

## PROGRAMME SPECIFICATION

<b>1. Awarding institution:</b> University of Worcester
<b>2. Teaching institution:</b> North East Worcestershire College
<b>3. Programme accredited by :</b> N/A
<b>4. Final award:</b> FdA
<b>5. Programme title:</b> Foundation Degree Beauty and Spa Management
<b>6. Pathways available:</b> N/A
<b>7. Mode and/or site of delivery:</b> Onsite at North East Worcestershire College, Redditch
<b>8. Mode of attendance:</b> Full Time
<b>9. UCAS Code:</b> N870
<b>10. Subject Benchmark statement and/or professional body statement:</b> Subject benchmark statements  General business and management (February 2007) <a href="http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/GeneralBusinessManagement.asp">http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/GeneralBusinessManagement.asp</a>  Foundation Degree Qualification Benchmark (October 2004) <a href="http://www.qaa.ac.uk/reviews/foundationdegree/benchmark/fdqb.asp">http://www.qaa.ac.uk/reviews/foundationdegree/benchmark/fdqb.asp</a>  Foundation Degree Sectoral Framework for the Beauty Therapy Industry (June 2006) <a href="http://www.habia.org/uploads/Foundation_degree_Sectoral_Framework_for_the_Beauty_Industry_-_Approved_June_2006_-_Final_Version.pdf">http://www.habia.org/uploads/Foundation_degree_Sectoral_Framework_for_the_Beauty_Industry_-_Approved_June_2006_-_Final_Version.pdf</a>  Management Standards Centre (MSC), National Occupational Standards, (May 2004) <a href="http://www.management-standards.org/content_1.aspx?id=10:2012&amp;id=10:1917">http://www.management-standards.org/content_1.aspx?id=10:2012&amp;id=10:1917</a>
<b>11. Date of Programme Specification preparation/revision:</b>  January 2011
<b>12. Educational aims of the programme:</b>  The course aims to prepare learners for management and further academic study within a beauty and spa context to:-  Further learners' career opportunities in the beauty/spa industry through the development of existing knowledge and skills and the acquisition of new competences to undertake management responsibilities within relevant work settings.  Develop knowledge and understanding of infection control management and the ability to apply to the beauty and spa industry.  Develop highly relevant content that is current and meets the knowledge and skills required of the learners and their current/future employers.  Provide learners with opportunities to integrate academic study with work-based

learning and the opportunity to progress further within Higher Education – specifically to BA (Hons) Leadership and Management programmes and beyond.

Development of a positive, critical attitude towards change and enterprise by fostering the acquisition of skills in critical reflection, evaluation of evidence, literature and research.

Utilise employers' perceptions and ideas as appropriate to enrich learning experiences and assist with curriculum development.

Critically evaluate human resources management, motivational theories and further development of inter-personal communication for the promotion of a progressive, motivated team and effective delivery of services within the context of Beauty and Spa management.

Develop a critical theoretical knowledge of a range of advanced therapies and manage the practical application of a variety of these.

Develop the learner's knowledge of the importance of Retail Design within a management setting and its importance for business growth.

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

Attendance will normally be two and a half days per week consisting of taught modules totalling sixteen hours to include tutorials and study skills work shops. In addition to the taught aspect of the course, students will be required to undertake work based projects and independent learning.

#### ***Knowledge and understanding:***

- Critically reflect on the knowledge, skills and attitudes necessary to promote effective management and leadership within a spa
- Ability to apply underlying principles and concepts outside the context in which they were first studied, and the application of those principles in a work context
- An understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge in this field of study in a work context.

