

## Programme specification

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

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	Foundation Degree in Media Make-up, Special Effects and Hair Design
<b>Teaching Institution</b>	York College FHE
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	March 2021
<b>Date of latest OU (re)validation</b>	N/A
<b>Next revalidation</b>	5 Years
<b>Credit points for the award</b>	240
<b>UCAS Code</b>	W452
<b>HECoS Code</b>	
<b>LDCS Code (FE Colleges)</b>	TBC
<b>Programme start date and cycle of starts if appropriate.</b>	September 2021
<b>Underpinning QAA subject benchmark(s)</b>	QAA Art and Design subject benchmark statement (2019) QAA Characteristic Statement Foundation Degree (2020) Range of media makeup artistry National Occupational frameworks: <a href="https://www.ukstandards.org.uk/">https://www.ukstandards.org.uk/</a>
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	BECTU: <a href="https://bectu.org.uk/">https://bectu.org.uk/</a> National Association of Screen Makeup and Hair: <a href="http://www.nasmah.co.uk/">http://www.nasmah.co.uk/</a> National Occupational Standards for Hair and Beauty, in partnership with Habia.
<b>Professional/statutory recognition</b>	N/A
<b>For apprenticeships fully or partially integrated Assessment.</b>	N/A
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	Full-time Face-to-Face
<b>Duration of the programme for each mode of study</b>	Level 4: 1 year Level 5: 1 year

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

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

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

#### 2.1 Educational aims and objectives

- Knowledge of the organisation and working practices of the media make-up sector and the potential interdisciplinary nature of the technical areas.
- Knowledge of the theories, techniques and processes relevant to the creative industries and specifically media make-up, special effects, and hair design.
- To facilitate academic study skills to prepare students for progression to Honours Degree level.
- To equip and assist students to enhance employment opportunities and/or allow them to prepare for a career change.

<b>Dual accreditation (if applicable)</b>	none
<b>Date of production/revision of this specification</b>	N/A

#### 2.2 Relationship to other programmes and awards

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

*Progression to BA(hons) Media Makeup, Special Effects and Hair Design (Top-Up)*

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

The course is designed to deliver learning outcomes that are explicitly relevant to both employers and professional needs. Part of the training involves work experiences in theatrical productions, low budget independent film, television and fashion shoots. Strong links over the years with such industry's enable the students to participate in work experience to enhance their industry knowledge and skillsets.

Authentic and innovative work-based learning is an integral part of the Foundation Degree in Media Makeup, Special Effects and Hair Design. It enables the student to take on appropriate and relevant role(s) within the workplace, giving them the opportunity to learn and apply the skills and knowledge they have acquired as an integrated element of the programme. It involves the development of higher-level learning within both the institution and the workplace. This is a two-way process, where the learning in one environment is applied in the other. The Work-related learning can be achieved through many forms, including full-time or part-time work, integrated work placements, freelance work and real work environments. Payment is not a defining characteristic of the work.. Students will be equipped with the knowledge and interpersonal skills required to network within the industry through the development of their practical portfolio, curriculum vitae, practical portfolio and online blogging. Modules specifically focusing on work-related learning are:

Employability Skills (20 credits)

Makeup for Varying Effects (20 credits)

Continuity Module (20 credits)

Advanced Makeup Artistry (40 credits)

#### 2.4 List of all exit awards

*Certificate of Higher Education Media Make-up, Special Effects and Hair Design*

### 3. Programme structure and learning outcomes

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

<b>Programme Structure - LEVEL 4</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Employability Skills	20			Yes	1
Make-up Exploration for Varying Effects	20			Yes	1
Continuity for Film and Television	20			Yes	2
Cutting, dressing, and styling hair for film and television	30			No	1/2
Design, create and apply postiche	30			No	1/2

**Intended learning outcomes at Level 4 are listed below:**

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1</b> : Select and employ communication and information technologies effectively.</p> <p><b>A2</b> : Present their design processes to a wider audience, engage in peer review and situate their practice in a professional environment.</p> <p><b>A3</b> : To develop ideas through to outcomes that confirms the students ability to select and use materials, processes and environments.</p>	<ul style="list-style-type: none"> <li>• The use of the VLE for the submission of assessment, access to course materials and communication specifically around work based learning opportunities. The use of apps for design concepts and to support independence and creativity towards summative assessment</li> <li>• The use of web-based technologies in summative assessment to plan, design, develop professional bodies of work.</li> <li>• Students are required to present information and research findings to others in the group to develop their communication and presentation skills, students will be required to work on activities individually, in pairs or in groups.</li> <li>• Independent investigative practical work will take place in the practical work shops, students will collect data from their findings and evaluate through either a presentation, reflective diary or written assignment.</li> </ul> <p><u>Assessment of Learning outcomes for Knowledge and understanding will include:</u></p> <p>Research, presentations, essay, practical simulations and professional discussions.</p>

