

BA (Hons) Media Make-up

Programme Quality Handbook

Academic Year: 2019-20

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Programme specification

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Top-up Media Make-up
Teaching Institution	University Centre Somerset (UCS), part of Bridgwater & Taunton College (BTC)
Awarding Institution	The Open University (OU)
Date of first OU validation	2001
Date of latest OU (re)validation	April 2019
Next revalidation	April 2024
Credit points for the award	120
UCAS Code	W452
HECOS Code	Media Make Up. 100% 100706
Programme start date	September 2019
Underpinning QAA subject benchmark(s)	QAA Subject Benchmark Statement for Art and Design. February 2017 QAA Subject Benchmark Statement for Communication, Media, Film & Cultural Studies. October 2016
Other external and internal reference points used to inform programme outcomes.	Framework for Higher Education Qualifications 2014. SEEC Credit Level Descriptors 2016. Skillset Occupational Standards for Hair and Make-up. Foundation Degree Characteristics Statement 2015.
Professional/statutory recognition	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	FT – BA (Hons) Top-Up Media Make-up PT – BA (Hons) Top-Up Media Make-up
Duration of the programme for each mode of study	FT – BA (hons) top up = 1 year PT – BA (hons) top up = 2 years
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	April 2019

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 student module guide(s) and the student handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

BA (Hons) top-up Media Make-up

1. To provide an in depth understanding of and integration into the contemporary media make-up industry and its emerging technology and processes.
2. To develop a critical awareness of cultural issues, debates and contexts relevant to the working environment of a media make-up artist. To utilise this awareness in the development of progressing towards a specialism.
3. To develop a wide range of personal qualities including independence, attitudes and reflective abilities which will prepare the student for a diversity of specialist career pathways.
4. To promote enhanced awareness of the cultural, social, historical and contemporary contexts of all media make-up disciplines, and develop the ability to articulate a range of complex ideas.
5. To develop learners technical skills base and knowledge of advanced materials to enhance and enrich the scope of their practical practice and prepare learners for their chosen career path.
6. To provide learners with a professional platform for promotion.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This programme is designed as top-up route for students who have completed the Foundation Degree Media Make-up with Bridgwater and Taunton College.

It may also be possible for students who have completed a Foundation Degree in a relevant subject area with another institution, to enrol on this programme. This is

subject to The Open University regulations and it would be considered on a case-by-case basis and assessed at the initial interview.

Opportunities for progression include continual education such as a Masters qualification in a related subject area. Other options could include specialist make-up and hair short courses.

Trainee positions and industry employment are both pathways that students have taken directly from graduating. Modules such as Professional Practice, Industry Directed Project and Industry Preparation allow for the development of professional skill sets and progression preparation.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place.

n/a

2.4 List of all exit awards

BA Media Make-up (Ordinary degree without honours) Requires 300 credits (with a minimum of 60 credits at Level 6 from a combination of at least three 20 credit modules excluding the Final Major Project).

Programme Structure - LEVEL 6

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
MMUP660 ADVANCED MATERIALS & TECHNIQUES	20			Yes	1
MMUP661 – CONTEXTUAL RESEARCH & ANALYSIS	20			No	1
MMUP662 INDUSTRY DIRECTED PROJECT	20 20			Yes Yes	1 2
MMUP663 INDUSTRY PREPARATION	40			No	2
MMUP664 FINAL MAJOR PROJECT					

Level 6 Exit Award: BA Media Make-up (ordinary degree without Honours) - Requires 300 credits (with a minimum of 60 credits at Level 6 from a combination of at least three 20 credit modules excluding the final major project).

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A9 Develop appropriate methods and technologies with a range of new and innovative materials.</p> <p>A10 Hypothesize a range of concepts, values and debates that inform and influence creative practice.</p> <p>A11 Describe and evaluate distinctive qualities and traditions of a variety of speciality make-up disciplines, and the broader socio-cultural contexts within which make-up design operates.</p> <p>A12 Fully analyse the positions and roles of the make-up designer and their variant identities.</p> <p>A13 Create and apply technical and professional aspects of make-up.</p>	<p>Practical workshops, practical assessments.</p> <p>Independent self-directed study.</p> <p>1-1 tutorials, whole class teaching.</p> <p>Written work including brief writing.</p> <p>Library workshops / sessions</p> <p>Seminars, lectures.</p> <p>Peer learning and feedback.</p> <p>Self-reflection and evaluation.</p>
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B10 Illustrate risks and other speculative actions, to make constructive use of failure and experimentation, and to recognise these as integral aspects of the creative process.</p> <p>B11 Apply critical, analytical and practical skills for problem solving</p>	<p>Practical workshops, practical assessments.</p> <p>Independent self-directed study.</p> <p>Experimentation.</p> <p>1-1 tutorials, whole class teaching.</p> <p>Written work including brief writing.</p> <p>Seminars, lectures.</p> <p>Peer learning and feedback.</p> <p>Self-reflection and evaluation.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C10 Utilise skills of visual observation, description and analysis and demonstrate a methodological approach.</p> <p>C11 Create and contribute to contemporary culture through the application of skills, imagination, and inventiveness</p> <p>C12 Formulate informed reflective thinking in relation to professional profiles and their implied semiotics. Develop detailed knowledge of the requirements of commercial and professional practice within the chosen field.</p> <p>C13 Determine own intentions through the articulation of ideas and responses in appropriate visual forms.</p>	<p>Practical workshops, practical assessments.</p> <p>Independent self-directed study.</p> <p>Experimentation.</p> <p>Research.</p> <p>Presentations.</p> <p>1-1 tutorials, whole class teaching.</p> <p>Seminars, lectures.</p> <p>Peer learning and feedback.</p> <p>Self-reflection and evaluation.</p>

