

## THE ARTS UNIVERSITY COLLEGE AT BOURNEMOUTH

### PROGRAMME SPECIFICATION

The Programme Specification provides a summary of the main features of the **BA (Hons) Make-up for Media and Performance** course, and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if he/she passes the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found in your Course Handbook.

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|--------------------------------------|
| <b><u>Key Course Information</u></b> |
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|--|--|
| Final Award                                  | BA Honours                                     |
| Course Title                                 | Make-up for Media and Performance              |
| Teaching institution                         | The Arts University College at Bournemouth     |
| Awarding Institution                         | The Arts University College at Bournemouth     |
| Professional accreditation                   | N/A  |
| Length of course / mode of study             | 1 year full-time                               |
| Level of final award (in FHEQ)               | Level 6  |
| Subject benchmark statement(s)               | Art and Design<br>Dance, Drama and Performance |
| UCAS code                                    | W45F   |
| Language of study                            | English  |
| Date of Validation                           | March 2011                                     |
| Date of most recent review                   | N/A  |
| Date programme specification written/revised | March 2011                                     |

### Course Philosophy

The BA (Hons) Make-up for Media and Performance course explores the representation of make-up within the physicality of the body and its relationship to media and performance. It situates the design thinking and practice of make-up transformation in a variety of conceptual, cultural, historical, and theoretical, frameworks. Exploring audience perceptions and the semiotics of make-up, the course aims to explore the extraordinary spectrum of make-up and hair design within and beyond existing notions of the discipline.

The course is unique in providing opportunities to critically examine the notion of make-up as an interface within the creative community, relating your research and creative practice to particular contexts. Professional development and employability potential are enhanced by interacting within the Arts University College and with external partners. This unique culture of working collaboratively will make full use of any interdisciplinary live projects and professional engagement.

As potential innovators, the exchange of knowledge and ideas will provide you with exciting challenges in respect of pushing boundaries and questioning the definition of and scope for make-up as transformation. Issues of sexuality, gender, race, body modification, psychology, anthropology, technology and ethics are embedded within the delivery of this exciting Honours degree. The course provides a springboard for professional graduates who have the potential to influence and affect

creative and industry practices at the highest level and who are able to respond to the demands of an international profession.

In a bold and innovative approach to the study of make-up, the course adopts a student centred focus. The direction your work takes is led by individual interests and aspirations in a learning environment where you are encouraged to push the boundaries of your creative practice, whilst maintaining professional focus and currency. Existing knowledge, skills, competencies and creative practice are consolidated and developed through research, analysis, criticism, design and realisation. You will develop the ability to objectively question and problem solve in a quest for solutions requiring independent judgement and critical self-awareness. Building a portfolio that represents your individual identity as a creative make-up practitioner and thinker will thus prepare you to graduate as a responsive, competent and creative artist able to initiate, communicate and generate ideas.

### **Course Aims**

The BA (Hons) Make-up for Media and Performance aims to:

1. Provide a dynamic student centred learning environment where a bold and innovative approach to the study of make-up reaches and challenges existing boundaries for the subject
2. Provide a rigorous intellectual and philosophical examination of critical and contextual issues as they relate to make-up transformation
3. Explore cultural diversity, ethics and issues of sustainability for make-up and its related practices within the global context
4. Create graduates who have individual identities as make-up artists and who are creative designers and interpreters with high aesthetic standards and advanced technical skills
5. Offer a unique opportunity to specialise in the study of make-up design and transformation and work collaboratively within and beyond the creative community of our specialist institution
6. Develop employable graduates with the attributes and skills necessary for employment within a range of work contexts who are able to respond to changing professional constraints and contexts

### **Course Outcomes**

By the end of the course you will be able to:

- LO1 Challenge existing boundaries for the study and practice of make-up transformation through research, design development, experimentation and practice
- LO2 Describe contemporary make-up issues, their place within social, historical, cultural, and dramatic contexts, and demonstrate the inter relationship of research, theory and practice through your work
- LO3 Engage with issues of sustainability and ethics and relate them to your practice as make-up artists
- LO4 Practice as a skilled, independent make-up artist with creativity, confidence, competence and vision
- LO5 Work collaboratively and responsively with other people using a range of communication, problem-solving and practical transformation skills
- LO6 Locate your professional practice appropriately within changing global, national and local contexts

