

PROGRAMME SPECIFICATION

1. Awarding institution/body	University of Worcester
2. Teaching institution	University of Worcester & Worcester College of Technology
3. Programme accredited by	Not applicable
4. Final award	BA (Hons)
5. Programme title	Performance (Costume and Make-up)
6. Pathways available	Top up Single Honours in Performance (Costume) or Performance (Make-up) or in Performance (Costume and Make-up)
7. Mode and/or site of delivery	Standard Taught and practical programme at UW and Worcester College of Technology, School of Art & Design
8. Mode of attendance	Full-time and part-time
9. UCAS Code	W453
10. Subject Benchmark statement	Art & Design (2008) /Drama & Performance (2007)
11. Date of Programme Specification preparation/revision	January 2006. Revised February 2011. Revised June 2011. Updated to latest template July 2011. March 2012 (Award Map)

12. Educational aims of the programme

This pathway is designed to develop students' knowledge and creative potential in the field of theatrical costume and make up through a range of practical and theoretical modules. The variety of routes through to the final degree provides students with the opportunity to develop either a broad range of skills or specialise depending on their chosen career path.

The course aims to enable students to:

- perform effectively and creatively in the practice and theory of art and performance (make-up and/or costume);
- appreciate relationships between concepts and practices within both Art & Performance and apply these insights to communicate their understanding of the role and function of the subject;
- develop intellectual, practical, creative and other transferable skills appropriate to their future interests and needs in relation to further study, employment or both.

The educational aims are:

- to develop students creative, imaginative and presentation skills;
- to develop students critical and analytic skills as well as their ability to derive and apply principles and concepts from practical art and performance experience;
- to encourage the exploration and development of practical and perceptual skills within an artistic and theatrical context;
- to broaden and contextualise students' knowledge base;

- to develop skills in gathering information and communicate ideas, using visual and non-visual means;
- to encourage students independent judgment, self-reliance and ability to work co-operatively with others.

13. Intended learning outcomes and learning, teaching and assessment methods

1) Intended Learning outcome:

<p>Knowledge and understanding:</p> <ul style="list-style-type: none"> • Develop the knowledge and critical understanding of industrial processes • Develop and understand the changing context out of which Theatrical costume and make up emerges • Apply the underlying principles and concepts studied to their work • Develop a range of practical and technological skills and apply them to a professional standard • Research and reflect upon the changing field of Theatrical Costume and Make up • Understand the economic, cultural, social, historical, and technical context out of and in which costume and make up operate • Understand and apply market research 	<p>Learning and teaching approaches used include: Lectures, interactive seminars, group work sessions, workshops, individual tutorials, learning journals, and self-directed study. Assessment: Work-based studies, research tasks, case studies, reports, essays, learning journals and learning reports, practical projects, formative peer group assessment and presentations, on-line mentoring feedback log.</p>
<p>Cognitive and intellectual skills:</p> <ul style="list-style-type: none"> • Research and evaluate the relationship between context and practice within Theatrical Costume and make up • Explore, experiment with and evaluate a range of practical skills to fulfil a range of creative projects • Select, test and make appropriate use of materials and processes • Develop and apply critical skills to evaluate the processes, skills and techniques required to fulfil a range of practical and written briefs • Manage information including the interpretation and abstraction of meaning from a variety of information sources • Sensitivity to diversity in terms of people, cultures and ethical issues 	<p>Examples of teaching, learning and assessment methods: Several modules are designed specifically to develop higher order critical thinking and analysis of both visual and written work such as: ARTD3007 Critical and Contextual Practice 3. All modules encourage the discussion of key issues, debates and visual analysis within the field and the industry. All assessments involve students in developing higher order critical thinking and problem solving skills, visual analysis, developing their judgement, and working sensitively with a diverse range of people.</p>
<p>Practical skills relevant to employment:</p> <ul style="list-style-type: none"> • Identify students' personal development needs and devise and implement strategies for meeting these needs 	<p>Examples of teaching, learning and assessment methods: Practical and technical skills are developed through a range of modules focussing on key industry specific skills such as: ARTD3024</p>