3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D7 Evaluate own abilities, achievement and understanding and reflect on own learning.</p> <p>D8 Prove enhanced literacy skills through forms of written work and contextualised research.</p> <p>D10 Negotiate and collaborate with outside agencies/professionals.</p> <p>D11 Justify considered decisions regarding the projection of one's own professional profile, developing a sense of professionalism, marketing and self-promotion strategies.</p> <p>D12 Critically review own aims and intentions and develop independent learning.</p>	<p>Practical workshops, practical assessments.</p> <p>Independent self-directed study.</p> <p>Experimentation.</p> <p>Research.</p> <p>Presentations.</p> <p>1-1 tutorials, whole class teaching.</p> <p>Seminars, lectures.</p> <p>Peer learning and feedback.</p> <p>Self-reflection and evaluation.</p>

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

- The programme will equip graduates with a range of skills securely underpinned by knowledge of the fundamental principles of media make-up, developing and enhancing previous skills with further current and emerging industry processes within the BA top-up year.
- Students gain a clear understanding of how to apply skills and how to develop them for best use of current and new practices. Professional modules allow skill sets to be focused and industry based.
- Students develop and formalise strategies and problem-solving skills, and other general transferable skills appropriate to employment.
- The programme incorporates various modes of delivery for flexibility and diversity, as part of the College's Widening Participation Agenda. Guest Speakers are used to enrich the programme and are selected to enhance and compliment the core media make-up teaching team; adding context to broaden students' understanding of the needs of a demanding industry.
- The teaching team provide a friendly and encouraging tutorial support system. Students receive regular one-to-one support during their progression.
- The design of programme module content and assessment allows students to be given autonomy to develop their own specialisms, and record (and reflect on) their own professional development; which is an essential skill within industry.
- All BA (Hons) top-up level 6 modules are designed so that students can undertake practical work in a specialism, or combination of specialisms of their choice allowing individual work to progress and develop towards industry target areas.
- An industry directed project module is incorporated within the programme, in order to enrich the programme and allow students to interact with a professional within industry.

5. Support for students and their learning.

Academic Teaching and Support

Project work

These take a number of forms but have a tendency to follow a similar pattern:

- a) Introductory sessions with a presentation of the proposal with slides etc.
- b) Studio or workshop supervision
- c) Monitoring tutorials and seminars
- d) Presentation of work
- e) Assessment

Modes of learning

A wide variety of teaching and learning methods are utilised throughout the programme. These range from one-to-one tutorials to lectures; and from highly structured workshops, demonstrations and projects to negotiated independent study. Within the timetable are periods where students will have the opportunity to study on their own. These are in place to allow students to continue to develop their practical and creative skills.

Individual Tutorials

1:1 tutorials with a personal tutor are considered to be effective agents for monitoring student progress and providing in-depth advice, constructive criticism and the exchange of ideas necessary for satisfactory development.

Tutorials are either individual or held as group meetings. Students are allocated a personal tutor when they start the course. This person will be a member of the course teaching team and will provide pastoral and academic support.

In addition to regular group criticism/oral assessments with the tutors, a review of personal progress with a personal tutor will take place at least twice during an academic year. There will be opportunities throughout the year to talk about the programme and discuss a personal action plan in relation to both coursework and employment objectives.

Small Group Tutorials

Small group tutorials are employed throughout the year and are particularly useful in the studio context to facilitate the exchange of ideas and as a forum for critical debate about practical work in progress, in order to support written work.

Lecturers will aim to hold a subject group tutorial for each module. This is a meeting of a small group where students will have a chance to demonstrate what they have learnt and understood. This gives students the opportunity to clarify areas that they are not sure about, the lecturer will manage the tutorial although the focus is on student feedback. Students may be asked to prepare materials in advance or to make a presentation or lead the tutorial in an informal way. Students should always come to

these sessions and be prepared to engage, in order to develop their own professional practice.

Seminars

These are employed throughout the programme as a means of disseminating information, introducing new topics or projects, debating issues, providing stimulus material and encouraging the development of critical and common skills. Students may be encouraged to give seminar presentations (individually or with other students) to their peers, about their own work and other topics at various points within the programme.

Lectures

These are employed as a means of disseminating information, introducing new topics or projects and providing stimulus material.

Most modules include a mixture of theory and practical sessions (studio/workshop). These sessions may be delivered independently or integrated within a theory session introducing a practical activity.