### **Reference Points**

UK Quality Code for higher education, including:

- Subject Benchmark Statement: Art and Design; Dance, Drama and Performance

- Framework for Higher Education Qualifications (FHEQ)
  - QAA Code of Practice
- AUCB Undergraduate Curriculum Framework  
University College Learning and Teaching Strategy

### **Learning and Teaching Strategies**

The teaching and learning within the BA (Hons) Make-up for Media and Performance studio environment is structured so that you can make the most of opportunities that arise within and beyond the curriculum structure. This manner of teaching is multi disciplinary and is characteristic of the nature of the subject to enforce the breath of potential collaborative engagement and to support your individual specialist make-up disciplines.

The course will encourage you to explore the notion of make-up as an interface within the creative community with a particular focus on the media and performance contexts of stage, screen, film, fashion promotional and editorial, special effects and prosthetics. Projects will also encourage you to investigate, test and challenge the critical and theoretical ways in which attitudes; contemporary, historical, cultural, psychological and anthropological inform and impact upon our perceptions of identity. Opportunity to consider the importance, significance and invention of faces and the representation of make-up on the body provide an exciting environment for producing creative work. You will be encouraged to relate your theoretical research to your practical development of make-up transformation through design thinking and technical skills development in hair and wig design, body painting, prosthetic design and character design.

We are interested in convergent and divergent approach to thinking, through research development, design thinking, ideas generation, and problem solving for make-up transformation, from conception to the final outcome, be that a live performance, film, video recording, photographic evidence, digital images, instillation or artefact.

Honours study combines independent learning and taught sessions.

The course objectives will be met by deploying a wide variety of teaching and learning methods including studio workshops, simulated and collaborative projects, lectures, seminars, group critiques, guided reading and tutorials.

The methods deployed will, whenever possible, lead you into the disciplines required of a creative make-up designer and practitioner and promote the transferable skills of self-management and self-reliance.

The course is structured progressively to provide increasing opportunities for autonomous learning.

The progressive promotion of student-centred learning reflects your maturity as a student and provides the opportunity to focus learning towards individual goals.

The integration of theory and practice is promoted and reinforced through a team teaching approach. Lectures, seminars and tutorials will be delivered by team members and visiting guests, in the creative environment of the make-up studios.

Level 6 of the BA (Hons) Make-up for Media and Performance will provide the opportunity for you to pursue your particular creative interests and to extend the scope and depth of your enquiry. You will be encouraged to formulate and identify your particular professional and academic interests. Risk and ambition within the field will be crucial to your individual development. Intellectual and academic integrity will be further encouraged, both through written context and 'thinking through practice'.

Contributions from industrial professionals will stimulate, enlighten and enable you to formalise your own career objectives. Transferable, business and employment skills will also be incorporated through the programme within the units Specialist Practice and Portfolio and Professional Planning. Professionals from our Industrial Liaisons Group and contemporary make-up companies will also be invited to present opportunities to the student body. Live projects and placement opportunities have already been established for the FdA Make-up for Media and Performance students.

Students joining the AUCB at Level 6 will also have the opportunity to link with a student mentor or buddy. For all students your allocated year tutors will work with you through tutorials to make your experience as supportive as possible.

### **Assessment**

Each unit is assessed separately, and the assessment forms part of the unit. Assessment both provides a measure of your achievement, and also gives you regular feedback on how your learning is developing.

For every unit of your course you will be provided with a Unit Handbook, which will state what you are expected to learn within the unit; the work that you have to submit; and how it will be assessed. The Unit Handbook will also give the deadline for presenting your work for assessment.

You will receive a final mark for each unit in the form of a percentage, which will be recorded on your formal record of achievement (transcript). The HE Grading Matrix will help you to understand the marking process, and this can be found as an Appendix to this Handbook.

On successful completion of your Honours degree course, you will be awarded a degree classification based on your unit marks. The final classification is determined using all unit marks at Levels 6. For further information on progression, awards and classifications, please visit <http://intranet.aucb.ac.uk/academicregulations>

### **Course Structure**

All students are registered for the award of BA (Hons).