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1:</b> To analyse information and experiences and formulate reasoned arguments.</p> <p><b>B2:</b> To apply research methodologies to generate ideas, concepts and proposals independently or collaboratively to suit their chosen design brief.</p>	<ul style="list-style-type: none"> <li>• Student will engage in primary and secondary research methods to fully explore their subject matters. Students will evaluate and critique their findings through peer discussions, written assignments and presentations.</li> <li>• Independent investigative practical work will take place in the practical work shops, students will collect data from their findings and evaluate through either a presentation, reflective diary or written assignment.</li> <li>• Students develop critically engaged reflective practice through keeping reflective journals or blogs, peer work, group discussion and critique.</li> </ul> <p><u>Assessment of Learning outcomes for Cognitive skills will include:</u> Practical, Presentation, Reflective Journals, essay.</p>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1:</b> To present evidence that demonstrates some ability to generate ideas independently and/or as self-initiated activity and/or in response to set briefs</p> <p><b>C2:</b> To create a practical portfolio to showcase their practical skillsets that reflect industry standards.</p> <p><b>C3:</b> To apply technical, practical, creative skills and health and safety practices to achieve a satisfactory outcome</p>	<ul style="list-style-type: none"> <li>• The programme encourages lifelong learning by providing sufficient opportunity for self-directed learning and reflection. This may be achieved through the development of individual action plans to assist the learning process, and demonstrate that their learning outcomes have been achieved.</li> </ul>

<b>3C. Practical and professional skills</b>	
	<ul style="list-style-type: none"> <li>• The use of the VLE for the submission of assessment, access to course materials and communication specifically around work based learning opportunities. The use of apps for design concepts and to support independence and creativity towards summative assessment</li> <li>• The use of web-based technologies in summative assessment to plan, design, develop professional bodies of work.</li> </ul> <p><u>Assessment of Learning outcomes for Practical skills will include:</u> Design briefs, Practical, Presentation, online portfolios, industry simulations, work experience (paid/unpaid)</p>
<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Exercise self-management skills in managing workloads and meeting deadlines</p> <p><b>D2:</b> Communicate ideas and information in visual, oral and written forms</p> <p><b>D3 :</b> To enquire into their discipline, their place within that discipline, and the motivation to advance it through self-reflective practices.</p>	<ul style="list-style-type: none"> <li>• Learners are set independent research and reading tasks in preparation for lessons and group discussion.</li> <li>• Group work will allow students to develop their research, communication and teamwork skills.</li> <li>• Academic Tutorials conduct a one-to-one basis; they are an opportunity to receive personal and specific advice and guidance</li> <li>• Academic integrity is introduced at induction and reinforced in module handbooks, this followed up with teachings from course staff.</li> </ul>

3D. Key/transferable skills	
	<ul style="list-style-type: none"><li>Using Turnitin software to help students review and formatively assess their own work prior to submission and to develop skills in understanding plagiarism.</li></ul> <p><u>Assessment of Learning outcomes for Transferable skills will include:</u> Presentation, CV building/writing, Reflective Journals, essay, working in industry, discussion engagement.</p>

**[Certificate of Higher Education in Media Makeup, Special Effects and Hair Design/120 credits]**



<b><u>Programme Structure - LEVEL 5</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Period Hair and Make-up	40			No	1
Prosthetic Design and Application	40			No	1/2
Advanced Make-up Artistry Skills	40			No	2

Intended learning outcomes at Level 5 are listed below:

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1</b> : Students will identify strengths and needs, and reflect on personal development.</p> <p><b>A2</b> Students to show judgement and self-critique in the development of ideas through to outcomes, for example, images and artefacts.</p> <p><b>A3</b>: Demonstrate knowledge of historical, socio-political, economic and environmental dimensions of their discipline</p>	<ul style="list-style-type: none"> <li>• Embedded throughout the modules are employability skills such as networking skills, portfolio building, work experience, CV building and interpersonal skills development</li> <li>• Students develop critically engaged reflective practice through keeping reflective journals or blogs, peer work, group discussion and critique.</li> </ul>

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
	<ul style="list-style-type: none"> <li>• Student will engage in primary and secondary research methods to fully explore their subject matters. Students will evaluate and critique their findings through peer discussions, written assignments and presentations.</li> </ul>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B1: Students to have the ability to scrutinize and examine historical characters/looks to recreate an authentic representation.</p> <p>B2: Students will select, experiment with and make appropriate use of materials, processes, technologies and environments showing understanding of quality standards and attention to detail.</p> <p>B3: Collect and synthesis to inform a choice of solutions to problems in unfamiliar context.</p>	<ul style="list-style-type: none"> <li>• The programme encourages lifelong learning by providing sufficient opportunity for self-directed learning and reflection. This may be achieved through the development of individual action plans to assist the learning process, and demonstrate that their learning outcomes have been achieved.</li> <li>• Formative assessment is embedded into modules and provides opportunities to receive and action areas for development to ensure continuous improvements throughout the programme and to prepare students for the summative assessment.</li> <li>• Group work will allow students to develop their research, communication and teamwork skills.</li> </ul>