#### ***Examples of learning, teaching and assessment methods used:***

- A programme of structured lectures, interactive seminars, group work sessions, individual tutorials, VLE 'Moodle' support encouraging discussion through the use of the forum and in-depth self directed research
- The planning, researching and writing of assignments and subsequent oral and written feedback
- The planning, researching and writing of assignments and subsequent oral and written feedback
- Work-based scenarios, work-based projects, case studies, guest speakers and work-related learning
- A variety of assessments methods to assess ability to apply principles and concepts in the learners' actual work

	<p>context including: Investigative reports based in employing/work based organisation, compilation of ethical audit, critical analysis.</p> <ul style="list-style-type: none"> <li>• The ability to critically evaluate different approaches to theoretic and research knowledge, and develop an evaluative approach to using a range of business data and technical skills and applying them to Beauty and Spa Management.</li> </ul>
<p><b><i>Cognitive and intellectual skills:</i></b></p> <ul style="list-style-type: none"> <li>• Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in their field of study and a work context.</li> <li>• Problem solving and decision making in a range of situations and contexts, including the work context</li> <li>• Sensitivity to diversity in terms of; people, cultures, business, management and Ethical issues</li> <li>• Establish and maintain trust and confidence of employees, peers, and customers</li> <li>• Locate and evaluate appropriate evidence and research to underpin practice and decision making and change management</li> <li>• Demonstrate accountability for the quality of their work/products and take responsibility for maintaining and improving knowledge and skills while working in Beauty/Spa Management</li> </ul>	<p><b><i>Examples of learning, teaching and assessment methods used:</i></b></p> <ul style="list-style-type: none"> <li>• All modules encourage learners to engage in discussion of key issues and application of key concepts</li> <li>• Higher order independent learning and critical skills (e.g. ability to evaluate evidence, arguments and assumptions to reach sound</li> <li>• Judgements) are encouraged through a variety of summative assessments at both levels 4 and 5.</li> <li>• Modules in Business Practice require analytical skills to be applied to a variety of data and theories</li> <li>• Case study analysis and group discussions, offer learners the opportunity to engage in problem solving and complex issues as part of formative assessments</li> <li>• Many modules including 'human Resource Management', 'legal and ethical framework' raise ethical and diversity issues in which judgement needs to be exercised</li> </ul>
<p><b><i>Practical skills relevant to employment:</i></b></p> <ul style="list-style-type: none"> <li>• Perform advanced therapy treatments to a high professional standard</li> <li>• Respect difference and diversity and demonstrate anti-oppressive and inclusive practice</li> <li>• Recognise own leadership styles</li> </ul>	<p><b><i>Examples of learning, teaching and assessment methods used:</i></b></p> <ul style="list-style-type: none"> <li>• Practical group work session to develop assessment, communication and interpersonal skills</li> <li>• Use of work-based scenarios</li> <li>• Reflective papers and summaries on self-development of knowledge, skills and attributes</li> </ul>

<p>with internal examination of motivation and teamwork skills applied in the work-based setting</p> <ul style="list-style-type: none"> <li>• Work in collaboration and partnership with others across a range of different agencies and disciplines within the Spa and Beauty Therapy Industries</li> <li>• Engage in and disengage from professional relationships using appropriate and sensitive communication and interpersonal skills</li> <li>• Examine the action of share responsibility and apply its analysis to enhancing responsible behaviour within business</li> </ul>	<ul style="list-style-type: none"> <li>• Use of VLE to encourage discussion and shared learning development</li> <li>• Learning Advisors contribute to study skills sessions for accessing and searching resources using databases etc.</li> <li>• Practical demonstration, oral questioning, Individual tutorials</li> <li>• Learners will be encouraged to share information via the Moodle forum, emailing etc throughout the programme</li> </ul>
<p><b>Transferable/key skills:</b></p> <ul style="list-style-type: none"> <li>• Written Communication</li> <li>• Oral Communication</li> <li>• Planning and Time Management</li> <li>• Interpersonal and team working skills</li> <li>• Reflection and Self Assessment</li> <li>• Effective use of ICT</li> </ul> <p>Please note: Learners are deemed to have met the appropriate key skills requirements by successfully completing all modules</p>	<p><b>Examples of learning, teaching and assessment methods used:</b></p> <ul style="list-style-type: none"> <li>• Oral assessments (including viva voce and a coaching skills session) and written assessments in a variety of formats: report critique, essays), are used throughout all modules</li> <li>• Numeracy skills are taught through the use of worked examples and assessed through appropriate formative and summative assignments in the Business Practice module</li> <li>• Interpersonal and team-working skills are developed via group activities and peer working in a number of modules including Coaching in the Workplace, Laser and Intense Pulsed Light and Advanced Skin Technologies</li> <li>• Planning and time management skills are experienced through assignment submission dates</li> <li>• Reflection and self-assessment is encouraged throughout the programme, but has a particular resonance within the Coaching, Intense Pulsed Light and Advanced Skin Technologies</li> <li>• The effective use of ICT is an integral part of all modules, for example: use of</li> </ul>