For the award of a BA (Hons) you must have achieved a minimum of 120 credits at Level 6 (Honours level). This qualification will be awarded upon successful completion of your course.

A BA without Honours may be awarded if you have achieved a minimum of 60 credits at Level 6.

### **Course Content**

The BA (Hons) Make-up for Media and Performance will provide the opportunity for you to build upon skills, competencies and creative practice acquired previously and evolve a bold and innovative approach to the study of make-up. In order to make the most of the opportunities that this course offers you will need determination, an inquiring mind, a clear focus and innovative vision, enthusiasm, passion for the subject and enjoy working within a creative community. You will grow as a designer, a reflective thinker, a decision maker and as a make-up practitioner. You will be ready to progress your professional career aspirations in the media and performance industries or postgraduate study.

There is a strong emphasis on balancing conceptual thinking skills and research methods, practical and technical skills, working independently and as part of a team and on acquiring lifelong learning skills.

The structure of Level 6 is made up of units that will further develop your potential to become intellectually motivated and increasingly autonomous professionals.

### **Specialist Practice**

This introductory unit will confirm your intent as practitioners, and strengthen your awareness of the creative practice in which you wish to locate yourself. A series of lectures, seminars and workshops involving guest speakers will aid your development and understanding of critical, theoretical and conceptual attitudes that impact upon the creative representation of make-up in contemporary historical and cultural contexts and its relationship to media and performance. Thus this unit will provide you with the opportunity to consolidate your practice and relate your developing research and creative practice to particular contexts. Formal tutorial discussions will encourage you to consider the focus for your research and make-up design transformation. You will be able to demonstrate your critical and theoretical understanding through a negotiated body of work that explores complex make-up design transformation. You will communicate effective problem solving informed by your critical self-reflections and demonstrate conceptual and contextual issues within the planning, development and evaluation of this unit.

## **Portfolio and Professional Planning**

The Portfolio and Professional Planning unit starts by providing you with the opportunity to focus upon your plan for the academic year ahead. The unit will enable your focused portfolio to come into fruition and provide you with personal promotional material from which will help towards entering industry and the start of a defined career path. You will critically reflect upon your professional development and your undergraduate experience. Industrial specialists will be invited to contribute to your professional development. Seminars, workshops and portfolio review will support your development of interview skills, portfolio building and presenting yourself professionally to provide you with realistic and formative feedback in preparation for entry to the field of employment or opportunities for post graduate study. At this level you will have the qualities and transferable skills necessary for employment requiring initiative and personal responsibility and the ability to apply your professional judgement to decisions in complex and unpredictable contexts. For example; as a make-up designer you will demonstrate a high level of professional competency in realising a vision, communicating, manipulating and testing ideas effectively to produce a folio of complex yet functional make-up design solutions within and without the restraints of professional work contexts.

## **Major Project / Extended Major Project**

The Major/Extended Major unit will provide you with the opportunity to choose the emphasis and culmination of your final year of study at Honours level. This unit will provide the opportunity to develop your creative voice through producing a body of work that defines your career/study choices and readiness as a make-up designer and artist. At this level you will demonstrate the ability to manage your own learning and demonstrate a systematic understanding of key aspects of make-up disciplines.

## **Investigative Study / Extended Investigative Study**

The Investigate/Extended Investigative Study unit will provide you with the opportunity to develop a clear focus for investigation and develop a critical argument through the application of research. Lectures and tutorials will develop students understanding of the conceptual and theoretical frameworks and support your research, analysis, criticism, reflection and communication through structured academic writing.

The structure of Level 6 has followed the framework of study followed by BA (Hons) courses at the Arts University College Bournemouth.

## **Course Units**

| <b>Unit</b>                         | <b>Unit code</b> | <b>Credit weighting</b> |
|-------------------------------------|------------------|-------------------------|
| <b>Level 6 Option 1</b>             |                  |                         |
| Specialist Practice                 | MSE610           | 30                      |
| Portfolio and Professional Planning | MSE611           | 15                      |
| Extended Major Project              | MSE603           | 60                      |
| Investigative Study                 | MSE600           | 15                      |
| <b>Level 6 Option 2</b>             |                  |                         |
| Specialist Practice                 | MSE610           | 30                      |
| Portfolio and Professional Planning | MSE611           | 15                      |
| Major Project                       | MSE602           | 45                      |
| Extended Investigative Study        | MSE601           | 30                      |

## Level 6 study options

The University College offers two options of study at Level 6:

### Option 1

An Extended Major Project of 60 credits and an Investigative Study weighted 15 credits (4000 words\*)

### Option 2

A Major Project of 45 credits, and an Extended Investigative Study of 30 credits (8000 words\*).

