

UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (HONS) MAKE UP & HAIR DESIGN

PROGRAMME SPECIFICATION ACADEMIC YEAR 2020/21

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each unit can be found in the Unit Descriptors.

Section A – Material Course Information

Validating Body	University for the Creative Arts. ¹		
Teaching Body	University for the Creative Arts		
Final Award Title and Type	BA (Hons)		
Course Title	Make-Up & Hair Design		
Course Location and Length	Campus: Rochester	Length: Full-time – 3 years	
Mode of Study	Full-time	✓	Part-time
Period of Validation	2019/20 to 2023/24		
Name of Professional, Statutory or Regulatory Body	Not Applicable		
Type of Accreditation	Not Applicable		
Accreditation due for renewal	Not Applicable		
Entry criteria and requirements²			
<p>As the UK's highest-ranking creative arts university, we want to attract the best and most creative minds in the country – so we take a balanced approach to candidate assessment, taking both individual portfolios and exam results into account.</p> <p>That's why your portfolio is an especially important part of your application to study with us – and we can help. Our academics can offer you expert advice on how to showcase your creative work and build a portfolio that will make your application stand out.</p> <p>More advice on how to create an exceptional portfolio is also available here, along with specific portfolio requirements for this course.</p> <p>Along with your portfolio, the standard entry requirements** for this course are:</p> <ul style="list-style-type: none"> • 112 UCAS tariff points from accepted qualifications*, or • Pass at Foundation Diploma in Art & Design (Level 3 or 4), or • Distinction, Merit, Merit at BTEC Extended Diploma, or • Merit at UAL Extended Diploma, or • 112 UCAS tariff points from an accredited Access to Higher Education Diploma in appropriate subject <p>And four GCSE passes at grade A*-C and/or grade 4-9 including English Language.</p> <p>Other relevant and equivalent level 3 UK and international qualifications are considered on an individual basis, and we encourage students from diverse educational backgrounds apply.</p> <p>If your first language is not English, you will need an IELTS score of 6.0 or equivalent. If you require a visa to study in the UK, you will also need a minimum score of 5.5 in each individual component.</p> <p>*To see the accepted QCF qualifications, visit: http://uca.ac.uk/study/accepted-qualifications/</p>			

¹ Regulated by the Office for Students

² This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

** We occasionally make offers which are lower than the standard entry criteria, to students who have faced difficulties that have affected their performance and who were expected to achieve higher results. In these cases, a strong portfolio is especially helpful.			
Overall methods of assessment ³	Written exams:	Practical exams:	Coursework:
Stage 1	0%	0%	100%
Stage 2	0%	0%	100%
Stage 3	0%	0%	100%
Overall Learning & Teaching hours ⁴	Scheduled:	Independent:	Placement:
Stage 1	39.6%	60.4%	0%
	475 hours	725 hours	0 hours
Stage 2	33.8%	43.8%	22.5%
	405 hours	525 hours	270 hours
Stage 3	39.1%	60.9%	0%
	469 hours	731 hours	0 hours
General level of staff delivering the course ⁵	The University's current recruitment policy for Lecturers and Senior Lecturers states that they must have either an MA or equivalent professional practice in a relevant discipline or field. All lecturing staff are encouraged to work towards a teaching qualification or professional Recognition by the Higher Education Academy and this is a requirement for Senior Lecturers. Senior Lecturers are required to be professionally active or engaged in research in their discipline. All Lecturers and Senior Lecturers undertake scholarship in their disciplines. There are also Sessional Staff to link courses with professional practice and Technicians to provide technical support.		
Language of Study	English		
Subject/Qualification Benchmark Statement: Art & Design			
Framework for Higher Education Qualifications (FHEQ)			

The Course Structure
The structure of all of the University's awards complies with the University's [Common Credit Framework](#). The Common Credit Framework includes information about the:

³ As generated by the most popular unit descriptors and calculated for the overall course stage data.

⁴ As generated by the most popular unit descriptors and calculated for the overall course stage data.

⁵ Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

- Rules for progression between the stages of a course;
- Consequences of failure for reassessment, compensation and exit awards;
- Calculation and classification of awards.

