



Course Information Form

This Course Information Form provides the definitive record of the designated course

General Course Information

Course Title	Foundation Degree in Media Make-up and Character Design
Qualification	FdA
FHEQ Level	5
Intermediate Qualification(s)	
Awarding Institution	University of Bedfordshire
Location of Delivery	AA
Mode(s) of Study and Duration	Full- time over 2 years Part- time pathway typically up to 4 years
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	
UCAS Course Code	W752
External Benchmarking	QAA Subject Benchmark: Communication, media, film and cultural studies (2016) QAA Foundation Degree Characteristics Statement, 2015 FHEQ Qualification Descriptors (2014) Level 5
Entry Month(s)	October

Why study this course

You will be prepared for a career as a make-up artist in television, film, theatre, prosthetics, advertising and fashion industries. On completion, you may continue onto BA (Hons) Media Performance.

Educational Aims

This course aims to enable you to work in film, fashion editorial or in the performing arts. You will be taught specialist knowledge and expertise in the theory and practice of preparing performers for the stage, catwalk or screen. The combination of teaching on character creation with its emphasis on prosthetics and special-effects make-up, with opportunities to learn about high fashion, editorial and period make-up, will enable you to build up your portfolio and prepare you for employment or freelance work across performing arts, events and in media/TV/film industry.

You will be enabled to gain knowledge about current law and regulations surrounding industry make-up practices and will have the opportunity to develop entrepreneurial skills, helping you establish yourself as a freelance make-up artist.

You will have the chance to work within the broader media facilities alongside student actors, TV producers and presenters. You will have the opportunity to work with scriptwriting or production management teams from different degrees or in collaboration with local theatres, TV productions and our local venue, the Judith Blake Theatre.

You will develop academic skills to undertake textual and visual research into the subject of make-up. A contextual understanding of the history and practice of make-up will help you apply your research to the creation of strong and interesting character design and execution.

You will be shown the importance of reflection and of critically evaluating your work, which will help you develop your skills, knowledge and understanding of make-up.

Course Structure

The Units which make up the course (including the Professional Practice Year as applicable) are:

Unit Code	Level	Credits	Unit Name	Core or option
MED045-1	4	30	Researching and Creating a Character	Core
MED043-1	4	30	Period and Editorial Make-up and Hair	Core
MED044-1	4	30	Professional Practice	Core
MED042-1	4	30	Anatomy and its Visual Representation	Core
MED052-2	5	30	Fantasy Character Design Creation	Core
MED053-2	5	30	Research and Applications of High Fashion Makeup	Core
NEW- -2	5	30	Professional Development and Freelancing in Make-up Industry	Core
NEW--2	5	30	Foundation Degree Show	Core

Course-Specific Regulations

Entry requirements

.120 UCAS Tariff points (80 from 1 A levels - or their equivalent) and interview

Additional Course Costs

You may be advised to purchase some items. A separate information sheet will be supplied

Graduate Impact Statements

The course is designed to develop graduates who are able to:

Apply subject knowledge and understanding and use specific technical skills by

Utilising specialist make-up techniques to create advanced level design work to high specifications for a variety of creative scenarios and media industries including: theatre; film; television; fashion shows; modelling and advertising agencies; magazines; photographic studios and make-up houses.

Work in ways important in the field of practice by

Performing their work professionally and flexibly both as specialists within a team of experts to fulfil the visions of others, as well as being able to research, plan, design and create their own creative make-up solutions.

Demonstrate enterprise by

Being able to network, collaborate, self-promote and work effectively in a very broad and fluid work setting.

Course Learning Outcomes

At the end of this course students will be able to:

1. Demonstrate a knowledge and critical understanding of the well-established techniques, principles and concepts related to make-up and character creation for contemporary and historical scenarios.
2. Research, identify and apply historical evidence in the creation of specialist make-up and hair.
3. Apply the specialist skills and knowledge of make-up and character creation in a variety of professional employment settings.
4. Demonstrate a critical understanding of the role of make-up design in the commercial fashion industry.
5. Demonstrate critical understanding of basic anatomy and physiology relevant to the practice of the make-up artist.