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1:</b> Source, apply and review information technology within the design process.</p> <p><b>C2:</b> Demonstrate effective specialist practical skills and technical ability, while observing commercial protocol and professional and legal responsibilities.</p> <p><b>C2:</b> Question, review and evaluate materials used in the development of their designs.</p>	<ul style="list-style-type: none"> <li>• Students are required to present information and research findings to others in the group to develop their communication and presentation skills, students will be required to work on activities individually, in pairs or in groups.</li> <li>• Assessments will be planned to ensure that the workload is manageable for the students and that deadlines do not become clustered.</li> <li>• Teaching strategies have been designed to ensure ongoing opportunities to enable students to articulate and develop their own ideas, arguments and opinions.</li> <li>• Students will gain confidence and competence through sharing ideas and engaging in debate that will organically provide feedback through increased self-awareness and a greater understanding of shared perspectives and experiences. These formative strategies should improve the quality of summative submissions.</li> <li>• The use of the VLE for the submission of assessment, access to course materials and communication specifically around work based learning opportunities. The use of apps for design concepts and to support independence and creativity towards summative assessment</li> <li>• The use of web-based technologies in summative assessment to plan, design, develop professional bodies of work.</li> </ul>

3C. Practical and professional skills	
	<ul style="list-style-type: none"> <li>• The use of digital/social media for promotion, marketing and networking.</li> <li>• Talks by external professionals as well as visits to professional creative environments to enrich and widen knowledge.</li> </ul>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>D1</b> : Students will enquire into their discipline, their place within that discipline, and the motivation to advance it.</p> <p><b>D2</b>: Demonstrate the ability to interact effectively with others for example through collaboration, collective endeavour, negotiation and resolution.</p>	<ul style="list-style-type: none"> <li>• Academic integrity is introduced at induction and reinforced in module handbooks, this followed up with teachings from course staff.</li> <li>• Using Turnitin software to help students review and formatively assess their own work prior to submission and to develop skills in understanding plagiarism.</li> <li>• Group work will allow students to develop their research, communication and teamwork skills.</li> <li>•</li> </ul>

**[Foundation Degree in Media Makeup, Special Effects and Hair Design/240 credits]**

#### 4. Distinctive features of the programme structure

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

The Foundation Degree in Media Make-up, Special Effects and Hair Design is exclusive in its training provision, by delivering comprehensive training in all the skillsets required by a make-up artist to work in Television, Film and Theatre. It is recognised within the programme that it is essential in such a competitive industry that the student is competent in make-up application, special effects and hairdressing skills all of which are delivered to provide all rounded skillsets required to succeed in the media make-up industry. In addition, the student will develop core skills and understanding based on current practice in media make-up with a focus on TV, Theatre & Film.

The course adopts a unique and bold approach towards the study of media make-up by developing, skills and competencies through reflective practice, critical analysis, research and collaboration with industry professionals and peers.

Knowledge in Anatomy and Physiology is an integral part of the course, with particular emphasis on the skeletal, muscular and integumentary systems essential in the design for special effects and prosthetic work. Students understanding of such knowledge will be assessed through observation of design processes, student reasoning during the design process and presentations.

This exciting and challenging course will encourage and inspire the student to push boundaries in respect of design concepts, building a professional practical portfolio that represents their individual identity, which will support employment potential and networking within the industry. Integral throughout the foundation degree programme is the development of students professional image based portfolio, students will have access to photographic equipment basic photographic demonstrations by a visiting photographer, this will not only enhance their final portfolio of work but also prepare for the more advanced photography module if they choose to continue their studies on the BA (Hons) Media Make-up and Hair Design (Top-Up). Consideration of sustainability in the application of the knowledge, understanding and skills achieved should enable successful progression both within employment and to the BA (Hons) Media Make-up and Hair Design (Top-Up).

The York College Media Make-up team have worked closely with industry professionals resulting in invaluable professional development opportunities for example, CBBC, TOWIE, Dads Army, Leeds Television, Vera, Mr Selfridge and Peaky Blinders for example. Staff and students have also worked closely with local theatre companies such as York Theatre Royal, Grand Opera House, the 'Joseph Rowntree' Theatre. The media make-up team has a close working relationship with independent film makers and local attractions such as York Scare grounds, York Dungeons and Castle Museum, such professional development continues to thrive and will help the student to develop a comprehensive Curriculum Vitae. Curriculum Vitae and practical portfolio workshops will be provided throughout the programme of study in partnership with Screen Yorkshire whos' industry expertise will be used as a springboard to employability.