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice of optional elective units or elective options in core units?
Year/Stage 1				
RMHD4002 – Investigating Beauty	4	20	Core	N/A
RMHD4004 – The Narrative of Beauty	4	40	Core	N/A
RMHD4001 – The Context of Beauty	4	40	Core	N/A
RMHD4003 – My Portfolio	4	20	Core	N/A
Year/Stage 2				
RMHD5002 – Creative Catwalk, Film & Performance	5	40	Core	N/A
RMHD5001 – Brand Positioning	5	40	Core	N/A
RMHD5003 – My Industry	5	40	Core	N/A
Year/Stage 3				
RMHD6002 – Innovation for the Beauty Industry	6	30	Core	N/A
RMHD6003 – Research, Theory & Practice	6	30	Core	N/A
RMHD6001 – Final Creative Project	6	60	Core	N/A

Section B - Course Overview

Beauty and the world surrounding it is a big international business; make-up, hair, skin-care, grooming, fragrance, barbers, treatments, well-being/spa and clinics, are all part of beauty. We see only the tip of the iceberg – retail and brands from designer and luxury level through to high street drugstore level, but there are huge opportunities within this vast global business. How does this constantly challenging world respond to change? Through creative thinking and awareness of trends, from media to packaging, across the broadest possible spectrum of influences. The balance between business and creative thinking involves many roles, from colour trends for lipsticks through to fashion education for the products sales teams. Products themselves go through many processes from basic ingredients and production via packaging onto the final seasonal presentation in store. For everyone at every stage, and in every role, within the beauty industry many important topics are today embedded within the business of beauty. The sourcing, and ethical and sustainable impact are core influences today, eco brands and ingredients are essential elements in the business. Likewise, gender and its role in contemporary society is changing cosmetics and beauty attitudes from product to promotion, from shoots to catwalk. Local versus global means culture and history, alongside politics and traditions, influence beauty concepts and brands may target with a specific focus. Make-up, and hair to complete the look, have many new roles to support and develop this worldwide business. To educate and prepare students to enter this world the course has been created to develop, inspire and investigate, through creative narrative, ways of working in the beauty business. Behind the scenes as a colourist, inspiring new product developments through market research, or helping to develop innovative pop up retail? This innovative course helps you explore and investigate the world of beauty in the twenty first century, from cleanser to catwalk.

Staff and visiting lecturers throughout the years of the course extend students' knowledge of beauty and its workings through workshops, lectures, reading, media and day to day information.

The overall narrative of the course is formed from day one across the three years to support and develop students to explore creative possibilities and extend their knowledge and understanding of their potential, within the specific, creative and business arena of beauty.

Year One/Level 4

Key Words: IDENTIFY, EXPLORE, EXPERIMENT

The first year of the BA (Hons) Make-Up & Hair Design course will equip you with both the skills and awareness to investigate and analyse current global beauty brands, in order to become familiar with the contemporary lifestyle, image and beauty industry. Gender and market level, culture and ethics and many other factors are essential in our creative decision making. We will identify, explore and experiment how beauty is contextualised, theorised and historicised within a global media landscape. You will investigate how a look is proposed, planned and executed by the make-up & hair design team for a specific brand/client; from the Kardashians to Clinique. You will create innovative make-up & hair design concepts and imagery by investigating your subject and then developing an appropriate story. How to communicate an idea, to market 'beauty and lifestyle', and how to combine brand/client knowledge with technical expertise and creative flair.

Year Two/Level 5

Key Words: DEFINE, DEVELOP & DECIDE

The second year of the BA (Hons) Make-Up & Hair Design course will encourage you to define, develop and decide which area of the lifestyle and beauty industry you would like to investigate. Building on your research and confidence, further developing technical and media learning is a thread running through the second year. You will develop your understanding of roles within the industry by creating beauty in motion, in film or live events in the development, communication and definition of specific brands. You will increase your knowledge and emulate specific roles within the industry to develop your personal skills. These cover the spectrum from the behind the scenes players, whose support and developments for the industry are essential, through to the figure head global creative directors. The philosophy and identity behind concepts of beauty will underpin your work. Throughout year two you will be offered work experience opportunities in various forms to work directly with the industry and gain in depth understanding of the many facets and jobs within the beauty business.

Year Three/Level 6

Key Words: SYNTHESISE & SPECIALISE

The final year of the BA (Hons) Make-Up & Hair Design course you will synthesise & specialise all the learning of the previous two academic years, by utilising all your specialist skills in all project work in preparation for employment through “portfolios”, in whatever contemporary and appropriate format that might take. The preferred area of employment will be analysed as the focus for final degree work. The communication of a personal signature through final degree work and its presentation, is the bridge to the outside world, and to the business of beauty. Advertising, colour theory, trends, creative direction, retail, product development, packaging, live events, promotion, and many other specific areas of the beauty business can be focussed on at this level.