A lecture will involve the staff member speaking and the student listening, but they are encouraged to take more than a passive level of involvement. They are encouraged to develop note-taking skills and other techniques to help them get the most out of a lecture, which include general principles such as:

- Notes need to be an accurate record of the key points discussed;
- They should be neat and tidy and in such a form that they can be supplemented easily;
- They should be presented in a logical fashion and cover the essential topics;
- Students should make a note of their own questions and leave space to insert solutions later; and
- Keep a clear record of references as these will be useful later during research and independent study.

In some lectures, students are provided with handouts of diagrams, key concepts or even the material used to deliver the lecture in the form of presentation slides. These are published for reference on the VLE (Blackboard). Reading handouts or slides is not a substitute for attending a lecture, students are encouraged to attend 100% of lectures; as they may miss important information.

Practical Sessions

Workshop or studio sessions involve the lecturer, or technical support demonstrating a particular activity followed by students' experimentation. The demonstration may not always take place at the beginning of a session, students may be encouraged to try out a technique first and receive advice and guidance throughout the session.

It is really important to attend these sessions appropriately dressed and on time – the first 10 minutes are invariably key to the whole session. There is much to gain from these sessions as many assessments are carried out in a practical setting. This is real preparation for life as a media make-up artist.

Students are reminded to:

- Arrive in good time for their session, dressed appropriately and with the required kit.

- Carry out any preparation work that has been set prior to the session, this could be researching a topic or discussing an idea in a group.
- Follow all health and safety guidelines.
- Take notes and raise any questions at an appropriate time.
- Manage their own time effectively during the session to ensure all required tasks are attempted effectively. Students learn how to prioritise tasks and which to spend the most time on.

Students will be given advice on how to get the most out of lectures and practical sessions during their induction period.

Workshops and Demonstrations

These are particularly useful to introduce and develop competence in the handling of materials, equipment and technical processes. This includes implementation of health and safety procedures and the development of professional workshop and studio practice.

In addition to make-up studios and photography studios, students are given access to metal, wood, plaster, clay, 3D areas and Fashion and Textiles workshops and machines, all of which are operated by members of staff. Students may use these facilities independently after an appropriate, structured and documented workshop induction programme overseen by a qualified LSC Technician.

Peer Group Discussions

For most of their time on the programme, students work in open studios and workshops. Day-to-day interaction within these environments naturally means that they engage in a long-term dialogue about their work with their peers; either on a one-to-one basis or in groups. This interaction is an important feature of the programme and is encouraged by staff, who may occasionally participate, or are instrumental in starting a discussion or bringing together students who have something in common or who would benefit from critical interaction. Peer group discussions help to develop networks of support and enhance the process of recognising, respecting and debating differences of opinion.

Study Groups

In all of our programmes, the College encourages students to learn skills to enable them to work well within teams. These are not merely useful during their studies, as such skills and experiences are invaluable in the workplace. Module assessments will include activities completed as a group. Students benefit significantly from working collaboratively in study groups, to check their understanding of difficult issues or concepts and to prepare for practical activities and assessments. Students are often expected to take part in active feedback and discussion in these sessions in order to build a detailed understanding of those concepts by further reading and research, discussion and working through problems in study groups and tutorials.

Critiques

Critiques take place at appropriate points in the development of project work and at regular intervals during periods of study. Students present their work in progress, or completed work, for critical discussion by a group of fellow students; usually in the presence of a member of staff and/or a guest lecturer from industry who monitors and

guides the discussion, where appropriate. This helps students to be able to talk confidently about their own work, assimilating and responding to criticism, and defending decisions and ideas where necessary. Participants are encouraged to be honest and open, to balance criticism with advice and support. The development of the maturity to exchange ideas and judgements with others is essential to sound professional practice and to the learning process.

Further support available for student learning:

LRC – Learning Resource Centre and HE Study Centre

The Taunton Campus has a team of professional librarians and learning resource assistants. The centres at each of the 3 College campuses have been designed with all the necessary support staff and services to meet the curriculum requirements, the needs of students and the accelerating development of technology supported learning. LRC staff also deliver the College's HEAD Start sessions (Higher Education Academic Development) which aim to develop the skills and attitudes, including understanding and evaluating information to the level of a HE student.

The sessions cover topics such as:

- Bridgwater and Taunton College LRC resources available via Blackboard
- Partner University Portal and university library resources
- Referencing
- Plagiarism
- Selection and evaluation of resources
- Research skills

Student VLE – Blackboard

This is the virtual learning environment and should be accessed regularly, it will be used to provide students with key information, e.g. handouts, work experience opportunities, timetabling, assignment deadline reminders, and assignment advice. Students may also be contacted by text or e-mail and should check their College email account regularly.

Typically online resources cover:

- Presentations
- Essay Writing
- Referencing
- Time Management
- Reading and Note-taking
- Revision and Examinations

6. Criteria for admission

- Applicants require 80 UCAS points.
- Successful completion of the Foundation Degree in Media Make-up or similar equivalent course at levels 4 & 5.
- Also required are 4 GCSEs to include English, preferably Maths and Art at grade A-C / 9-4 (or equivalent).
- In addition a portfolio will be required at interview.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

BA (Hons) top-up Media Make-up is in line with the standard regulations. There is no involvement of any Professional or Regulatory Body.