To enhance the students' knowledge and understanding of the current media industry the course also invites industry specialist to discuss and demonstrate skills required in the industry, most recently Stuart Bray; prosthetics designer, Emmerdale Make-up Artists, E-Comm artist Samantha Helen, Screen Yorkshire, Paintopia, airbrushing specialists and medical prosthetics practitioners, providing a wealth of experience, and knowledge.

York College are part of the Screen Yorkshire Consortium, Screen Yorkshire provides the Film Office services for Yorkshire & Humber and has been leading the development of the Yorkshire Screen Hub, a cluster for the screen industries, supported by the British Film Industry (BFI) through its Creative Cluster Challenge Fund. Screen Yorkshire also works with ScreenSkills, NFTS and the BFI to devise and deliver industry schemes to develop regional and UK wide talent.

The consortium between York College and Screen Yorkshire seeks to provide an enhanced and accelerated bridge between training and the industry.

##### 5. Support for students and their learning.

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

All students will have a named personal tutor who will provide pastoral support and will meet students for individual tutorials. This tutor will also be responsible for tracking the progress of the students and supporting the completion of the individual learning plan (ILP).

The Head of curriculum provides additional support for both the students and tutors. The students will receive a welcome talk and be introduced to HE essentials VLE where all HE protocols, and documentation can be found. This also provides follow up activity to support students to get back on track where personal issues have impacted on their studies.

The following induction arrangements will be in place for new students: during enrolment students will be able to raise and support needs individually with the enroller before being provided access to Infozone who can provide information on financial support, loans, transport, housing and other issues. The Induction will ensure students are aware of Health & Safety guidance, Learner Support systems, use of the Learning Centre, University centre and the appropriate use of ICT to ensure safety and security.

A handbook is available electronically. This provides a detailed guide to the course and college services; the VLE and college intranet site also provide guidance on use of services and facilities.

The Programme will identify students at risk of failure with regular performance reviews in 1:1 tutorials and discussion in course team meetings and will then support them through the pastoral programme which offers supervised study and additional support.

Programme staff work closely with Student Services staff to ensure that the information, advice and guidance needs of students are met, and to provide students with specific and targeted support. The services available through Student Services (InfoZone) are promoted to students during the induction and information is available through the Blackboard VLE and the College Intranet. The needs of students with more complex needs are met by the Personal Tutor working in conjunction with the specialist advisors based in the College.

All HE students are able to join the cross-college forum which organises activities, events and fund raising activities. They are also able to access the college enrichment offer which includes a wide range of clubs and societies.

## 6. Criteria for admission

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

32 UCAS tariff points.

Level 3 qualification in a relevant subject or A Levels. With supporting portfolio.

Or Significant relevant prior learning and experience.

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.

The methods utilized to evaluate and improve the quality and standards of teaching and learning are as follows:

- Annual Monitoring Reports (AMR): completed by the team annually to reflect and evaluate on retention/achievement, programme strength and weakness, actions and solutions to progress and strengthen the programme and the response to the external examiners report.
- Peer observation and reviews: These are completed annually with any required actions detailed including the sharing of good practice



- Student module evaluation: Occurs at the end of each module, often generated through the student representative of each year group.
- Tutor module reviews occur annually, the need for progression or standardisation is discussed and actioned.
- Continual Professional Development: Recorded in the colleges annual monitoring Reports, required needs for development are then actioned through either internal training or further training through external providers.
- HE Biannual Standardisation meetings: This is a cross college approach where all HE staff are given the opportunity to collaborate and work together to develop programmes and to share good practice within the college training weeks.
- Student Representatives forum: Regular meeting are encouraged through the Head of HE and the Programme Leaders to obtain module feedback and possible requirements towards module development or teaching practices.
- All new staff go through an intense and thorough induction programme, each new member is allocated a mentor to help oversee and advise on standardisation processes and other teaching requirements.

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

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

### Annexe 1 - Curriculum map

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

Level	Study module/unit	Programme outcomes																																		
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7				
4	Employability Skills	✓																	✓																	
	Make-up Exploration for Varying Effects			✓						✓									✓	✓									✓							
	Continuity for Film and Television	✓		✓							✓								✓	✓	✓						✓	✓								
	Cutting, dressing, and styling hair for film and television		✓	✓																	✓							✓								
	Design, create and apply postiche		✓	✓							✓	✓								✓		✓					✓	✓								

Level	Study module/unit	Programme outcomes																																		
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7				
5	Period Hair and Make-up	✓		✓						✓										✓									✓							
	Prosthetic Design and Application	✓	✓								✓	✓							✓	✓	✓						✓	✓								
	Advanced Make-up Artistry Skills	✓	✓								✓	✓								✓								✓								

## Annexe 2: Notes on completing programme specification templates

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