If you are following Option 1, you are expected to spend approximately 600 hours on your Extended Major Project and 150 hours on your Investigative Study. Your creative practice is therefore the focus of the year, and you should ensure that you develop a Learning Agreement which reflects the scope of project which is required.

If you are following Option 2, you are expected to spend approximately 450 hours on your Major Project and 300 hours on your Extended Investigative Study. Obviously this is a more balanced pattern of study, and you should ensure that your proposed area of research will provide the necessary breadth and depth to sustain a coherent academic argument which demonstrates critical analysis and understanding.

The different options are designed to permit a degree of flexibility in how you demonstrate Honours level outcomes in your discipline. However, both offer the opportunity to work at an advanced level within the discipline, and to show your appreciation of the context of your work. The outcomes below apply to the composite 75 credits; you should ensure that your two projects enable you to achieve these, as well as the specific unit outcomes.

### Outcomes for project work at Level 6:

- Demonstrate the ability rigorously to apply specialist knowledge, understanding and creativity
- Demonstrate an enhanced level of discipline and ability in time-management and organisation.
- Demonstrate your awareness of the ethical, social and cultural issues appropriate to the concept of a responsible professional practitioner
- Demonstrate an awareness of the principles of sustainability, especially as they pertain to the discipline
- Demonstrate independent judgement in analysis and investigation and the ability to draw together ideas within a particular area of study
- Demonstrate the ability to plan, research, formulate and deliver sophisticated work which interprets, analyses and re-presents ideas to a specific audience
- Demonstrate the ability to reference appropriate historical, cultural, critical and contextual concepts through your work
- Demonstrate advanced visual communication skills
- Demonstrate advanced written communication skills
- Demonstrate advanced problem-solving, and an ability to apply knowledge to new situations
- Identify and adopt research methodologies appropriate to your research, and be able to evaluate the integrity of sources
- Demonstrate professional autonomy in the development of your ideas, and their realisation

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\* Please note that all word counts should be considered as a norm, but +/- 10% is acceptable.

## Course Diagram

This schematic diagram shows the proposed start/end dates for each unit with assessment periods. Further information on the structure of each unit will be included in unit handbooks.

### Level 6 option 1

| 0              | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12   | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28         | 29             | 30 | 31 |
|----------------|---|---|---|---|---|---|---|---|---|----|----|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|------------|----------------|----|----|
| Induction week | MSE610 Specialist Practice (30 credits)                 |   |   |   |   |   |   |   |   |    | A  | MSE603 Extended Major Project (60 credits) |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | Assessment | HE Exam Boards |    |    |
|                | MSE600 Investigative Study (15 credits)                 |   |   |   |   |   |   |   |   |    |    |  | A  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |            |                |    |    |
|                | MSE611 Portfolio and Professional Planning (15 credits) |   |   |   |   |   |   |   |   |    |    |  |    |    |    |    |    |    |    |    |    |    |    |    |    |    | A  |            |                |    |    |

### Level 6 option 2

| 0              | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12                                | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28         | 29             | 30 | 31 |
|----------------|---|---|---|---|---|---|---|---|---|----|----|-----------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|------------|----------------|----|----|
| Induction week | MSE610 Specialist Practice (30 credits)                 |   |   |   |   |   |   |   |   |    | A  | MSE602 Major Project (45 credits) |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | Assessment | HE Exam Boards |    |    |
|                | MSE601 Extended Investigative Study (30 credits)        |   |   |   |   |   |   |   |   |    |    |                                   |    |    |    |    | A  |    |    |    |    |    |    |    |    |    |    |            |                |    |    |
|                | MSE611 Portfolio and Professional Planning (15 credits) |   |   |   |   |   |   |   |   |    |    |                                   |    |    |    |    |    |    |    |    |    |    |    |    |    |    | A  |            |                |    |    |

A = Assessment

## **Resources**

### **Specialist resources:**

Our 'state of the art' Make-up spaces provides a realistic working environment with specialist resources required to ensure productive, professional and safe working practice; this includes purpose fitted make-up work stations, back washes, hood dryers, interactive whiteboard, a comprehensive extraction system and space for sculpting. The make-up spaces are equipped with a range of electrical and specialist equipment required to support practical and technical skills in the studio setting. Professional location mirrors with electrical sockets are also available for students when working on location.