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

All programme teams participate in Annual Programme Monitoring during their Programme Committee Meeting every Autumn. This process involves obtaining student views as well as the views of the staff who delivered each module and where appropriate may consider the views of employers who have been involved with the programme. In order to ensure robust evaluation of the programme, the programme team also consider the programme statistics, (including retention, achievement, gender and ethnicity), and student survey results, in addition to the External Examiner report. The programme team produce an action plan based on their evaluation to assist in bringing about the developments they have identified. Each Spring, the Programme Committee Meeting is held again to review progress with the action plan and to canvas opinions from staff, students and employers connected to the programme. This evaluation process is overseen by the cross-college HE Senate, the Senate receives summary reports of all HE matters in the Autumn and Spring and produces and monitors a top level cross-college HE Enhancement Action Plan as a result.

BTC run a formal peer observation scheme and every lecturer is observed at least once each year. Areas of good practice are identified as part of this process and shared across the programme area team. Areas for development are also highlighted to individuals to help each member of teaching staff in their own personal development. If required, a Developmental Action Plan is produced for any member of staff whose lesson observation identifies the need to improve. The College's Teaching, Learning and Assessment Quality Developers support teaching staff through CPD activities and regular Teach Meet sessions. Frequent Continuing Professional Development (CPD) sessions are run at the College for academic staff, to share good practice and to support effective teaching and learning.

University Centre Somerset, part of Bridgwater and Taunton College has a formal

structure for hearing the student voice. In addition to programme level activities designed for students to feedback comments to their teaching team, the College also appoints a student representative for each Curriculum Area. This representative collates comments from the Curriculum Area team meetings and feeds back to a central meeting attended by managers from across the College. The focus of this meeting is to obtain feedback about any cross College matters, or unresolved issues as well as highlighting matters to celebrate from across the curriculum areas. In addition to this the Learning Resource Centre hold regular student forums to gain feedback which helps them to improve their service to learners. Students are asked to complete written surveys (First Impressions, Student Perception Questionnaire and the National Student Survey (NSS), in order to formally record their impressions of their programme of study.

These mechanisms are all designed to evaluate and improve the quality and standards of teaching and learning.

10. Changes made to the programme since last (re)validation

No minor or major changes have been made to the programme since validation in 2014. The programme has been updated during revalidation in the academic year 2018-19.

Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																
		A9	A1	A1	A1	A1	B1	B1	C1	C1	C1	C1	D7	D8	D1	D1	D1	
6	MMUP660 ADVANCED MATERIALS & TECHNIQUES	✓					✓						✓					
	MMUP661 – CONTEXTUAL RESEARCH & ANALYSIS		✓						✓					✓				
	MMUP662 INDUSTRY DIRECTED PROJECT							✓		✓					✓			
	MMUP663 INDUSTRY PREPARATION				✓						✓						✓	
	MMUP664 FINAL MAJOR PROJECT					✓						✓						✓

Module specification

1. Factual information			
Module title	MMUP660 Advanced Materials & Techniques		
Module tutor	Brodie Nichols	Level	6
Module type	Taught	Credit value	20
Mode of delivery	100% face-to-face		
Notional learning hours	200 hours including: 60 hours taught including tutorials 140 independent learning		
2. Rationale for the module and its links with other modules			
<p>The emphasis throughout this module will be placed on the experimentation and development of specialist materials and techniques. Innovative and exciting materials are at the forefront of new ideas for make-up, hair and prosthetics.</p> <p>Students will independently design a brief resulting in research of appropriate materials and techniques to develop their personal concepts.</p>			
3. Aims of the module			
<p>To enable students:</p> <ul style="list-style-type: none"> • To develop their professional skills of independent judgment in the use of advanced materials and techniques. • To utilise an experimental approach to the use of new and innovative materials. • To allow students to produce their own briefing documents to a professional standard. • To enable students to evaluate their responses to change and uncertainty. 			
4. Pre-requisite modules or specified entry requirements			
Completion of previous level 4 and 5 modules within Foundation Degree or equivalent course covering the same skill sets and level.			
5. Is the module compensatable?			
yes			
6. Are there any PSRB requirements regarding the module?			
n/a			

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i> A9 Develop appropriate methods and technologies with a range of new and innovative materials.</p>	A9	Practical workshops, practical assessments. Independent self-directed study. 1-2 tutorials, whole class teaching. Written work including brief writing. Seminars, lectures. Peer learning and feedback.
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i> B10 Illustrate risks and other speculative actions, to make constructive use of failure and experimentation, and to recognise these as integral aspects of the creative process.</p>	B10	Practical workshops, practical assessments. Independent self-directed study. Whole class teaching. Seminars, lectures. Peer learning and feedback. Self-reflection and evaluation.
D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i> D7 Evaluate own abilities, achievement and understanding and reflect on own learning.</p>	D7	Independent self-directed study. 1-1 tutorials

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		Written work including brief writing. Seminars, lectures. Peer learning and feedback. Self-reflection and evaluation.

8. Indicative content.

This module will develop skills in using a range of alternative and innovative materials, encouraging students to experiment and synthesis their findings.