<ul style="list-style-type: none"> • Develop and apply the necessary practical and technological skills to fulfil the needs of a range of visual and written workplace projects • Plan and manage their programme of study • Organise and source material and equipment for the development of projects • Conduct and manage market research • Develop a sustained body of work to professional, and industry standards 	<p>Performance (Make up), ARTD3025 Performance (Costume) & ARTD3006 Innovative Textiles. The skills developed on these modules form the basis for the Extension modules ARTD3017 & ARTD3021 as well as their Independent Study module.</p> <p>All assessments involve students identifying and developing their own visual vocabulary with the concomitant need to identify the particular practical skills necessary to fulfil their own self-devised project. This includes sourcing materials and equipment and presenting the final outcome to professional and industry standards.</p> <p>ARTD3009 Professional Practice prepares students for the workplace and negotiating their route into the workplace through developing a range of skills necessary for seeking employment or further study.</p>
<p>Transferable/key skills:</p> <ul style="list-style-type: none"> • Visual communication • Written communication • Oral communication • Planning and time management • Research skills • Reflection and self-assessment • Interpersonal and team working skills • Effective use of ICT 	<p>Examples of teaching, learning and assessment methods:</p> <p>All modules encourage students to work effectively in peer group activities and include a mandatory peer assessment and presentation of their final project.</p> <p>All modules and assessments require students to keep a learning journal which forms the basis for the final reflective learning report. This report encourages students to reflect on their development and progress throughout the module and to contextualise their final project. Planning and time-management skills are experienced through meeting assignment submission deadlines, and through the planning and managing their research for final module projects and summative written essays.</p> <p>Visual communication skills are developed through critical and evaluative engagement with contemporary productions and practices, through in class discussions and through formative and summative essays on specific examples.</p> <p>The effective use of ICT is an integral part of all modules for example: internet research, use of Moodle, Blackboard, word-processing, etc.</p> <p>Research skills are developed through all modules and for all assessments</p>

2) Learning and Teaching

Each module states a range of learning and teaching methods used for its delivery; these are commensurate with the University of Worcester Learning, Teaching and Assessment Strategy and with the Qualification Benchmark as outlined in its current phase (2008). These include:

- Tutorial support and feedback on assessments
- Workshops in a range of technologies and practices
- Seminars and student-lead presentations
- Individual and group tutorials
- Keynote lectures from tutors and visiting speakers/designers
- Group work based on projects
- Project based activities
- Self-directed study
- Learning journals
- E-learning (through the use of Moodle, Blackboard, email)
- Visits to industry
- Gallery visits

Learning and teaching methods will be kept under review to ensure that as wide a range of methods as possible is being used in order to enhance the opportunities for students to learn.

Assessment methods

In the field of Costume and Make up students experience a wide range of assessment practices that enable them to develop the full range of academic knowledge, skills and practical skills within their chosen area(s). All practical modules have a final practical project supported by formative smaller briefs and projects throughout the taught section of a module. The process of assessment for the final project includes a mandatory formative peer assessment. Thus, students have the opportunity to develop a full range of academic, oral, written and practical skills through:

- Visual and written research
- Production of Costume and Make up projects/work
- Presentations
- Production of preparatory and secondary material
- Learning journals
- Short and extended essays
- Learning reports
- Formative peer assessment and feedback
- Exhibition skills
- Group projects
- Live competition briefs
- Work placements

Independent Learning

This is a key requirement of a degree programme that is linked to the concept of 'lifelong learning'. The opportunity for self-directed learning and independent study provides effective vehicles for fostering the skills of, and enthusiasm for, lifelong learning.

All modules are designed to provide the necessary guidance, planning and preparation for learners to undertake an independent study – The Independent Study Module (ARTD3001). This module offers students the opportunity to develop a body of work that reflects their individual approach. Each student is allocated a supervising tutor according to the precise nature and content of their research project. At least four hours of individual tutorial support will be provided for each student and there will be an interim review of progress.

Trips, visits and exhibitions, and competitions

Throughout the course students will be encouraged to visit a range of exhibitions and trade fairs at all levels within the industry. However, there will also be a range of organised trips to key events for the respective industries. Students will be expected, individually, to attend these and there will be a range of tasks which will support their evaluation of these events. As the course develops there is the possibility of being participants at these events.

A range of competitions are run throughout the two industries and students will have the opportunity to submit work to these on a regular basis.