The Make-up spaces are also fitted with network points at each station to accommodate the course Apple Mac laptops to support the use of course related IT software and interactive activities. Printing facilities are also available in the Make-up studio. The studio is also equipped with a digital camera.

The AUCB workshop facility boasts specific areas and resources for a variety of specialist practices. These include; a sculpting room, a resin room, a casting room and a paint room as well as providing an extensively equipped area for the use of machinery required for constructing in wood, metal and plastic. This facility also houses the wig oven for the Make-up for Media and Performance course and is open to students on a daily basis and can be utilised on a 'drop-in' basis.

Lecture theatres provide a formal environment for seminars, lectures and guest speakers.

### **Make-Up Kit**

Make-up kits are a pre-requisite for the course and all students are obliged to have their own kit. There is no designated make-up kit list for Level 6 study. However, you should have your make-up kit from your previous studies in make-up at Level 4 and Level 5. FdA Make-up for Media and Performance have their own Make-up, Wig making and Hairdressing kits that can be used in tandem or separately depending on the nature of study. Those students that do not already have similar specialist kits have the option to purchase them prior to the commencement of study. You will be expected to top-up your existing make-up kit with products and materials that are relevant to the nature of your specialist make-up transformation work. The type of products and material that you might need to purchase will also be dictated by the requirements of your chosen project work that will be outlined in your learning agreement.

A prosthetic make-up kit is introduced in the second year of the FdA Make-up for Media and Performance. Those students wishing to explore prosthetics at BA (Hons) Level, that do not already have a prosthetic kit, have the option to purchase this kit.

Many collaborative projects and productions include a designated budget to contribute towards make-up products and materials.

Make-up kit will be discussed with you during the articulation or interview process.

A proportion of the course budget is set aside to provide a contribution towards the cost of educational visits.

### **University College Resources:**

#### **Library**

The course is supported by a Subject Librarian who liaises closely with the team to ensure that the Library resources are relevant and meet student and staff research needs. The Subject Librarian can offer advice on research skills, as well as individual support for students in the use of Library resources

The Library holds an excellent range of specialist learning materials including journals, books, CDs, DVDs, newspapers. It has subscriptions to a wide range of specialist electronic resources focusing on art, design, media and performance, including 37,000 e-books and 3,000 e-journals.



Colour and black and white photocopying facilities are available as well as viewing rooms for watching DVDs, videos and off air recordings from television. Students have access to iMacs and PCs and the Library is wi-fi enabled. The open plan design and high quality resources make the Library a popular space for work and study. The Library scores consistently high in both the in-house and national student surveys which are carried out annually.

### **Information technology**

The University College provides a comprehensive range of IT resources, utilising Apple Macintosh, Windows Personal Computers and specialist resources for its art, design, media and performance disciplines. The University College uses industry standard software from Microsoft, Adobe, Macromedia, Apple, Quark and leading software suppliers, and is continually investing in its technology and resources.

IT resources are also available to you via the Library, plus through a number of bookable IT suites and dedicated base room provision. To enable access to learning resources, wireless internet access is also available.

The ITCS section (Information Technology and Communication Services) provides a helpdesk facility for IT enquiries and fault notification. The Helpdesk is open from 8.30am until 5pm from Monday to Friday Email: [itshelpdesk@aucb.ac.uk](mailto:itshelpdesk@aucb.ac.uk)

### **Museum of Design in Plastic (MoDiP)**

MoDiP is a registered museum of 20<sup>th</sup> and 21<sup>st</sup> century design and popular culture with a focus on plastics. Its collection is unique within the UK and has been developed to support teaching and learning at the Arts University College at Bournemouth.