6. Use critical self-evaluation and reflection to improve your work as a reflective practitioner.
7. Understand and apply employability skills responsibly and effectively in various employment settings whether freelance, working for others or starting a business.
8. Work independently and collaboratively within teams from other departments and disciplines in situations of varying complexity and predictability.

PSRB details

Learning and Teaching

The teaching is based on a combination of lectures, seminars, tutorials and practical demonstrations. The academic element is designed to be relevant to make-up artist and delivered tactfully. Specific workshops will be delivered to improve your academic writing skills and referencing. The classes will be scheduled such that there will be theoretical as well as practical work each day to keep you engaged. There will be emphasis on portfolio development and you will attend workshops from esteemed institutions from the industry. You will benefit from state of the art make-up studio and from modern IT facilities, such as Photoshop teaching in Mac suite, to help them innovate with the evolving make-up and hair industries. Key features of your course include:

- Teaching based on combination of lectures, seminars, tutorials and practical demonstrations.
- Combination of scheduled teaching, guided and autonomous learning.
- Workshops from esteemed institutions from the industry.
- Emphasis on practical work and portfolio development.
- A dedicated fully-equipped 20 station make-up studio with hair wash sinks, shower and changing facilities to allow for full body make-up.
- Support provided to develop skills in academic writing.
- Your degree will culminate with a final year degree show and you will have the opportunity to continue your studies with a top-up year to achieve BA (Hons.) in Media Performance.

Assessment

All units have two assessments incorporating theoretical and practical aspects of the subject being studied. These include academic essays with Harvard Style referencing. Each unit will have at least one practical assessment. Formative assessments will precede all summative practical assessments to enable students to develop their technical and presentation skills. Students will also be required to present to their peers, in order to develop their communication skills and boost their confidence levels. Sketchbooks will provide a vehicle to demonstrate academic as well as visual research suited for make-up artists. Adequate weighting for academic as well as practical work is given.

All summative practical assessments will be preceded by formative assessments after which the tutor will provide constructive feedback to enable you develop your work for final assessment.

Your academic ability will be assessed by written components in the units but also in how research and discuss your design work. You will show your make-up and character research and critical evaluation through written essays and in sketchbooks.

Assessment Map

Unit Code	C / O	2	3	4	5	6	7	8	9	10	11	12	13	14	15		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
MED045-1 Creating a Character												CW EPo rt			f/b PR- OT				f/b													
MED042-1 Anatomy						IT- PT			f/b					CW- Port				f/b														
MED043-1 Period and editorial																											CW- E- POR T				f/b PR- OT	
MED044-1 Work Placement																						CW- OT		f/b						PR- OT		
MED052-2 Fantasy									CW- ESS			f/b	PR- OT				f/b															
MED053-2 Research										CW- e- Port		f/b		PR- OT				f/b														
MED0xx-2 Prof Dev																										WR- 1		f/b		CW- Port		
MEDxx-2 Degree show																																CW - PRO T and PR- OT

Developing your employability

The content and structure of the course is built around what the different industries of fashion, media and performance expect make-up artists to know, to understand and to do. These essentials are delivered within units at both levels by: course tutors and visitors from the industry; by making work experience opportunities available to students (in-house and external) and by encouraging networking and contact between undergraduates and industry professionals. Key to your success will be maximising the opportunities to develop your portfolio whilst on the course.

After Graduation

You will be enabled to work in the extensive make-up or media industries, as an employee, by establishing a small business or as a freelance make-up artist. You can also continue into higher education with a top-up year as part of BA (Hons) Media Performance for Film, Television and Theatre. This top-up year will offer you the opportunity to work towards a project in your chosen field alongside developing project management skills that will enable you to access a more extensive range of employment opportunities in theatre, performance management, education and television.