Students are requested to produce a working journal charting their findings and developments and to show test make-ups which explore the potential of their chosen materials. A final conclusion in the form of a completed original make-up/hair transformation will be produced to a realistic time frame and budget.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy:

Coursework 60%

Practical 40%

Assessment Task	Weighting	Threshold (if applicable)	Week submitted	Grading (e.g. Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Journal	60%			%	A9 D7
Practical	40%			%	A9 B10

11. Teaching staff associated with the module

Name and contact details

Brodie Nichols – NICHOLSB@btc.ac.uk

12. Key reading list

Bouvet, M. (2018) <i>A Practical Guide to Wig Making and Wig Dressing</i> . Marlborough: Crowood Press Brooks, N. (2005) <i>Mouldmaking and Casting</i> . Marlborough: Crowood Press Debrececi, Todd. (2018) <i>Special Makeup Effects for Stage and Screen: Making and Applying Prosthetics</i> . 3rd edn. Oxford: Focal Press Love, T. (2002) <i>The world of wigs, weaves and extensions</i> . New York: Milady North, D., Rehak, B. and Duffy, M. S. (eds) (2015) <i>Special effects: new histories/theories/contexts</i> . London: Palgrave. Rickett, R. (2006) <i>Designing Movie Creatures and Characters: Behind the Scenes with the Movie Masters</i> . Hove: Rotovision Rickett, R. & Harryhausen, R. (2006) <i>Special Effects: The History and Technique</i> . London: Aurum Press Ruskai, M. and Lowery, A. (2015) <i>Wig Making and Styling: a complete guide for theatre and film</i> . 2 nd ed. New York: Focal Press Tarlo, E. (2017) <i>Entanglement: the secret lives of hair</i> . London: Oneworld Publications. Yellen, D. (2007) <i>Hair Wars</i> . New York: Powerhouse Books

13. Other indicative text (e.g. websites)

DVDs available from Taunton LRC and articles available from online databases
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Module specification

1. Factual information			
Module title	MMUP661 Contextual Research & Analysis		
Module tutor	Andy Howell	Level	6
Module type	Taught	Credit value	20
Mode of delivery	100% face-to-face seminars, tutorials and group critiques.		
Notional learning hours	200 hours including: 60 hours taught including tutorials 140 independent learning		

2. Rationale for the module and its links with other modules
<p>This module provides the opportunity for students to investigate and analyse a range of contexts that determine the decisions within which makeup design in all its forms operates.</p> <p>An understanding of the social history of make-up and related industries and the technological, moral, and commercial constraints within which make-up practices evolve, will aid the identification of design opportunities. As a starting point, students investigate a design related issue of their choice, drawing on both primary and secondary sources of research and with due reference to appropriate theoretical concepts. The module assignment culminates in a proposal for a personal design brief (to be completed in final major project). Research is intended to underpin the final major project and to inform authenticity and identity in makeup design, development and execution.</p>

3. Aims of the module
<ul style="list-style-type: none"> • To establish a foundation for students for their Final Major Project module in terms of the conduction of research, analysis, feasibility and preparatory planning. • To manage investigative procedures according to the context of the issues identified. • To consolidate effective communication of ideas and information. • To provide an opportunity for students to inform practical work with contextual research.

4. Pre-requisite modules or specified entry requirements
Completion of previous level 4 and 5 modules within Foundation Degree or equivalent course covering the same skill sets and level.

5. Is the module compensatable?
no

6. Are there any PSRB requirements regarding the module?
n/a

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i> A10 Hypothesize a range of concepts, values and debates that inform and influence creative practice.</p>	A10	Independent self-directed study. Experimentation. Research. Presentations. 1-2 tutorials, whole class teaching. Seminars, lectures. Peer learning and feedback. Self-reflection and evaluation.
C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i> C10 Utilise skills of visual observation, description and analysis and demonstrate a methodological approach.</p>	C10	Practical workshops, practical assessments. Independent self-directed study. Experimentation. 1-1 tutorials, whole class teaching. Seminars, lectures. Self-reflection and evaluation.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i> D8 Prove enhanced literacy skills through forms of written work and contextualised research.</p>	<p>D8</p>	<p>Independent self-directed study. Research. 1-1 tutorials Peer learning and feedback. Self-reflection and evaluation.</p>

8. Indicative content.
<p>This module allows investigation into an area of personal interest which should be further developed and explored in the Final Major Project. Students should perform confidently and with autonomy at the required level. Students are invited to use methods of their choice to investigate the area under scrutiny. The subject and methods of investigation will be negotiated with the subject lecturer.</p>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes					
Assessment Strategy:					
Coursework – 100% to include 3000 word essay and presentation					
Assessment Task	Weighting	Threshold (if applicable)	Week submitted	Grading (e.g. Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Essay	70%			%	A10 D8
Presentation	30%			%	C10