	moodle and mobile learning technologies, use of word-processing, presentation software.
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QAA Benchmarks for General Business and Management 2007 and the Foundation Degree Sectoral Framework for the Beauty Therapy Industry (June 2006) have been used in the above learning outcomes to ensure the appropriate structure and content of the programme.

#### **14. Assessment Strategy**

The assessment strategy has been designed to provide learners with a variety of challenges appropriate for undergraduate level work at Intermediate level, whilst recognising the distinctive mix of academic and work-based learning inherent with foundation degree programmes.

The learners' knowledge and understanding of each module studies during the course is assessed. These assessments will include a variety of formal and informal, summative and formative techniques that are capable of rigorous testing and independent verification.

Most modules have significant aspects of work-based learning in the assessments, enabling learners to integrate learning from the workplace with academic study in a variety of ways. Only the Laser and Intense Pulsed Light, Well Being and Health Promotion Study Skills and Evidence and Research modules do not have any element of work-based learning due to the nature of the modules, work based learning would not be capable of supporting the assessed work required.

The range of assessments specified in the module outlines have been developed in order to support the pedagogical approaches employed and which are appropriate for the nature of the subject disciplines. The overall mix of assessment methods include: research projects, essays, case study, presentations, evaluations, skills assessments, reflective papers and examinations. The majority of modules have at least two elements of assessment. The 'Advanced Technologies' and the 'Intense Pulsed Light' modules all have practical skills assessment, which are both formatively and summatively, assessed. The 'Coaching in the Workplace' module has three assessment elements to fully assess the knowledge and skills acquired and to allow learners to reflect on their coaching journeys.

Assessment items are scheduled so that they can be completed on an on-going basis throughout the academic year. Detailed assessment briefs will be given to learners at the start of the module. An 'Assignment Overview' showing all hand out and submission dates for all modules will be given at the beginning of the academic year to assist the students in managing their time effectively.

Learners are required to complete assessed work on an individual basis. However, at this level, learners are also actively encouraged to discuss their understanding of

models, concepts and theories, and more importantly their application to a given scenario, with their peers. This allows learners to share ideas and experiences, test their understanding, and more critically evaluate the models under discussion. In this way learners learn from each other and develop relationships that will help them throughout their studies.

All assessment processes have been aligned with the precepts of QAA Code of Practice and for the Assurance of Academic Quality and Standards in Higher Education, Section 6: Assessment of Students, September 2006 and the overall assessment strategy conform to the University of Worcester Regulations and Procedures.

In line with the University's requirements, wherever practicable, coursework will be marked anonymously. In marking assessed work, moderation and double marking is standard practice. Where there is some doubt as to the authorship of an assessment, The Service Industries Department will use the NEW College Assessment Policy reference section D10 and, where upheld will impose penalties.

In line with the University of Worcester Assessment Policy assessments for the individual modules have been designed to enable learners to demonstrate that they have successfully met the learning outcomes.

The tables below outlines the full range of assessment items used within the subject by module and the relative weightings of each item.