There are many ways in which MoDiP can play a part in your studies:

- as a source of inspiration – large numbers of items may be viewed, handled and explored in depth, drawn, photographed and filmed
- as the focus of a brief for products and projects relating to course work
- as an exhibition venue – your work can be displayed in relation to the collections and exhibitions and events may be mounted in the museum space

The Museum is in a purpose built space within the Library, designed with wheelchair access in mind, and has the same opening hours as the rest of the University College for the viewing of exhibitions. Objects not on display can be borrowed and taken to the studio. To see what is available, go to the [Plastics Network](http://www.plasticsnetwork.org) website ([www.plasticsnetwork.org](http://www.plasticsnetwork.org)).

### **The Gallery**

The gallery is a major resource for contemporary visual art at the Arts University College at Bournemouth and has received regional and national recognition. There are regular gallery events, including collections on loan from galleries and museums, as well as individual exhibitions by some of today's leading artists, photographers, designers and critical writers.

It also functions as a learning resource and is integrated into the teaching, learning, and research practice undertaken at the University College.

**text + work** is the ethos which underpins the exhibition programme at the Arts University College at Bournemouth. The **text + work** concept promotes and provides a forum for challenging dialogue between innovative contemporary art, design, and media practice and its theoretical context.

There are **text + work** gallery events, critical texts, shared and networked exhibitions and a **text + work** website.

## **Student Support**

### **Academic Guidance**

Academic staff are responsible for providing you with feedback on your work and your general academic progress, and for providing academic support and guidance through the course. This is provided through “critiques” and written feedback, as well as guidance on practical work and informal discussion about your concerns. These sessions may be individual or, in the case of collaborative work, in small groups.

Academic tutorials are scheduled to allow you to discuss in depth matters relating to creative or theoretical work, or the course in general. You will be entitled to at least one formal recorded academic tutorial per term with a nominated member of the course team.

Support and advice is also provided on an informal basis throughout the course, through discussions between staff and students.

### **Career Education, Information and Guidance**

You will be prepared for employment, and given the opportunity to learn about the various career options available to you, through a wide range of projects which may include live briefs or external competitions. Academic staff remain very familiar with the discipline, and will often still work in the field, and are also able to advise on specific opportunities.

The Careers Service within the University College offers impartial, confidential advice, support and guidance, to help you explore and develop your career ideas and manage your future career successfully. The Service offers individual career guidance interviews, as well as advice on job seeking strategies, CVs and interview skills, self-employment / freelancing, and further study opportunities.

The Senior Careers Adviser holds regular lunchtime lectures, which cover a range of popular careers topics, including Postgraduate study and funding, Career planning, Networking and self-marketing, and Teaching as a career. Full details and dates of forthcoming lectures are available on the Careers intranet pages and on the Student Services notice boards.

The Careers Service also offers specialist events, working in partnership with local employers, AUCB alumni, and external agencies to bring together a range of art, design, media and performance expertise.

## **Learning Support**

### **Support for students with disabilities (including dyslexia)**

The Arts University College at Bournemouth is firmly committed to a policy of equal opportunities for all students and positively welcomes applications from people with disabilities and/or additional needs. Throughout all aspects of University College life, we actively encourage and support the participation of students with disabilities. We aim to support disabled students by offering needs assessments and support plans which enable you to achieve your personal goals.

The Learning Support team provides academic support for students with specific learning difficulties including dyslexia. We ask all new Home students to complete a ‘Quicksan’ screening programme when they join the University College. This screening is designed to check your learning style (the way you learn best) and whether you might have signs of dyslexia. If appropriate, you will be referred to an educational psychologist for a full assessment.

Students with a specific learning difficulty such as dyslexia are able to access individual tutorials aimed at improving your independent study skills, and are supported in applying for the Disabled Students’ Allowance, which can provide specialist equipment and, if appropriate, personal support. The Senior Disability Officer and Wellbeing Officer provide ongoing support and advice for students with all other types of disability, including mental health difficulties, physical disabilities, medical conditions and sensory impairments.