14. Assessment Strategy

The Performance (Costume & Make up) programme offer students a range of assessment experiences enabling students to develop a wide range of skills. These include:

- Formative minor projects (unmarked)
- Summative major project supported by a learning journal and learning report (marked)
- A mandatory peer group assessment

Formative minor projects:

Built into the structure of the programme are a range of formative minor projects that enable students to move progressively towards an independent mode of study that is developed through the final summative practical project. These enable students to test out skills, ideas and the processes required; to synthesise these in a supportive environment with tutor guidance. Feedback via tutorials recorded on tutorial feedback forms, enables the student to understand the issues raised and to focus on specific areas to develop. While these minor projects are unmarked, they are part of the processes necessary for building up skills and ideas, and form the basis on which the final project will be built.

Summative Major Project

The summative major project marks the culmination of the skills, processes and ideas that have developed out of the taught element of the module. This is supported by a Learning Journal, a learning report and peer group assessment.

- **Learning Journal**

This is a reflective document that enables students to:

1. record and reflect on ideas for, and thoughts on new skills developed;
2. facilitate the learning experience;
3. support understanding;
4. develop critical thinking and the development of a questioning attitude.

The learning journal will form the backbone of the student's evidence and analysis of the new skills acquired during the module and how these may be used in relation to their own visual practices. Students are encouraged to keep these for each module and to begin them right at the beginning of each module. Students are provided with clear guidelines on the production and maintenance of these documents in their first year and it is stressed that they are an important learning tool for reflective and cognitive thinking, and provide the basis on which subsequent analysis, synthesis and evaluation which will be presented in the form of a learning report.

- **Learning report**

This is a summative document that draws on the analysis, evaluation and thinking that has been recorded in the Learning Journal. It provides an overarching reflection on the student's development throughout the module and on all the processes that have gone into the construction of the final project. To enable students to focus their reports each module will contain a question related to the learning outcomes. Guidelines are provided through tutorials, worksheets and the field Student Handbook.

- **Peer Assessment**

The formative peer assessment is mandatory for all modules and occurs in weeks 11 – 12. It involves students in their learning groups listening to, and critically engaging with a presentation by one of the group on their choice of project topic and mode of communication. Students will take it in turns to give the presentation and the rest will provide verbal, constructive criticism, commentary and feedback via the Project/module assessment profile sheet.

Using the assessment criteria, which is published in the course handbook and the using the profile sheet students determine where they think the individuals in their peer group lie on the profile for each domain. They are advised to make constant reference to their peers work and make sure that they can defend

judgements made. In the interest of the individual they are advised to be realistic awarding marks, providing verbal and written feedback that is supportive and useable.

In order to support assessment as a driver of student learning, the subject of Performance (Costume and Make up) has developed a set of coherent and structured criteria, which are published in the course handbook, and are used for the formative peer assessments and the summative assessments of every module. The assessment criteria are generic in nature and based on the UMS guidelines and cover the broad domains of, the conceptual, the practical, the contextual, the personal and the interpersonal as indicated below:

1. Generating and selecting ideas
2. Critical thinking and contextualisation
3. Interpersonal Skills
4. Personal Management Skills
5. Media selection and communication
6. Composition and form
7. Research and analysis of information
8. Materials and equipment

Using these criteria as the basis of their peer group assessment reflects the transparency of the marking process. Students are told that they will be assessed on the quality of their approach to learning, as well as on the quality of the artwork they produce. The integrated nature of the Art & Design programme also gives students the opportunity to develop and gather evidence for their Professional Development Plan (PDP) as part of the learning process.

15. Programme structures and requirements

Students accepted onto the Top-up programme, are expected to have achieved an HE qualification or equivalent in a relevant subject area at Level 5 and students are then required to take a total of 8, Level 6 modules in one of three pathways for their final honours degree award. All modules except the Independent Study have 15 credit points.

- Pathway 1: Top up Single Honours Performance (Make-Up)
- Pathway 2: Top up Single Honours Performance (Costume)
- Pathway 3: Top up Single Honours Performance (Costume and Make-Up)

Award Map

Level 6

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional(O)		
			Single Honours Performance (Make-up)	Single Honours Performance (Costume)	Single Honours Performance (Costume and Make-up)
ARTD3001	Independent Study	30	M	M	M
ARTD3006	Innovative Textiles	15	O	O	O
ARTD3007	Critical and Contextual Practice 3	15	M	M	M
ARTD3009	Professional Practice	15	O	O	O
ARTD3017	Extension Module	15	O	O	O
ARTD3021	Extension Module	15	O	O	O
ARTD3024	Performance (Make-up)	15	M	O	M
ARTD3025	Performance (Costume)	15	O	M	M
ARTD3026	Professional Presentation	15	M	M	M
ARTD3028	Work Placement Module	15	O	O	O

Single Honours Requirements at Level 6

Single Honours Performance (Costume) students must take the four (4) Mandatory modules i.e. ARTD3001, ARTD3007, ARTD3025 and ARTD3026, **plus** three (3) Optional modules from those listed above.

