THE ARTS UNIVERSITY COLLEGE AT BOURNEMOUTH

PROGRAMME SPECIFICATION

The Programme Specification provides a summary of the main features of the **FdA 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.

Key Course Information

Final Award	Foundation Degree (FdA)
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	None
Length of course / mode of study	2 years full-time
Level of final award (in FHEQ)	Level 5
Progression route Dedicated articulation to:	 BA (Hons) Make-up for Media and Performance
Subject benchmark statement(s)	Art and Design; Dance, Drama and Performance; and Foundation Degree Qualification Benchmark;
UCAS code	W452
Language of study	English
Date of Validation	2009
Date of most recent review	N/A
Date programme specification written/revised	September 2009

Course Philosophy

The Foundation Degree (FdA) in Make-up for Media and Performance provides a unique, vocational experience through which students can develop their potential as professional make-up artists.

We value and encourage the initiation and generation of ideas as well as solving problems generated by others. In other words, you will learn the rules to enable you to observe, investigate, enquire, speculate and practice in the context of make-up artistry as collaborator or innovator.

The make-up artist is an essential team member for any crew working in film, theatre and television today and the many opportunities for practice-based, hands- on learning are what give this course its special identity. Our Screen and Media Academy status offers an ideal context for make-up students to work with fellow students who are studying acting, costume, film and television. The potential for make-up work in fashion styling and photography further expands opportunity for working with students from other courses. As a specialist community of practice, we value and encourage

teamwork. The importance of collaborative working cannot be over-stated and we believe that the development of your interpersonal and communication skills to be as important as the acquisition of knowledge and technical skills and their creative applications.

The course provides a sound basis for your personal development from design conception to vocational application of your skills. Throughout your studies theory goes hand in hand with practice and this enables you to formulate and to articulate your understanding of make-up artistry within relevant historical, cultural and contemporary contexts.

Awareness of changing technologies and the implications for the make-up artist is important and is considered through the work-related aspects of the curriculum. Industry professionals have contributed to the development of this course, and their continued involvement emphasises the importance we place on links with film, media, television, theatre and the performance industries.

A strong emphasis on initiative and enterprise combined with a team ethic means that on completion of the course, as an individual capable of personal responsibility and decision-making you will be able to deploy the skills and techniques of make-up artistry in a range of creative contexts.

Course Aims

This foundation degree aims to

A1   Provide an education that will enable students from diverse backgrounds to respond with confidence to a variety of employment opportunities within the make-up field in the creative industries or to progress to BA (Hons) level study

A2   Encourage and develop enquiry, innovation, creativity, underpinned by knowledge and understanding of a breadth of techniques, processes and skills required by the make-up artist

A3   Stimulate and develop curiosity for critical and conceptual exploration underpinned by theoretical, historical and contextual knowledge

A4   Develop analytical skills and the creative application of make-up artistry in real and simulated performance contexts for live and recorded media

A4   Operate in close collaboration with consultants from the professional make-up field within the media and creative industries and enhance the student experience through collaborative, cross-course opportunities, specifically with performance-related disciplines (acting, costume, film, television) and with fashion and photography

Course Outcomes

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

LO1   Work with confidence in a variety of creative employment contexts, equipped with the knowledge and skills relevant for the media and performance industries or to progress to BA (Hons) level study

LO2   Demonstrate enquiry and creative approaches underpinned by competence in a range of techniques, processes and skills required by the make-up artist in the fields of media and performance make up

LO3   Demonstrate knowledge of contextual and theoretical issues and their relationship to contemporary practice

LO4   Work independently and with others, demonstrating appropriate interpersonal, organisational and communication skills required to work within the media and performance industries.

LO5   Apply the broad spectrum of technical and creative knowledge gained, to your personal career aspirations be they vocationally oriented or in preparation for progression (articulation) to Level 6 study

<u>**Reference Points**</u>

UK Quality Code for higher education, including:
- Foundation Degree Benchmark Statement
- 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

<u>**Learning, Teaching and Assessment**</u>

Learning and Teaching Strategies

A wide variety of teaching and learning methods are used so that you can achieve the learning outcomes of the course. All learning is delivered through study units, and each unit includes a balance of contact time, independent study, assessment and feedback time.

Work-related learning and industry links
Since a key course aim of any Foundation Degree is to prepare you for employment, we believe that the University College, as a community of creative practice, offers unique opportunities for work-related learning that will prepare you to work as make-up artists in the media and performance industries. So that you can work confidently in a variety of employment contexts and aiming to stimulate and develop the creative application of make-up artistry in relevant situations, you will learn through experiences, which reflect the workplace.

