

## PROGRAMME SPECIFICATION

<b>1</b>	<b>Awarding institution/body</b>	The University of Worcester
<b>2</b>	<b>Teaching institution</b>	The University of Worcester and Worcester College of Technology
<b>3</b>	<b>Programme accredited by</b>	N/A
<b>4</b>	<b>Final award</b>	HND
<b>5</b>	<b>Programme title</b>	HND Theatrical Make-up and Costume
<b>6</b>	<b>Pathways available</b>	N/A
<b>7</b>	<b>Mode and/or site of delivery</b>	Taught Programme at Worcester College of Technology, School of Art & Design
<b>8</b>	<b>Mode of attendance</b>	Full Time
<b>9</b>	<b>UCAS Code</b>	094W
<b>10</b>	<b>Subject /Professional Benchmark statements</b>	Art & Design March 2008
<b>11</b>	<b>Date of Programme Specification preparation</b>	January 2006. Updated 2010, March 2011 updated. July 2011 updated to latest template.

### **12 Educational aims of the programme**

This is a course to equip those who wish to work as make-up artists, costume designers, for the media and the theatre with the necessary skills, creativity, and communication abilities whilst developing transferable design, creative and visual sensibilities. Students can exit with an HND, or continue with a purpose designed top-up degree year.

The dual main studies of Make-up and Costume are intended to create a broad skill base, which will enable students to see characters holistically. They are supported by a study of wigs and hair, and a history of Costume, Make-up and design for performance, together with visual studies and professional practice. The course is made up of Modules, but it is designed to be more than the sum of the parts. Opportunities exist for students to benefit from the ethos of a specialist Art School with Hairdressing and Beauty strengths.

#### **The aims of the course are:**

- For students to develop a personal interest in the subjects of Make-up and Costume and a methodology of enquiry and creativity as a sound foundation for development in the future.
- For students to gain (as well as supplement and consolidate existing) sound fundamental technical, practical and safe skills to employable levels in make-up, and costume for media and performance.
- To help students gain a body of theoretical knowledge and an appropriate historical context for their work and the skills to supplement it through enquiry together with improvising, deductive, and combinational approaches.
- To help students become confident in their abilities and their potential.

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

### 1. Intended Learning outcome:

#### Knowledge and Understanding

On successful completion of the course, students will be able to:

- Understand the relationship between theory and practice
- Understand the cultural, social and historical and technical contexts in which the visual arts and design for industry are embedded
- Contextualise their own work within the contemporary field of design
- Evaluate their own and others practices and productions
- Develop and evaluate their own visual language
- Develop a professional expertise in a range of practical and technological skills

#### Subject Specific Skills:

On successful completion of the course, students will be able to:

- Understand the relationship between critical contexts and practical expression within Make-up and Costume
- Recognise the importance of linking creativity with technical ability within their practice
- Understand and utilise practical skills at a professional level
- Understand how their practice builds on the critical and conceptual contexts upon which it draws
- Plan and manage their programme of study and recognise career opportunities
- Organise and communicate effectively in written, oral, visual and plastic forms
- Work both co-operatively with others and take on responsibilities
- Organise and source material required for the development of projects
- Develop a sustained body of work to exhibition standard

#### Generic/Transferable Skills

On successful completion of the course, students will be able to:

- Research both practical and conceptual information which entails the location, collations and evaluation of materials
- Reflect on and evaluate their own progress
- Presenting their work professionally
- Work independently and reflect on their own work
- Work both co-operatively with others and take on responsibilities
- Continue self-development
- Meet deadlines, prioritise work and work to schedule

#### Core Student Qualities Skills Checklist

CORE SKILLS	How are they developed on the module
Problem Solving	Practical projects, workshops and sketchbooks
Research Skills	Presentations, written and practical projects, essays
Communication	Visual, oral and written skills developed through presentations, critiques and peer group assessment
Analysis	Writing a critical analysis of an art work, project evaluation.
Reflection and Self-Assessment	Project evaluation, self and peer group assessments
Planning and Time Management	Meeting deadlines for assessments and interim project work.

Information Technology	Library Visit, Website analysis and using the internet and Library network to find books, Journal articles etc for projects
Team work	Group work and live projects develop skills in: <ul style="list-style-type: none"> <li>• managing group interaction;</li> <li>• negotiating roles and responsibilities;</li> <li>• critical awareness through peer group assessment;</li> <li>• empathy and understanding of others from different social and cultural backgrounds.</li> </ul>

## 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 and Teaching Strategy as outlined in their current phase. These include:

- Studio Workshops
- Student led presentations
- Individual and group tutorials
- Keynote lectures from tutors and visiting speakers/artists
- Group work based on projects
- Project based activities
- Self-directed study
- E-learning (through the use of Moodle, email)
- Gallery visits

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

### Assessment methods

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). 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
- Practical work
- Presentations
- Production of preparatory and secondary material
- Sketchbooks
- Short and extended essays
- Peer Assessment
- Group projects

## 14 Assessment Strategy

Assessment is an integral part of the learning process and the UW Assessment Policy has been used extensively to develop a holistic approach to programme design.