Single Honours Performance (Make-up) students must take the four (4) Mandatory modules i.e. ARTD3001, ARTD3007, ARTD3024 and ARTD3026, **plus** three (3) Optional modules from those listed above.

Single Honours Performance (Costume and Make-up) students must take the five (5) Mandatory modules i.e. ARTD3001, ARTD3007, ARTD3024, ARTD3025 and ARTD3026, plus two (2) Optional modules from those listed above.

16. QAA Academic Infrastructure

Due to the collaborative nature of this Top-up Degree programme, both Art & Design and Drama / Performance Subject Benchmarks have been drawn on in the writing of this programme specification. There are many areas common to both subject areas, such as group working, reflective practice, the acquisition of critical and analytical skills and practical outcomes. As the majority of the modules on the programme are Art & Design based, the intended learning outcomes reflect this emphasis, however Drama & Performance serve to underpin the performative areas of practice and theatrical and theoretical contexts. The Code of Practice for the assurance of academic quality and standards for collaborative provision of this Top-up course have been addressed through reference to the appropriate Subject Benchmarks, found on the QAA website. The FHEQ (Framework for HE Qualifications), developed by the QAA, was also used to develop the framework for this course.

17. Support for students

Induction arrangements

On the Top-up Degree programme, as teaching will take place at both Institutions, students will be able to benefit from a range of services at both UW and WCT. There is a mandatory one week induction programme which takes place across both institutions and aims to ease transition for students progressing onto the Top-up programme. The programme introduces new students to assessment regulations, course expectations and Independent Study requirements. The Induction period is divided across two days in late June/early July and 3 others at the beginning of the first Semester.

Support for Independent Study

Students will be supported in their independent study through a series of research seminars which will take place at induction and throughout the year at various intervals. This will help students to engage in the work proposed for study and to have critical feedback on it. The seminars will provide a structure for working independently.

Teaching and learning methods

These include; performances, lectures, group work, problem based project work, presentations, seminars, workshops, learning teams, learning journals and learning reports. Continuous assessment process will provide students with constructive and formative feedback on their work.

Personal and Independent Study tutors

Students at both institutions will be appointed to a Personal tutor to support their personal development and progress on the Top-up degree programme. The Independent Study tutor helps in the development of research skills and in working independently.

Study Skills support

Students will also be supported in their learning through subject specific Information and Learning Support and/or Student Services Support.

At UW for example, the Student Services run a 'One Stop Shop' where students can find out how, when and where to access the particular kind of information and guidance that they are looking for.

Students Union

Once your place at University was confirmed you automatically became a member of the Students' Union, enabling you to take full advantage of the support and services on offer including 44 clubs and societies. The Students' Union is an independent charity, devoted to the educational interests and welfare of all students studying at the University it represents student views within the University. You can get involved by joining one of the many committees, or by becoming a Student Academic Representative (StAR).

Students will also be provided with; a Course Handbook, Library induction and Information skills workshop, Careers advice, opportunities to broaden their knowledge base and manage their independence as a learner and information about opportunities for studying abroad.

The Library operates a Reading Resource Strategy that facilitates research at module level and provides online access to relevant module resources.

18. Admissions Policy

Candidates for the course will be students who wish to pursue a career in Theatrical Costume and Make up or in related areas of work. They will not be expected to have a substantial foreknowledge of the subject but must demonstrate an ability to think visually, have some facility with a range of media e.g. drawing, costume design, make up etc. and demonstrate an intellectual ability to engage with the demands of a degree course.

The admissions policy for this pathway seeks to be inclusive and is committed to widening participation to include all groups in society.

Entry requirements

The University's standard entry requirements at level 6 requires students to have achieved an HND, Foundation Degree or equivalent in the field of Costume and/or make up.

Accreditation of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Admissions procedures

Full-time applicants apply through UCAS, course code W453.