Introducing and developing practical, writing and interpersonal skills: demonstrations, workshops, studio work and group learning
Since a fundamental aspect of the work involves applying make-up to performers, models and presenters, it is important that you have as much experience as possible in making-up a variety of people. Initially you will therefore work on one-another. In the first term you will be introduced to acting students and be encouraged to work collaboratively in developing interpersonal and practical make-up skills. In the PPRD 1 unit, you will work in small groups to create presentations, again with the aim of developing teamwork, interpersonal and communication skills. Building in complexity throughout the two years of the course, techniques, skills and processes in hair styling and make-up are learnt through demonstrations, subsequent workshops and creative projects. Fundamental skills are delivered in this way in Level 4 and subsequently applied and developed through project work. In Level 5 more advanced concepts and skills are introduced and explored and you can then direct your own work towards personal and professional goals.

Writing skills are introduced in the PPRD 1 unit and developed in Fantasy and Transformation, preparing you for writing reports and essays through the rest of the course.

Inquiry-based learning, projects, tutorials, lectures, seminars, self-evaluation, reflection, critiques, assessment tasks and assessment strategies
It is important that you are clear about what is required for assessment and how assessment works. All units on the course have specific projects with assessment tasks and requirements, which are clearly explained in the unit handbooks. Lectures and seminars are the vehicle to introduce and explore specific concepts and contexts and may be run alongside viewings or educational visits to enhance and deepen understanding and knowledge of your subject. Formative (feedback during a project) and summative (at the end of a project) assessment contributes to the learning experience. We use formative assessment during units, to help you gauge your own performance against the assessment criteria, and so that you understand how to improve and develop within a unit and as your learning progresses. No numeric mark is given at this point.
Through individual and group tutorials, group critiques, self-evaluation and reflection you will come to understand your own progress and know how to develop further.

Self-directed and independent learning:
It is important that you develop the ability to work on your own initiative as well as know how best to interact with others. You will be introduced to independent learning from the start of the course, as each unit has elements of self-directed study and you will see this in the schedules for each unit. Initially this serves as a guide, to aid your planning, organisation and time-management. As the course

progresses, the responsibility of planning switches to you and culminates in the writing of a Learning Agreement for the unit *Professional Make-up Project* which defines individual assessment tasks and provides a schedule of activity.

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 FdA course, you will be awarded a classification based on your unit marks. The final classification is determined using unit marks at Level 5. If you progress to Honours level study, your degree calculation will be based on your percentage marks at Level 6 only. For further information on progression, awards and classifications, please visit http://intranet.aucb.ac.uk/academicregulations

Formative Assessment
We use formative assessment during units, to help you gauge your own performance against the assessment criteria, and so that you understand how to improve and develop within a unit and as your learning progresses. No numeric mark is given at this point. An example formative assessment form can be found as an Appendix to this Handbook

Course Structure

All students are registered for the award of the Foundation Degree (FdA); however exit awards are available if you leave the course early, having successfully completed a stage. If you successfully complete a level of the course, you will automatically be entitled to progress to the next level.

For the award of a Certificate of Higher Education (CertHE), you must have achieved a minimum of 120 credits at Level 4. This qualification may be awarded if you leave the University College following successful completion of the first year of your course. (Note that part-time students do not complete Level 4 until part-way through their second year of study.)

For the award of the Foundation Degree (FdA), you must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification will be awarded upon successful completion of your course.

Course Content

Level 4
The aims and outcomes of the course are about enabling you to learn, develop and apply the skills of make-up artistry. The first year (Level 4) of your course is designed so you can learn the fundamental creative, practical, analytical and critical skills needed by the make-up artist working in various media and performance industries.

An integrated approach means that theoretical and practical issues are learnt side by side within units at Level 4. The two *History and Reality* units in Level 4 provide the opportunity to study the development of hair and make-up within their social, historical and dramatic contexts from the Greeks to the present day. The opportunity exists to link the syllabus for each *History and Reality* unit to productions or projects being undertaken within the University College, or externally so as to link historical, cultural knowledge and understanding to the world of work. A working knowledge of all departments who contribute to the creative process is important and this will be studied during Level 4 in *Personal Planning Reflection and Development 1*. A more detailed study into costume and production design and how these areas relate to make-up is included in both *History and Reality* units.