The following principles apply to HND Theatrical Make-Up and Costume:

- Each module has an assessment strategy which is aligned with the intended learning outcomes
- All stated learning outcomes for a module will be summatively assessed.
- Assessments will enable students to demonstrate that they have met the learning outcomes of the module and the overall aims and learning outcomes of the course and will allow students to achieve the standard required to gain the award of HND.

- The HND TMC course includes a variety of assessment types to reflect the range of practical and theoretical learning outcomes and an appropriate balance of assessment for summative and formative purposes.
- Information about assessment, including the details of assignments and due dates for submission, assessment criteria, plus assessment regulations and arrangements for publication of results will be published in the Student Handbook, and module outlines at the start of the academic year.

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

### Peer Assessment

Using the assessment criteria, which is published in the course handbook and the profile sheet (see Appendix A) 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.

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 outcomes they produce.

## 15 Programme structures and requirements

### Core (mandatory) modules

There are a number of 'core' (mandatory) modules at each level that provide the underpinning theoretical and practical developmental skills which support and inform the subject specialist optional modules. This course allows students to tailor the course to provide in effect a specialist subject of study in the second year, whilst maintaining a breadth of approach. The first year is intended to provide a solid grounding and a sound experiential basis for a choice of modules in the second year.

### Award Map

LEVEL 4					
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)	Pathway (Costume or Make-up)
HNDTMC1	<i>Drawing Techniques and Approaches</i>	15	M	none	
HNDTMC2	<i>Visual Communication</i>	15	M	none	

HNDTMC3	<i>Professional Studies</i>	15	M	none	
HNDTMC4	<i>Historical and Contextual Referencing</i>	15	M	none	
HNDTMC7	<i>Pattern Drafting</i>	15	O	none	Costume
HNDTMC8	<i>Production Techniques</i>	15	O	none	Costume
HNDTMC9	<i>Fabric Awareness and Decorative Techniques</i>	15	O	none	Costume
HNDTMC21	<i>Techniques in Hairstyling, Wigs and Facial Postiche</i>	15	O	none	Make-up
HNDTMC22	<i>Techniques in Make Up</i>	15	O	none	Make-up

#### Requirements at level 4

Students must take the four (4) Mandatory modules i.e. HNDTMC1, HNDTMC2, HNDTMC3 and HNDTMC4, **plus** two (2) Costume Optional modules and two (2) Make-up Optional Modules.

Students must achieve 120 credits at level 4.

LEVEL 5					
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Subject Optional (O)	Prerequisites (Code of Module required)	Pathway (Costume or Make- up)
HNDTMC5	<i>Professional Practice and Development</i>	15	M	none	
HNDTMC6	<i>Critical Study</i>	15	M	none	
HNDTMC24	<i>Negotiated Study</i>	15	M	none	
HMDTMC10	<i>Historical and Contextual Referencing in Costume</i>	15	O	none	Costume
HNDTMC11	<i>Techniques and Processes in Costume</i>	15	O	none	Costume
HNDTMC12	<i>Research and Development for Costume</i>	15	O	none	Costume
HNDTMC13	<i>Realising Costume for Production</i>	15	O	none	Costume
HNDTMC23	<i>Ageing and Distressing</i>	15	O	none	Costume
HNDTMC16	<i>Techniques and Processes in Prosthetic Makeup</i>	15	O	none	Make-up
HNDTMC17	<i>Design Exploration in Make Up</i>	15	O	none	Make-up

HNDTMC18	<i>Design Application in Make Up</i>	15	O	none	Make-up
HNDTMC19	<i>Research and Development for Make Up</i>	15	O	none	Make-up
HNDTMC20	<i>Realising a Make Up Design</i>	15	O	none	Make-up

### Requirements at level 5

Students must take the three (3) mandatory modules i.e. HNDTMC5, HNDTMC6 and HNDTMC24, **plus** five (5) optional modules within their chosen specialist area. Students will be supported in their choice of modules by their subject tutors based on the outcomes from their level 4 modules.

Students must achieve 120 Credits at level 5.

## 16 QAA Academic Infrastructure

This award is designed with reference to the Academic Infrastructure, a means of describing academic standards in terms of the academic level you are expected to achieve and, in broader terms, the content that will be covered.

QAA describes HND qualifications at Intermediate Level as such;

- Holders of qualifications at this level will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely.
- Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems.
- Their studies may well have had a vocational orientation, enabling them to perform effectively in their chosen field.
- They will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

The majority of modules are skills-based and investigative introducing and developing a solution-focused approach that enables students to demonstrate a synthesis of creative, conceptual and visual thinking. These are evidenced in the range of delivery modes (practical, demonstration, seminar, lecture, tutorial, visits and fieldtrips), and in the range of assessment modes (practical submissions, essays, presentations and the development of a coherent portfolio of work).