Module	Reflective Essay	Report/Lit critique Critique	Practical Assessment	Written Assignment	Case Study	Critical Anal Report	Portfolio	Educational Presentation	Investigation Report	Presentation	Video Role Play	Ethical Audit	Essay	Report	Research Project
Percentage Weighting Assessment at Level 4															
FDHS 1100	40	60													
FDSM 1002													40		60
FDBS 1003			50											50	
FDSM 1004										40			60		
FDSM 1005				50				50							
FDLM 1008									50			50			
FDSM 1007						50	50								
FDSM 1008	60										40				

Module	Reflective Essay	Report Lit Critique	Practical Assesme	Written Assignme	Essay Plan	Portfolio	Skills Assesme	Essay	Briefing Paper	Research Project
Percentage Weighting Assessment at Level 5										
FDBS 2008	50		50							
FDSM 2002						60				40
FDSM 2003								100		
FDBS 2005		100								
FDSM 2001										100
FDLM 2007	25						50		25	
FDSC 2007	80				20					
FDSM 2008										100

## 15. Programme structures and requirements

The award structure for the FdA Beauty and Spa Management programme is set out in the tables below. Learners who complete the 120 credits at Level 4 and 120 credits at Level 5 will graduate with the award 'FdA in Beauty and Spa Management'. Those learners who complete at Level 4 only will graduate with the award 'Cert HE Beauty and Spa Management'.

<b>LEVEL 4</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional(O))</b>	<b>Prerequisites (Code of Module required)</b>
FDHS 1100	Introduction to Study Skills	15	M	None
FDSM 1002	Client Focus and Customer Care	15	M	None
FDBS 1003	Advanced Skin Technologies	15	M	None
FDSM 1004	Leadership Skills within an Organisation	15	M	None
FDSM 1005	Infection Control Management	15	M	None
FDLM 1008	Legal and Ethical Framework	15	M	None
FDSM 1007	Human Resource Management	15	M	None
FDSM 1008	Interpersonal Communication Skills	15	M	None

<b>LEVEL 5</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional(O))</b>	<b>Prerequisites (Code of Module required)</b>
FDBS 2008	Laser and Pulsed Light Therapy	15	M	None
FDSM 2002	Creativity in Marketing	15	M	None
FDSM 2003	Evidence and Research for Spa/Salon Management	15	M	None
FDBS 2005	Retail Design	15	M	None
FDSM 2001	Managing Innovation and Change	15	M	None
FDLM 2007	Coaching in the Workplace	15	M	None
FDSC 2007	Well and Health Promotion	15	M	None
FDSM 2004	Business Practice	15	M	None

The programme is designed to allow learners to progress directly into the 3<sup>rd</sup> year of the University's B.A (Hons) Leadership and Management award which can be completed in one year (full time) or 18months part time. It is also a requirement of the course that students are either in employment or secure a work placement for one day per week for the duration of the course to enable them to meet the requirements of the work-base element. Within the department there is a Full Time Work Placement Co-ordinator where access to well established links with industry should students require assistance with securing a placement. There is also the colleges' fully functioning Fusion Hair, beauty and spa facility should students find themselves without a placement.

## **16. QAA Academic Infrastructure**

Foundation Degrees are located within the Intermediate level of the Framework for Higher Education Qualifications (FHEQ) for England, Wales and Northern Ireland, and are recognised as an award that is equivalent to Level 5 within the National Qualifications Framework (2007) version,

Additionally a number of key documents have informed the development for this programme:-

Programme Design, Approval, Monitoring and Review (2006)

<http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section7/default.asp#>

QAA Benchmark Statement for General Business and Management (2007)

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/GeneralBusinessManagement.asp>

HABIA Foundation Degree Sectoral Framework for the Beauty Therapy Industry

[http://www.habia.org/uploads/Foundation\\_degree\\_Sectoral\\_Framework\\_for\\_the\\_Beauty\\_Industry\\_-\\_Approved\\_June\\_2006\\_-\\_Final\\_Version.pdf](http://www.habia.org/uploads/Foundation_degree_Sectoral_Framework_for_the_Beauty_Industry_-_Approved_June_2006_-_Final_Version.pdf)

## 17. Support for students

The following mechanisms and activities have been put in place to provide support for all learners on the FdA Beauty and Spa Management programme:-

[www.ne-worcs.ac.uk](http://www.ne-worcs.ac.uk) follow 'campus life'.