11. Teaching staff associated with the module

Name and contact details

Andy Howell – HOWELLA@btc.ac.uk

12. Key reading list

Cottrell, S. (2019) *The Study Skills Handbook*. 5th edn. Red Globe Press.
Cottrell, S. (2017) *Critical Thinking Skills: Effective Analysis, Argument and Reflection*. 3rd end. Palgrave
Eldridge, L. (2015) *Face Paint: The Story of Makeup*. Abrams Image
Gastman, R. (2007) *Street world: urban culture from five continents*. London: Thames and Hudson
Hernandez, G. (2017) *Classic Beauty: The History of Makeup*. 2nd end. Arglen, PA: Shiffer Publishing
Irvine, M. & Tucker, M. (2010) *BBC VFX: The Story of the BBC Visual Effects Department*. London: Aurum Press Ltd
Judge, V., Shanahan, J. and Young, G. (2018) *Undergraduate Research in Art: A Guide for Students*. New York: Routledge
Mclean, A. L. (ed.) (2016) *Costume, makeup and hair (behind the silver screen)*. I. B. Tauris.
Molotoch, H. (2003) *Where stuff comes from*. USA: Routledge
Oliver, P. (2003) *The student's guide to research ethics*. UK: Open University Press
Paulins, V A. (2015) *Ethics in the fashion industry*. 2nd edn. New York, NY: Fairchild Books
Penner, J., Schneider, S. J. and Duncan, P. (2008) *Horror Cinema*. Germany: Taschen
Riello, G. (2010) *The fashion history reader: global perspectives*. Abingdon: Routledge
Thomas, G. (2017) *How to Do Your Research Project: A Guide for Students*. London: Sage
Yin, R. K. (2018) *Case study research and applications: design and methods*. London: Sage

13. Other indicative text (e.g. websites)

Films

Julius Caesar, 1979 Wise 09/208

DVDs available from Taunton LRC and articles available from online databases

Module specification

1. Factual information	
Module title	MMUP662 Industry Directed Project
Module tutor	Andy Howell
Module type	Taught, project
Mode of delivery	100% face-to-face
Notional learning hours	200 hours including: 60 hours taught including tutorials 140 independent learning

2. Rationale for the module and its links with other modules
This module takes a design brief initiated by an external source and invites students to thoroughly research the theme prior to developing their design ideas. Research and development will play an important part in the final outcome for this project.

3. Aims of the module
To enable students: <ul style="list-style-type: none"> • To enhance student's design awareness. • To demonstrate a response to a brief in a competitive context. • To apply problem solving techniques. • To provide an opportunity for student's to incorporate design research skills in the development of practical work. • To show professional awareness in utilising the critical judgments of others.

4. Pre-requisite modules or specified entry requirements
Completion of previous level 4 and 5 modules within Foundation Degree or equivalent course covering the same skill sets and level.

5. Is the module compensatable?
yes

6. Are there any PSRB requirements regarding the module?
n/a

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i> B11 Apply critical, analytical and practical skills for problem solving</p>	B11	Practical workshops, practical assessments. Independent self-directed study. Experimentation. Research. 1-3 tutorials, whole class teaching. Seminars, lectures.
C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i> C11 Create and contribute to contemporary culture through the application of skills, imagination, and inventiveness</p>	C11	Practical workshops, practical assessments. Independent self-directed study. Experimentation. 1-1 tutorials, whole class teaching. Seminars, lectures. Peer learning and feedback. Self-reflection and evaluation.
D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p>		Independent self-directed study.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
D10 Negotiate and collaborate with outside agencies/professionals.	D10	Experimentation. Research. Presentations. 1-1 tutorials, whole class teaching. Seminars, lectures.

8. Indicative content.

This module takes a brief initiated by an external body. Students will then begin to research and experiment in a way that will provide an original and interesting quantity of development work.

Final design work and presentation methods will depend on the specific requirements of the brief. The nature of this work will depend on both the brief and the method of approach but a variety of techniques and test hair/make-up and evaluations would be considered appropriate.

Examples of technical innovation will also form an important aspect of the assessment stage.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy:

Coursework - 40%

Practical - 60%

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes					
Assessment Task	Weighting	Threshold (if applicable)	Week submitted	Grading (e.g. Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Journal	40%			%	D10
Practical	60%			%	B11 C11 D10

11. Teaching staff associated with the module
Name and contact details
Brodie Nichols – NICHOLSB@btc.ac.uk

12. Key reading list
<p>Cottrell, S. (2019) <i>The Study Skills Handbook</i>. 5th edn. Red Globe Press.</p> <p>Cottrell, S. (2017) <i>Critical Thinking Skills: Effective Analysis, Argument and Reflection</i>. 3rd end. Palgrave</p> <p>Cottrell, S. (2014) <i>Dissertations and Project Reports: A Step by Step Guide</i>. Basingstoke: Palgrave</p> <p>Eldridge, L. (2015) <i>Face paint: the story of makeup</i>. Abrams Image.</p> <p>Greetham, B. (2019) <i>How to Write Your Undergraduate Dissertation</i>. 3rd end. Red Globe Press</p> <p>Judge, V., Shanahan, J. and Young, G. (2018) <i>Undergraduate Research in Art: A Guide for Students</i>. New York: Routledge</p> <p>Sobel, S. (2015) <i>Theatrical makeup: basic application techniques</i>. Abingdon: Routledge</p> <p>Spencer, C. (1975) <i>Cecil Beaton stage and film designs</i>. London: Academy Editions</p> <p>Van Emden, J. and Becker, L. (2016) <i>Presentation Skills for Students</i>. 3rd end. London: Palgrave</p> <p>Young, L. (2017) <i>Timeless: a century of iconic looks</i>. London: Octopus Publishing.</p>