The Learning Outcomes of the modules meet the requirements set out by the QAA Subject benchmark statement

1 a) **Subject-specific knowledge and understanding, attributes and skills** – within the subject of Art & Design, students are expected to attain the ability to:

- Generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or self-initiated activity
- Employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making;
- Select, test and make appropriate use of materials, processes and environments;
- Develop ideas through to material outcomes, for example images, artefacts, products, systems and processes or texts;
- Manage and make appropriate use of the interaction between intention, process, outcome, context, and methods of dissemination;
- Apply resourcefulness and entrepreneurial skills to support their own practice, and/or the practices of others.

## 17 Support for students

Throughout their period of study students are supported by the Art and Design team who offer a range of intellectual, practical and pastoral support through a system of personal and academic tutoring.

- Costume and Make-up students experience a wide variety of teaching and learning e.g. lectures, group work, workshops, learning teams.
- The assessment process is designed to provide students with constructive, formative feedback.
- One week induction programme
- Course Handbook and the University's Student Handbook
- Information for students on the Course intranet pages and Moodle
- All students have a personal tutor who offers general pastoral and academic support and guidance.
- Library induction and information skills workshops
- Study skills support within the subject area and separately through Learning Support
- Support is offered to students with a range of disabilities accessible via Student Support Services
- Technical support is provided by the department's technicians
- Career planning is supported by both the department through its mandatory module HND TMC05 Professional Practice and Development and by the College's Careers Service
- Support for international students and students with ESL is available through Student Services and Learning Support

## 18 Admissions policy

### Admissions Policy for the course

The admissions policy for HND Theatrical Make up and Costume seeks to be inclusive, and the course is committed to widening participation to include all groups in society.

### Entry requirements

The University's standard entry requirements apply: 4 GCSEs at Grade C or above, to include English and Maths to Level 2 or equivalent; plus a minimum of 1 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

### 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 (Institute code W81 course code 094W).

There are opportunities for applicants to visit the Art and Design Department at WCT and talk to appropriate staff at various stages in the recruitment process

### 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.

Suitable applicants will be invited to a portfolio interview where the course leader and relevant tutors will consider their suitability for the course before being offered a place on the programme. In the case of

students applying from abroad, this is adapted using electronic methods of interviewing; e.g. A CD-ROM or DVD of work or PowerPoint presentation of work sent electronically plus an example of written work.

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

- Annual Monitoring Review of the subject area (C-SED)
- External examiner's report
- Student evaluation of each module
- Biannual subject staff and student committee considers student feedback
- National Student Survey results
- Peer observation of teaching staff
- Research carried out by the department into supporting students with disabilities
- Cross Moderation with the University

## **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.
- 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 [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**

- 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
HNC	120 credits at Level 4 or higher
HND	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

Wherever possible the Live projects that the students undertake are predominantly organised with external organisations who approach the College because of the growing reputation of the course. Many of these collaborations are reviewed in the local and sometimes national press.

The course has received many letters of thanks and commendations from these external organisations and this feedback informs the course teams decisions when planning future projects.

A recent example from Hereford and Worcester Fire Rescue Service states:

“The enthusiasm, exceptional quality and attention to detail demonstrated by Sarah and her students is second to none and their enthusiasm is infectious, they are a credit not only to themselves but also to your organisation.”

Other indicators are:

- QA of the University of Worcester and IQER May 2011
- Internal audits by the WCT Quality Assurance Manager
- Investors in People quality Kitemark held by WCT
- Advice and Guidance Kitemark held by WCT
- LSDA benchmarked surveys commissioned by WCT
- QAA Subject review, Communications, Media, Film and Television Studies, June 2005

## 22 Employability and graduate destinations

The HND Theatrical Make Up and Costume course has been designed specifically to provide you with the requisite skills for employment within the industry.

The emphasis on work-based learning within the 'live' projects is designed to ensure that you are actively engaged in understanding and adapting your skills to the world of work. Industry-specific techniques and tasks will simulate 'real-world' working scenarios within the context of a work-based learning environment.

### Career Opportunities:

- Costume Designer
- Costume Maker
- Costume Interpreter
- Freelance Designer/Maker
- Wardrobe Mistress
- Wardrobe Assistant

- Costume Stylist
- Make-Up Artists
- Special Effects
- Wigs and Hairstyling
- Fashion Make Up
- Freelance Stylist

### Links with Employers

WCT has forged links with a range of local and regional employers who have expressed interest and have been involved in the development of this course. These include:

- Malvern Theatre Players
- Birmingham Royal Ballet
- Birmingham Repertory Theatre
- Worcester Live
- Angels The Costumiers, London
- The National Theatre, London
- Cradley Players, Cradley
- Welsh National Opera
- Swan Theatre, Worcester

Varied live projects with local and national film, theatre, a promotional companies and national competitions are an integral part of the course with the aim of introducing students to the realities of working within these worlds and building up a portfolio of work which will guarantee a smooth transition into specific workplaces. Personal work experience is greatly encouraged and supported.

This course has a purpose designed 'Top-up' degree programme validated by the University of Worcester and delivered jointly at both institutions.

**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 guide and 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.

Key sources of information about the Course can be found in:

- Definitive Course Handbook Document
- Website at: <http://www.wortech.ac.uk> and follow the links to the Art & Design pages