Possible career routes are:

- Beauty Colourist for a brand
- Beauty brand Trends Consultant
- Beauty brand Advertising Creative Director
- Specialist Celebrity Make-up Artist
- Beauty Education Director
- Beauty and Fashion Commentator for a brand
- Creative Director for seasonal beauty narrative.

Section C - Course Aims

- To provide students with an undergraduate environment in which to work independently and collaboratively, extending and expanding knowledge and understanding, through research, in both historical and contemporary make-up & hair design practice and theory.
- To enable students to apply knowledge and understanding of, and critically reflect upon, the investigation of problems in the creation of make-up & hair design concepts.
- To provide students with a wide range of technical and professional skills relevant to the creation of innovative beauty concepts, in order to stimulate employment, further studies and lifelong learning.

Section D - Course Outcomes

Upon successful completion of the course students are able to:

Knowledge

- Demonstrate, through research, the acquisition of an extensive breadth of historical and contemporary knowledge and understanding of all forms of communication, through the integration of theory and practice in the subject area of make-up & hair design.

Understanding

- Demonstrate the ability to analyse the knowledge, methods and techniques acquired, in order to reflect upon, consolidate, practice and extend the study and profession of make-up & hair design.

Application

- Demonstrate the skills to identify and communicate personal strengths, weaknesses, opportunities and threats, taking responsibility for own learning and development with a heightened awareness of personal codes of conduct in producing professional innovative beauty concepts.

Section E - Learning, Teaching and Assessment

Learning and Teaching Strategy

Students will benefit from the following structures which will support their course work:

What is special about the way you will learn on the BA (Hons) Make-Up & Hair Design course?

BA (Hons) Make-Up & Hair Design is based in the School of Fashion, alongside other fashion and creative industries courses. The Rochester community offers a strong, creative network of individuals to collaborate with for your project-work and group-work. In the lifestyle and beauty industry it is essential to surround yourself with a dynamic community of creators. In year one and year two there will be a joint delivery on some units for the contextual studies lectures, seminars and workshops with other fashion courses.

The course studios provide a friendly, supportive environment where you will be taught by a diverse range of professionals, who are all active in the lifestyle and beauty industries. The course base rooms and workshops are located next to staff offices, and provide you with lecture, seminar and tutorial spaces. The course has a dedicated make-up and design studio, photographic studio for filmmaking and editorial photography, plus a fully equipped digital media suite offering industry-standard software.

The course offers a number of off-campus opportunities for learning and social activity, including optional study visits to London, Paris and New York. The Rochester campus has a fast train service from Ebbsfleet nearby which provides an opportunity to offer one-day research visits to Paris.

Working with industry is embedded into all three years. It is a course requirement for all students to complete *extra-curricular* work, which is presented at the end of each year in your portfolio. Live project briefs are a mandatory element in the units: myPORTFOLIO, myINDUSTRY, and Innovation for the Beauty Industry. The Final Creative Project is the perfect place for live project work to support career plans.

Course Skill Threads

BA (Hons) Make-Up & Hair Design curriculum combines technical expertise with creative flair by running regular course skill thread lectures, seminars and workshops throughout the course in Make-Up & Hair Design, Marketing and Branding, Digital Media and Photography, Reflective Research and Personal Development Planning (PDP). Each workshop covers a specialist series of technical skills in a specific and focussed area of make-up and hair design. The specialist focus of each session will enable you to combine technical expertise with your creative outcomes. Knowledge of the technical aspects of make-up and hair design will strengthen your ability to be creative and provide you with a firm practical foundation. Your portfolio is where you can demonstrate how you have applied

these skills in your project and *extra-curricular* work. Taught skill thread workshops run throughout year one and year two and in year three you will continue to develop your technical expertise by managing and organising your own project requirements with your personal tutor.

Make-Up and Hair Design Skill Thread

The aim of the make-up and hair design workshops is to provide a range of understanding from the simplest and most basic of techniques through to the newest and most innovative. From the classic bob hair style through to *avant-garde* experimentation in make-up. Make-up and hair design skills will range from foundation to colour blocking, from lipstick application to appliqué effects, from a simple plait to a complex chignon. The workshops are formulated to bring technical knowledge to underpin creativity and support the course unit outcomes.