13. Other indicative text (e.g. websites)
<p>Films</p> <p>The queen, 2006 Frears 07/152</p>

Richard 11, 1978 BBC 09/219

Stardust, 2007 Vaughn 08/212

Slumdog millionaire, 2008 Boyle 10/5

Tootsie, 1984 Pollack 07/165

The Tudors season one, 2007 BBC 10/50

Wind in the willows, 2007 Talalay/BBC 08/247

DVDs available from Taunton LRC and articles available from online databases

Module specification

1. Factual information			
Module title	MMUP663 Industry Preparation		
Module tutor	Andy Howell	Level	6
Module type	Taught	Credit value	20
Mode of delivery	100% face-to-face		
Notional learning hours	200 hours including: 60 hours taught including tutorials 140 independent learning		

2. Rationale for the module and its links with other modules	
<p>This module requires students to produce a professional portfolio appropriate to their chosen field of study.</p> <p>Students should research, develop and justify self-promotional presentation skills in a variety of forms. The final outcome of which is a portfolio of work which fully reflects their technical skills and creative abilities.</p>	

3. Aims of the module	
<p>To enable students to:</p> <ul style="list-style-type: none"> • To develop the use of appropriate methods and skills in the creation of a professional portfolio. • To provide the opportunity for students to compile a portfolio of work that demonstrates a wide range of abilities. • To expand their understanding of effective self-evaluation / reflection on own practice. • To establish the professional skills to navigate, retrieve and manage information, in order to promote their own professional practice. 	

4. Pre-requisite modules or specified entry requirements	
<p>Completion of previous level 4 and 5 modules within Foundation Degree or equivalent course covering the same skill sets and level.</p>	

5. Is the module compensatable?	
yes	

6. Are there any PSRB requirements regarding the module?	
n/a	

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<i>At the end of the module, learners will be expected to:</i> A12 Fully analyse the positions and roles of the make-up designer and their variant identities.	A12	Independent self-directed study. Research. Presentations. 1-4 tutorials, whole class teaching. Seminars, lectures.
C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<i>At the end of the module, learners will be expected to:</i> C12 Formulate informed reflective thinking in relation to professional profiles and their implied semiotics. Develop detailed knowledge of the requirements of commercial and professional practice within the chosen field.	C12	Independent self-directed study. Experimentation. Research. Presentations. 1-1 tutorials, whole class teaching. Seminars, lectures. Self-reflection and evaluation.
D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<i>At the end of the module, learners will be expected to:</i>		Practical workshops.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
D11 Justify considered decisions regarding the projection of one's own professional profile, developing a sense of professionalism, marketing and self-promotion strategies.	D11	Independent self-directed study. Experimentation. Research. Presentations. 1-1 tutorials, whole class teaching. Seminars, lectures. Peer learning and feedback. Self-reflection and evaluation.

8. Indicative content.
Students will explore methods of self-promotion and marketing skills such as web site building, show reels, photographic portfolios and more traditional forms of promotion. Exploration and critical appraisal of the methods used by others within the fields of film, TV, fashion and theatre. Reflection and evaluation of their own work through group presentations, critiques and their own PDP, culminating in a professional portfolio of work using the methods selected by the individual.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes					
Assessment Strategy:					
100% coursework to include a Portfolio and presentation in the form of a mock interview process.					
Assessment Task	Weighting	Threshold (if applicable)	Week submitted	Grading (e.g. Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Portfolio	80%			%	A12 C12

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes					
Presentation	20%			%	D11

11. Teaching staff associated with the module
Name and contact details
Andy Howell – HOWELLA@btc.ac.uk

12. Key reading list
<p>Bashford, K. et al. (2014) <i>The journey behind: the tale of high profile professionals</i>. Author House UK.</p> <p>Bhandari, H. D. and Melber, J. (2014) <i>ART/WORK: Everything You Need to Know (and Do) As You Pursue Your Art Career</i>. New York: Free Press</p> <p>Cobb, P., Hogan, F. and Royce, M. (2018) <i>The Profitable Artist: A Handbook for All Artists in the Performing, Literary, and Visual Arts</i>. New York: New York Foundation of the Arts</p> <p>Lees, J. (2018) <i>How to Get a Job You Love</i>. London: McGraw Hill</p> <p>McDonald, J. (2019) <i>Social Media Marketing Workbook: How to Use Social Media for Business</i>. Create Space</p> <p>Moore, A. (2016) <i>Create Your Own Website The Easy Way: The Complete Guide to Getting You or Your Business Online</i>. Ilex Press</p> <p>Moore, A. (2013) <i>The Creative Person's Website Builder</i>. Cincinatti, Ohio: How Books</p> <p>Pinsky, R. (2017) <i>101 Ways to Promote Yourself</i>. New York, NY: Quill.</p> <p>Sandu Cultural Media (2014) <i>Creative Business Cards</i>. Gingko Press.</p>