The fundamental skills required by the make-up artist are introduced and explored in *History and Reality 1: Make-up Artistry and the Performer*. Here you are introduced to essential materials, tools and competencies needed by the professional make-up artist. In the subsequent unit *Fantasy and Transformation,* through research and practical design, make-up and hairstyling classes, you explore areas such as fashion, photographic practice, opera and dance.

Building upon work undertaken in the two previous units, *History and Reality 2: Developing Artistry* provides deeper insights into the psychological aspects involved in make-up design and application such as illness, death and disease. Workshops and practical projects enable you to extend existing skills in make-up, wigs and hair design and application, through learning about postiche and facial hair. Lighting workshops will help you understand of the effect of different lighting conditions for make-up. Interpersonal and communication skills are developed through these three 30 credit units since you will work on one another and on models or performers when appropriate, when carrying out practical make-up and hair projects.

The development of analysis, critical thinking, research, reflection and writing skills are an important part of the course and link with the development of your practical and creative work. Research skills and critical issues are introduced in the *Personal Planning Reflection and Development 1* (*PPRD 1)* unit and you will learn to write reports and produce CVs as well as how best to reflect on your own achievements and progress to make sure you make the most of your learning experience.

All Level 4 units unit prepare students for your learning in the *Placement* unit. This unit provides real opportunities for work-related, collaborative working within the University College, the Bournemouth Screen and Media Academies and other external companies. You may therefore undertake work such as daily film make-up work, photographic or fashion shoots, and other in-house opportunities, thus taking advantage of the unique possibilities for study at the AUCB.

The second year (Level 5) of your course enables you to build upon the skills and knowledge gained in Level 4 and provides opportunities for you to develop a particular career pathway.

The *Working on Productions* unit provides you with the opportunity of working on a "live" or simulated work-based learning project and to develop links made in the first year *Placement* unit and to build new ones. The unit is orchestrated by the course team who will facilitate student learning opportunities.

The *Dramatic Contexts* unit extends your knowledge and practical skills and provides the opportunity to develop knowledge, understanding and application of special make-up effects through the study and practice of prosthetics. This, more advanced skill, provides an additional platform for you to develop a preferred area of study in more depth, should you so wish, in the subsequent unit, *Professional Make-up Project.* As the culmination of study you will write your own project brief, using a Learning agreement.

Personal Planning Reflection and Development 2 provides further opportunities to reflect on and evaluate what you have learnt and achieved and to consider career and future planning. The use of learning agreements, which are the vehicle for writing your own project brief in the Professional Make-up Project, is introduced at the beginning of this unit.

There is a choice of units towards the end of Level 5 and you will discuss these options in academic counselling through tutorials in PPRD 2, identifying which of the two units you will undertake. The unit *Perceptions of Performance*, which looks at various contemporary performance contexts is common to the BA (Hons) Costume with Performance Design. The alternative study choice is the *Work-Related Learning* unit which provides further opportunities to link your learning to the workplace. If you wish to progress to the Honours year at the University College, the *Perceptions of Performance* unit is compulsory.

<u>Course Units</u>

UNIT	CODE	CREDIT
Level 4		
History and Reality 1: Make Up Artistry and the Performer	MSE410	30
Personal Planning, Reflection and Development 1	MSE407	15
Fantasy and Transformation	MSE411	30
History and Reality 2: Developing Artistry	MSE412	30
Placement	MSE405	15
Level 5		
Dramatic Contexts	MSE510	30
Working on Productions	MSE511	15
Personal Planning, Reflection and Development 2	MSE507	15
Professional Make-Up Project	MSE512	45
Perceptions of Performance	MSE513	15
OR		
Work Related Learning	MSE505	15

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 4

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	MSE410 History and Reality 1: Make Up Artistry and the Performer (30 credits)	MSE411 Fantasy and Transformation (30 credits)	MSE412 History and Reality 2: Developing Artistry (30 credits)		HE Exam Boards
		MSE405 Placement (15 credits)			
	MSE407 Personal Planning, Reflection and Development 1 (15 credits)				

Level 5

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	MSE510 Dramatic contexts (30 credits)	MSE512 Professional Make Up Project (45 credits)		HE Exam Boards
	MSE511 Working on Productions (15 credits)		MSE513 Perceptions of Performance (mandatory to progress to BA) Or MSE505 Work Related Learning (15 credits)	
	MSE507 Personal Planning, Reflection and Development 2 (15 credits)			

Resources

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 provides sessions on researching and using information, 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: itcshelpdesk@aucb.ac.uk

Museum of Design in Plastic (MoDiP)

MoDiP is a registered museum of 20th and 21st 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 website (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 'Quickscan' 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