## **Support for students for whom English is a second language**

If English is not your first language you will be invited to complete a brief written exercise during the initial weeks of your course, so that your current academic language skills can be assessed. Our English for Academic Purposes (EAP) tutor, who is part of the Learning Support team, will review the exercise and contact you if your work indicates that you would benefit from additional support. The EAP tutor will work with you to draw up an Individual Learning Plan, which will set out a structured approach to developing your independent academic and study skills. This may include helping you to develop strategies for interpreting assignment briefs, working on the structure of your written work, or developing your proof-reading skills, for example. The plan will be reviewed each term and will be shared with your course tutor so that they are aware of the work you are doing to improve your study skills. If necessary, the EAP tutor will refer you to a local language school so that you can improve your generic English language levels.

## **Pastoral support and guidance**

Support and advice on non-academic matters is provided through trained and qualified professional staff within Student Services. We have a team of professionally qualified male and female counsellors, with appointments available during weekdays and evenings. Students accessing the service are offered various levels of support ranging from regular weekly sessions, occasional support or just a "one off" consultation. In most cases, you can expect to be seen for a session within two days of making initial contact with the service. If the situation is very urgent and you are very emotionally distressed, we also have a crisis support service and you will be seen by one of our counsellors almost immediately.

Pastoral support is also available from the AUCB Chaplaincy. The Chaplaincy at the Arts University College at Bournemouth is shared with Bournemouth University and is an inclusive Chaplaincy, which welcomes people of all faiths and none. The Quiet Room and the Islamic Prayer Room are in regular use by staff and students, and meetings with ministers of any faith can be arranged.

Advice and support with practical issues such as funding, accommodation or childcare is available from the Student Advice, Funds and Accommodation Office within Student Services.

## **Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning**

The course is subject to the University College's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the national Subject Benchmarks and references the Framework for Higher Education Qualifications.

In addition all courses undertake an Annual Course Review which takes account of relevant information such as:

- External Examiners' Reports
- Key statistics including data on application, retention and achievement
- Results of the National Student Survey
- Results of the in-house Student Perception Survey
- Feedback from Student Representatives
- Feedback from relevant employer groups, including the course Industry Liaison Group

All courses develop an action plan arising out of this exercise which is monitored by the Course and Faculty Boards of Study.

Staff development priorities for the course team as a whole are identified through the Annual Course Review process, and for individuals through the Staff Performance Review process.

## **Indicators of Quality and Standards**

The Arts University College at Bournemouth was granted taught degree awarding powers by the Privy Council in 2008 following an intensive period of scrutiny by experienced academics from across the higher education sector.

The University College was audited by the QAA in May 2011 and received a judgement of 'Confidence' in the management of the academic standards of its awards, and its management of the quality of learning opportunities. This is the best available outcome, and confirms that our quality assurance mechanisms are robust, meaning that we can have full confidence in the standard of course outcomes, and the quality of the educational experience we deliver.

Please note that this specification provides a concise summary of the main features of the course.

More detailed information is available in the following documents:

- Online course information
- Unit Handbooks
- HE Student Regulations – <http://intranet.aucb.ac.uk/academicregulations>
- AUCB Student Guide

### **Generic Book List**

The list below comprises a range of library resources by subject area, which you might find useful for your research throughout all four units of study at Level 6. The list is intended to give you an overview of the many theoretical and conceptual frameworks that relate to make-up for media and performance, but it is not exhaustive, and you are encouraged to research your individual projects independently. The titles on the list are recommendations only, and whilst you will not be expected to consult all of the material or purchase an extensive selection of books, it will be your responsibility to work with your tutor to identify the resources that are essential to your particular research area.

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### **Critical Theory: Identity, the Spectacle, the Visual, Semiotics and Communication**

Adams, M. V. (1996). *The Multicultural Imagination: Race, Color, and the Unconscious*. London: Routledge.

Berger, J. (1990). *Ways of Seeing*. London: Penguin.

Gay, P. du *et al* (eds) (2000). *Identity – A Reader*. London: Sage.

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*Film Studies* [available electronically]  
*Illusions: The Magazine for Today's Face and Body Artist*  
*The Knowledge*  
*The MakeUp Artist Magazine*  
*The Stage* [also available electronically]
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Further guidance and suggestions about relevant **websites** and **electronic resources** are available in the unit handbooks.