- A comprehensive Induction programme including inputs from the Learner Services Department
- A nominated personal tutor to provide pastoral support, academic advice and guidance, as appropriate – formal tutorial session provided and provision of tutorials on request, when required
- A dedicated learning advisor to support with study skills and accessing learning resources. A dedicated transferrable/key skills tutor
- Early diagnosis of particular learning support needs and the provision of that support
- Initial assessment of numeracy and literacy levels, using BKSB computer-based system
- Interactive preferred learning styles assessment to enable learners to identify the ways in which they prefer to learn
- Formal study skills workshops provided on a weekly drop-in basis
- Availability of a range of study-skills support mechanisms such as handbooks and on-line tutorials which students can use on a self referral basis
- Appropriately and timely academic advice and guidance, especially relating to progression opportunities
- Access to a university link tutor
- Library, IT, Media and \print support provided by Learning Resource Centre (LRD) via a 'walk and talk' session and study guides
- On-line access to 'Athens' database
- Student representation in the Learner Voice Conference
- Student representation on a programme committee to address programme-wide issues
- A range of student support services, including financial support, counselling and childcare
- Student representation and social networking via Students' Union
- Career Advisors offer 'Next Step' one-to-one advice and information
- High quality electronic resources available through the Moodle (virtual learning environment) providing excellent support, for example module specific materials, activities and peer networking opportunities

Support for students is also provided in a range of documents:-

- A detailed course handbook
- A guide to work-based learning
- Module outlines which include; module code, module title, level, planned teaching activity, attendance requirements, assessment brief, assessment criteria and reading lists
- Learning and study guides
- Relevant college policies and procedures and general announcements/updates are provided on the college intranet

## **18. Admissions policy, criteria and procedures**

NEW College is committed to widening participation and encouraging diversity in the student population. The Service Industries Department works closely with 'Student Services' including the Admissions Office and the Equal Opportunities Centre. The college actively encourages and welcomes learners from the widest range of economic and cultural backgrounds and values the contribution of mature learners.

General admissions requirements of the programme are as follows:-

- Level 3 Diploma in Beauty, Holistic or Complementary Therapies
- GCE A Level or equivalent (Access to Nursing) (Learners who do not have the above Level 3 qualification or an Anatomy and Physiology qualification will be expected to undertake an intensive course which will bridge the gap, subject to a successful interview)
- Learner's whose first language is not English should normally be able to demonstrate proficiency to a minimum level of 6.0 IELTS
- Admissions are invited through UCAS

We would normally expect applicants to attain a minimum of 60 UCAS tariff points, however, all applicants will be considered on an individual basis. Commitment, motivation, enthusiasm and experience will be considered favourably.

There are opportunities for applicants to visit the Redditch Campus and talk to appropriate staff at various stages in the recruitment process. All applicants will be interviewed by the programme leader or a relevant tutor before being offered a place on the programme.

It is a requirement of the programme that all learners will be actively engaged within a workplace environment for the duration of the course either by employment or work placement in order to fulfil the mandatory vocational learning element of the course. There are opportunities also for students to work within the colleges own commercial salons.

NEW College and the University value diversity in its student body and students over the age of 21 are very welcome. If you fulfil the standard entry requirements as detailed above, please apply through UCAS.

Students with few or no formal qualifications should contact the Admissions Office (01527 572822) with details of their age, any work undertaken, including caring or organised voluntary work, and any other relevant experience gained since leaving school.

