. The CPD scheme supports the wider college staff development facilities through the Staff Development Gateways. The CPD scheme feeds into the appraisal system so that staff engagement in scholarly activity can be monitored and its impact on teaching and learning measured.

5. Resources

Please:

	<ul style="list-style-type: none"> ▪ append the CVs of key members of the Programme Team, including the Programme and Module Leaders ▪ use the box below to identify any specialist resources that are necessary to deliver the programme and how their availability is assured ▪ include how any additional staff development needs arising from this programme will be met ▪ complete the Library & Information Services' [L&IS] Statement regarding the availability of books, journals and electronic resources
	<p>Specialist Resources and/or Additional Staff Development Activities:</p> <p>Moving forward with the qualification there may be some costs involved as staff will be encouraged to attend conferences and seminars which give direct or generic information on their subject area.</p> <p>Guest speakers and visitors will also play a crucial part in the qualification ensuring that students receive relevant and up to date information on the industry. This may in some cases involve a fee.</p>

6.	Quality Management & Enhancement [QM&E]
	<p>Additional QM&E Mechanisms:</p> <p>In addition to the annual Programme monitoring process the following mechanisms are in operation:</p> <ul style="list-style-type: none"> ● Peer Review ● Annual Planning ● Peer Observation ● Student module reviews ● Tutor module reviews ● Enrolment and Induction reviews ● Course Committee ● Pathway Committee meetings ● Student Pathway meetings
7.	Programme Variances
	<p>Please note any Variances from standard Assessment Regulations which must be approved via the Regulatory Frameworks Sub-Committee/Academic Quality & Standards Policy Committee and/or programme-specific regulations.</p>
	n/a