13. Other indicative text (e.g. websites)

Web sources

Bartholdy B: Showreel.01

www.vfxtalk.com

www.ifsstech.wordpress.com

DVDs available from Taunton LRC and articles available from online databases

Module specification

1. Factual information			
Module title	MMUP664 Final Major Project		
Module tutor	Brodie Nichols	Level	6
Module type	Taught	Credit value	40
Mode of delivery	100% face-to-face		
Notional learning hours	400 hours including: 120 hours taught including tutorials 280 independent learning		
2. Rationale for the module and its links with other modules			
<p>In this module students are required to produce a programme of work that encompasses research development and design resolution ideas for their chosen specialism. Students will work to a self-generated brief to create a series of practical make-up transformations to be exhibited at the end of year show. This module gives the student the opportunity to celebrate the skills they have learnt during the programme and tailor projects to their chosen specialisms.</p>			
3. Aims of the module			
<p>To enable students to:</p> <ul style="list-style-type: none"> • To demonstrate proficiency in the extended application and manipulation of a range of materials. • To create an opportunity for students to effectively plan and manage a self-developed design brief in a professional manner. • To consolidate an understanding and proficiency in negotiating, communicating and justifying ideas and solutions to industry standards. • To enhance their own self-management skills. 			
4. Pre-requisite modules or specified entry requirements			
<p>Completion of previous level 4 and 5 modules within Foundation Degree or equivalent course covering the same skill sets and level.</p>			
5. Is the module compensatable?			
no			
6. Are there any PSRB requirements regarding the module?			
n/a			

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i> A13 Create and apply technical and professional aspects of make-up.</p>	A13	Practical workshops, practical assessments. Independent self-directed study. Experimentation. Research. 1-5 tutorials, whole class teaching. Seminars, lectures. Peer learning and feedback.
C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i> C13 Determine own intentions through the articulation of ideas and responses in appropriate visual forms.</p>	C13	Practical workshops, practical assessments. Independent self-directed study. Presentations. 1-1 tutorials, whole class teaching. Seminars, lectures.
D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p>	D12	Practical workshops, practical assessments. Independent self-directed study.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
D12 Critically review own aims and intentions and develop independent learning.		Experimentation. Research. 1-1 tutorials. Seminars, lectures. Peer learning and feedback. Self-reflection and evaluation.

8. Indicative content.

This module requires students to develop a self-directed brief which involves a searching enquiry into materials and appropriate practices linked to theoretical research. This is then developed into a body of work culminating in a series of innovative and visually exciting make-up transformations.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy:

Coursework and practical – 100%

Assessment Task	Weighting	Threshold (if applicable)	Week submitted	Grading (e.g. Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Coursework and practical	100%			%	A13 C13 D12

11. Teaching staff associated with the module
Name and contact details
Brodie Nichols – NICHOLSB@btc.ac.uk
Andy Howell – HOWELLA@btc.ac.uk
Rhiannon Salter – SALTERR@btc.ac.uk

12. Key reading list
<p>Cottrell, S. (2019) <i>The Study Skills Handbook</i>. 5th edn. Red Globe Press.</p> <p>Cottrell, S. (2017) <i>Critical Thinking Skills: Effective Analysis, Argument and Reflection</i>. 3rd edn. Palgrave</p> <p>Cottrell, S. (2014) <i>Dissertations and Project Reports: A Step by Step Guide</i>. Basingstoke: Palgrave</p> <p>Eldridge, L. (2015) <i>Face paint: the story of makeup</i>. Abrams Image.</p> <p>Greetham, B. (2019) <i>How to Write Your Undergraduate Dissertation</i>. 3rd edn. Red Globe Press</p> <p>Judge, V., Shanahan, J. and Young, G. (2018) <i>Undergraduate Research in Art: A Guide for Students</i>. New York: Routledge</p> <p>Burford, B. (2009) <i>Walton Ford: pancha tantra</i>. Cologne: Taschen</p> <p>Ferguson, R. (1993) <i>Hand-painted pop: American art in transition</i>. New York: Rizzoli</p> <p>Garland, V. and Plewka, K. (2018) <i>Validated: the makeup of Val Garland</i>. Laurence King Publishing.</p> <p>Hunt, N B. (1991) <i>North American Indians: the life and culture of the Native American</i>. London: Brian Trodd Publishing House</p> <p>Jenisch, Josh. (2008) <i>The Art of the Video Game</i>. Francisco CA: Quirk Books</p> <p>Morrison, C. (2017) <i>Timeless: a century of iconic looks</i>. CreateSpace Independent Publishing Platform.</p> <p>Nguyen-Grealis, L. (2015) <i>Art and makeup</i>. London: Laurence King Publishing Ltd.</p> <p>Trede, M. (2007) <i>Hiroshige: one hundred famous views of Edo</i>. Cologne: Taschen</p> <p>Weidinger, A. (2007) <i>Gustav Klimt</i>. London: Prestel</p> <p>Wilson, E. (1988) <i>Islamic designs</i>. UK: British Museum</p> <p>Wood, G. (2007) <i>The surreal body: fetish and fashion</i>. London: V & A Publications</p>

13. Other indicative text (e.g. websites)
DVDs available from Taunton LRC and articles available from online databases