### Accreditation of Prior Learning

Students with relevant previous study at HND or degree level or extensive experience may be considered eligible for accreditation of prior learning. Entry may be possible to level 4 and level 5 of the course dependent upon qualifications or experience gained.

Please contact the Admissions Office for further information or guidance on 01527 572822.

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

Mechanism for review and evaluation of teaching, learning, assessments, the curriculum and outcome standards, include:

- Students feedback at end of modules
- Annual Course Self Assessment Report completed by the team
- Annual Programme Area Self Assessment Report completed by the Programme Leader
- College's HE Course Self Assessment Report (based on QAA inspection framework)
- Periodic reviews
- Semester course reviews
- Formal classroom observations, conducted by 'Senior Teachers'
- Peer teaching observations
- External Examiners' Reports
- Academic staff annual appraisal
- Professional Development Scheme and staff development events
- Module Outlines, assignment briefs and moderation of student work
- Employer feedback

Committees with responsibility for monitoring and evaluating quality and standards

- NEW College Higher Education Quality Assurance Board
- Worcester University Foundation Degree Scheme Board of Examiners

Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Module feedback questionnaires
- Meetings with module tutors and personal tutor
- Induction and on-programme external questionnaires
- Learner Voice Meetings and Conferences
- Induction and other ad hoc surveys

## 20. Regulation of assessment (FD/HND)

### 20 Regulation of assessment

#### Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in 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 (delete if this does not apply).
- 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 fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- 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.
- For full details of submission regulations see URF.

#### 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

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- 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
CertHE	120 credits at Level 4 or higher
Foundation Degree	120 credits at Level 4 and 120 credits at Level 5

These awards are not classified.

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

## 21. Indicators of quality and standards

- NEW College was named as one of OFSTED's 'Outstanding Providers' in 2007
- In 2006, NEW College was fully inspected by OFSTED and was judged to be outstanding in all areas, achieving a clean sweep of five grade 1s
- NEW College achieved the national Beacon Award for Excellence in 2006
- NEW College staff (including Service Industries staff) spend an increasing proportion of their time sharing good practice with colleagues at other colleges, in order to promote improvements in the whole further education sector
- NEW College holds the Investors in People Kite mark
- All lecturers within Service Industries are well qualified within their specific areas of Beauty/Holistic Therapies, management and professional studies expertise

UW has overall responsibility for the quality and standards of this FdA programme. Indicators of quality and standards relating to the University include:-

- In November 2005, the University was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education.

## **22. Career Opportunities & Links with Employers**

The Standards Setting Body Habia for hair, beauty, nails, spa therapy, barbering and African-Caribbean hair carried out research identifying a skills gap in most aspects of salon management and the more advanced treatments. (Foundation Degree Sectoral Framework for the Beauty Therapy Industry (June 2006).

The Foundation Degree in Beauty and Spa Management will be a welcome opportunity for learners who wish to continue with their education post level 3, equally offering opportunities to those therapists in existing employment wishing to enhance their promotional prospects.

There are available a diverse range of employment opportunities to work as salon managers within smaller Beauty Salons, larger independent Spas or those attached to hotels including larger department stores within the area of North Worcestershire and links with employers demonstrates this.

A number of beauty salons, spas, hotels and department stores were visited and consulted on their requirements for a management qualification they were also invited to join the 'Employers Forum' who contributed to the design and content of the modules to be delivered. Since liaising with these employers we have now obtained interest from existing employed therapists and their managers with a view to enrolling onto the course.

Within the Service Industries department there is a Work Placement Co-ordinator having direct contact with local businesses and organisations which is continually building on our already excellent reputation for training of existing Level 3 students whereby a large percentage obtain employment from very successful work placement periods year on year, this has lead to a number of business expressing their interest in future placements for our Foundation Degree students to complete their qualification.

The involvement of employers in the design of Foundation Degree Beauty and Spa Management programme, forms part of a longer-term Service Industries employer engagement strategy.

### **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 study guides and course student 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.