Marketing and Branding Skill Thread

Marketing and branding workshops will support the practical understanding of a client through their brand signature, product, consumer, heritage, globalisation, ethics, mood and market position. Workshops on the basics of market research (SWOT/PESTEL) will be applied to marketing outcomes such as Customer Profiling, Branding and Market Reports.

Digital Media and Photography Skill Thread

To help you adapt to an ever-evolving communication landscape, the digital media delivery encompasses up-to-date industry recognised practices that enable you to become dynamic candidates for the 21st century workplace. Through the technical application of working with specialist software you will be supported in the production and editing of your creative work, in order to communicate ideas through both image and film. Through art direction, typography, and study of layout within graphic design, you will develop your visual language skills for multi-faceted platforms.

Personal Development Planning (PDP)

The Personal Development Planning (PDP) provision on the BA (Hons) Make-Up & Hair Design course is delivered fully integrated in all course units. For each unit, you will be provided with PDP course templates to help you plan, review and evaluate your learning. Examples of course PDP templates are learning contracts, project management plans, placement agreements and unit agreements. Skills developed in self-management, communication, presentation, critical engagement and project management planning are essential in becoming a reflective practitioner and will assist you in building your confidence in communicating your work through verbal, written and visual communication to enhance your professional skill-base/transferrable skills in the workplace. At the end of each year you will edit and present your key PDP skills into a professional PDP document which culminates with a year three PDP career document.

Reflective Research

Reflective research is the term developed for the process, which underpins your journey through the course. Reflection on research and on yourself is part of the glue that integrates the varying strands of the course. Development of reflective and reflexive skills in the early stages of the course through the medium of a reflective research document is combined with teaching an understanding of the necessity for rigorous research methods and a sense of enquiry. Research is collected, organised, annotated, analysed and constantly evaluated and contextualised. In year one you will explore the means of organisation that suits you best. In year two you will progress with presenting your research work from physical research documents to digital online documents. In the latter stages of the course you will submit an edited document, which does not contain all the research and unedited reflections. It is a synthesis, and also a polished, professional and personal piece of work, which justifies and informs the final outcome. This summarises and evaluates the research process and the reflective journey undertaken.

Contextual Studies

Contextual Studies provision on the BA (Hons) Make-Up & Hair Design course is delivered fully integrated throughout years one and two in all course units. Integration is achieved through the holistic planning of each unit and the continual dialogue of theory and practice. In each unit, the lecture series are linked to your practical tasks and learning outcomes and all historical and theoretical content utilises relevant academic debate, to develop critical thinking, to inspire creative and ethical values. We do not view Contextual Studies as a separate discipline but rather as a tool for developing and locating your practice within the broader fields of art, design and beauty. The integrated theory and practice course philosophy runs alongside other fashion courses with a joint

lecture-programme and seminar workshops in Investigating Beauty, The Narrative of Beauty, Creative Catwalk, Film & Performance and myINDUSTRY units.

Lectures

Lectures are formal teaching sessions to large groups. Lectures are supported with audio/visual presentations, written handouts and question/answer sessions. Teaching materials, presentations and reading lists are all located on myUCA.

Seminars

Seminars take place following lectures, providing an opportunity for small groups to discuss concepts and issues in relation to the lecture. Seminars provide the basis for exploratory approaches to understanding new knowledge or new ideas and provide a forum for active participation in debating relevant current issues.

Workshops

Workshops provide opportunities for you to participate in practical, hands-on learning, under the supervision of expert staff and/or visiting industry professionals.

Summer Projects

You will be assigned a summer project to undertake whilst away from the university, in preparation for your next year of study. These projects are designed to familiarise you with concepts being introduced or reinforced in the units that will commence on your return.

Placements

We encourage you to seek as many work placements throughout your course of study. In year two a placement is mandatory in the myINDUSTRY unit.

Peer Tutorials

Peer appraisal is encouraged through peer tutorials where you undertake the tutorial process with peers as well as your tutors. You will be allocated fixed times to discuss your work with a peer undertaking the same unit, or the tutor.