Part-time applicants apply directly to University of Worcester (UW).

All home applicants are required to attend an interview and are expected to show evidence of both written and practical work through the production of a portfolio of current work. In the case of students applying from abroad this is adapted using electronic methods of interviewing; e.g. CD-ROM or PowerPoint presentation of work sent electronically plus an example of written work. They are also required to provide answers to a range of questions asked at interview.

Admissions/selection criteria

The UCAS application form is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course. The scanning of these forms the first part of the selection process with those not meeting the required tariff points or not having a recognised qualification in Art being rejected. The use of an interview and the presentation of a portfolio of current work provide a second level of selection ensuring that students have the required level of skills. Applicants are told of their success or failure within 24 hours of the interview through email and for those who fail are given reasons and advice on how to improve their prospects.

19. Methods for evaluating and improving the quality and standards of teaching and learning

Methods used to evaluate the quality and standards of teaching and learning within the subject areas are identified below:

- Performance Costume and Make up course handbook
- Annual Evaluation Report which reviews the quality of the Subject
- Annual External Examiner reports and bi-annual visits.
- End of module opportunities for student evaluation
- Subject staff/student management committee which considers student feedback.
- University Learning & Teaching Committee and the Academic Development and Practice Unit which promotes good practice in learning and teaching across the institution and offers staff development sessions.
- Peer observation of teaching by staff.
- A teacher accreditation course (SEDA) for new staff, which conveys membership of the Higher Education Academy.
- Research and industrial expertise of tutors on programme.

20. Regulation of assessment (UMS)

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see [Undergraduate Regulatory Framework](#).

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
Degree (non-honours)	Passed a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 120 credits at Level 6

Classification

The honours classification will be determined by the following method:

- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about awards and degree classifications as appropriate.

For further information on honours degree classification, see Section 17 of the [Undergraduate Regulatory Framework](#).

21. Indicators of quality and standards

Positive features identified by the external examiner for the course include:

- Students are provided with a challenging educational experience with particular reference to their ability to synthesise context, concept and final productions
- The diverse portfolio of skills gained adds to students' employability
- The course follows the recognised national framework for the field
- The high standard and variety of teaching which was rated excellent
- The transparency of the assessment process that is very rigorous
- Example of best practice was the emphasis on developing a portfolio work which is so important when seeking employment
- The level of professionalism which students gain through all modules, equips them with the necessary foundation for the world

The University has the Investors in People Kite mark, which was renewed in 2008, and the design and delivery of this Top up course in Theatrical Costume and Make up is guided by the subject benchmark statements for the field.

Tutors on the Top-up programme are all research active in their field of expertise, studying at post graduate level, exhibiting work and developing their practices.

Learning and teaching is of central importance to the development of best practices in this field. Staff have been engaged in developing and expanding their skills through a range of in house staff development sessions run by the University; developing a new Foundation Degree Course in the allied areas of Fashion and Surface Pattern and reviewing the diet of modules offered on HND Theatrical Costume and Make up. This is part of an ongoing review process that ensures the educational currency of all courses run at both UW and WCT.

In terms of student retention and progression this course has maintained its 100% retention level for the last two years which is testament to its continuing development and the level of support provided to students. Student progression figures suggest that 80% find employment within the industry and allied fields. This success is based on the skills shortage in this field of work and on the high standards and reputation this course has gained both locally, nationally and internationally for producing graduates with good professional skills who are well motivated and flexible in their approach to their work. Links with local reps and with the RSC in Stratford have provided students with placements and workshops within the industry.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22. Employability and graduate destination

According to the destination figures gathered by the University's Careers Office between 78 – 80% of students find employment in a variety of areas including:

- Retail
- Theatrical companies
- Studios
- Self-employed as freelance makeup artists

- Media industry

The top-up degree is designed to enable students to develop the confidence and presentation skills necessary for the media industry. Thus, links with local and regional Theatrical companies have been made such as the RSC, Birmingham Rep, Malvern Theatre and others who have offered work experience, placements and visits to behind the scenes workshops and experiences that offer students with opportunities to develop their skills within the workplace. Students are encouraged to take part in competitions and to find alternative placements that meet their career aspirations. Graduates are also encouraged to find work on short-term projects of a self-employed nature that move into more permanent positions with production companies and theatres after graduation.

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 the module outlines and the course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.