Individual & Group Tutorials

Individual academic tutorials will be provided throughout the timetable year, to support units and to inform you about your progress. Unit Leaders report on your progress and performance for each individual project/unit. The Course Leader, Year Co-ordinator or Personal Tutor will provide personal tutorials throughout the year; these provide further feedback on your performance and year progression. Drop-in tutorials are available at the end of the day to discuss project work. Sign-up tutorial sheets are accessed on myUCA, allowing you to plan your own learning schedules.

Study Partners/Study Buddy

You will work with a study partner/study buddy for selected projects. The concept of a study partner/ study buddy is to provide you with a mentor to support your learning, to share ideas and to skill swap. The partners enter into a dual Unit Learning Agreement during the project/unit to assist in emphasising the practical realities and importance of working dependently and independently.

Networking Sessions

In networking sessions, participants bring their portfolios and discuss existing work with other students, facilitating skill swaps. The benefits of this are two-fold: introducing the opportunity to commission, collaborate and incorporate permitted work into your own project development and also informing lower year students of the kind of work they would be undertaking in the future.

Team Work

Working as a member of a team is essential for the 'lifestyle and beauty communicator'. From the very first unit you will participate in a group project (a group can be any number from 3 to 6 students depending on the unit). This forum for you to collaborate and negotiate, supports your interpersonal skills and working as a member of a team, and promotes the understanding of project management. Personal Development Planning (PDP) also supports the

teaching and learning principles of team working and project management.

Facilitation of Student Promotion/Events

Throughout the course you are actively encouraged to design, develop and launch activities, exhibitions and promotional materials as vehicles to promote yourself within the course, the campus, the university and further to the public, the industry and prospective employers. Using your portfolio outcomes as the subject, you will effectively showcase yourself, which further reinforces the relationships between theory, process and practice.

Virtual Learning Environment (VLE)

BA (Hons) Make Up & Hair Design uses myUCA as a virtual learning environment (VLE) to a high degree – and wherever possible, lecture, seminar and workshop aids are posted after sessions for you to download and re-evaluate. It also provides a forum for discussion and sharing of information, course announcements and communication and the storage of other learning resources, such as visual aids, hand-outs, short films, imagery, podcasts and practical screen casts. The VLE environment of myUCA provides you with easy access to all your assessment forms, teaching materials and tutorial logs, from anywhere in the world.

Employability

Teaching practices include a high level of learning through doing, problem creation and solving and project-centred learning that stimulates 'real world' situations. The year two myINDUSTRY unit ensures flexibility so that the diffusion of learning allows you to reconfigure your knowledge, juxtapose different approaches, be adventurous, be playful and adopt self-directed styles of learning. Personal Development Planning skills will support you in undertaking 'freelance work' during the course and after you graduate from the course.

Assessment Strategy

Unit Assessment 100% Portfolio:

The BA (Hons) Make-Up & Hair Design course operates with a 100% portfolio submission on all units. The course team will assess your work against the unit learning outcomes and assessment criteria.

All unit requirements are communicated through the Unit Timetable and Unit Handbook. The Unit Handbook includes unit aims and learning outcomes, which are mapped to the assessment criteria. Assessment requirements and methods are indicated and could be by a portfolio of evidence, which may include coursework, oral presentations, reflective research book(s), and written submissions. Assessment submission dates and feedback dates are all detailed in the Unit Handbook.

Assessment Feedback

Formative and summative assessment are regarded as positive learning tools. 'Feedback and feed forward' is core to your learning and offers you clear guidance with regard to future development.

Formative Reviews/Presentations

The course team encourages you to present and communicate your project concepts and outcomes to both staff and to your peer groups, to encourage the dissemination of good practice, information and experiences at a mid-point in each unit. Formative reviews provide a three-way feedback mechanism on your project, staff, peer and self. All feedback comments are captured on a PDP feedback form. Formative review comments provide a vital reflective analytical statement at a midpoint of the unit. Self-reflection on your own review presentation informs the writing of your action points which are then reflected on and written about, in the PDP template Unit Reflective Summary.

Summative Feedback/Presentations

Unit outcome requirements are detailed in all Unit Handbooks. Examples of summative assessment submissions are: physical, digital and summative presentations. All feedback forms are archived on myUCA >Course Home Page >myFEEDBACK.

Section F - Enhancing the Quality of Learning and Teaching

The course is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally 5 years. The process ensures that the course engages with the applicable national Subject Benchmarks and references the Framework for Higher Education Qualifications.

All courses are monitored on an annual basis where consideration is given to:

- External Examiner's Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Course Representatives.