Additional Information

Student Support during the course

These include SID (Student Information Desk), located in the campus centre, which offers confidential advice on all aspects of academic study. For example, it includes Mitigation, which deals with decisions regarding special circumstances that might require extensions for your assessments. They also provide information about other areas of university-wide student support including: housing, health, counselling, study support, special needs and disability advice, and careers service.

PAD (Personal Academic Development) provides workshops and one to one support for academic skills.

The university chaplaincy runs regular meetings, social events and trips.

The Student Union provides additional support and activities.

Course specific support is also in place. First year students receive a comprehensive induction in the week prior to the commencement of the academic year. In addition to this, course leaders will meet with their student groups to explain course structure and other issues relating to the student experience. These introductions will give you outlines of your course and units, a description of the ways you will be encouraged to develop your knowledge and skills, and signpost resources and materials to assist the process of your learning and success. An important part of this induction is the training to use BREO (Bedfordshire Resources for Education Online)

All students will be allocated a personal academic tutor in their first year. This academic will be responsible of monitoring your academic progress throughout your first year and beyond, and will help you with any academic or personal issues that might come up. The personal tutor is your consistent point of contact for support and guidance, but will on occasion refer you to other university staff for specific issues.

Further support is provided by lecturers who have Office Hours and by the Faculty Office.

Throughout your course, you will have continuous access to online support through both www.beds.ac.uk and via BREO VLE (Virtual Learning Environment). BREO provides a range of online resources, and should be the first port of call for you in terms of university wide and module specific announcements, as well as module specific materials. We recommend that you use BREO regularly, and that you use your university email where we send you updates about all aspects of your course which need your attention.

Students may be required, at the discretion of the Course coordinator, to undergo diagnostic testing for academic English language abilities, and may further be required, at the Course coordinator's discretion, to participate in academic English support workshops or classes laid on by the University.

Our PAL (Peer Assisted Learning) scheme will provide additional support to new students from students at levels 5 and 6.

Course Equality Impact Assessment

Question	Y/N	Anticipatory adjustments/actions
The promotion of the course is open and inclusive in terms of language, images and location?	Y	
Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc.	Y	Students will need a certain level of visual accuracy and manual dexterity. Where possible adjustments will be made. For example rest periods for those suffering RSI
Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics ¹ ?	N	If
If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?		In addition to meeting standard entry requirements the only additional evidence required is of an aptitude for practical application of make up and/or artistic skills
Confirm that you have considered that the course learning outcomes and Graduate Impact Statements are framed in a non-discriminatory way.	Y	
Confirm that the course handbook makes appropriate reference to the support of disabled students.	Y	

¹ Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation

Administrative Information – Faculty completion	
Faculty	Creative Arts, Technologies and Science
Portfolio	Media (ug)
Department/School	Media and Performance
Course Coordinator	Tbc
Trimester pattern of operation	October (Semester 1)
PSRB renewal date (where recognised)	
Version number	01/2018
Approved by (c.f. Quality Handbook ch.2)	Periodic Review
Date of approval (dd/mm/yyyy)	25.01.2018
Implementation start-date of this version (plus any identified end-date)	<i>October 2018</i>
Study model type (e.g. study centre)	

Form completed by:

Name: ...Jane Carr..... Date:01.02.2017.....

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair: Date:

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:
01.02.2018	Transfer to new CIF format and change to assessment map due to change to semesterised delivery	

Administrative Information – Academic Registry completion	
Route code (post approval)	
JACS / HECoS code (KIS)	
SLC code (post approval)	
Qualification aim (based on HESA coding framework)	



Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

General course information

Course Title	Foundation Degree in Media Make-up and Character Design
Qualification	<i>FdA</i>
Route Code (SITS)	
Faculty	Creative Arts, Technologies and Science
Department/School/Division	Media and Performance
Version Number	01.2018

Annex A: Course mapping of unit learning outcomes to course learning outcomes

Unit code	MED 045-1	MED04 2-1	MED04 3-1	MED04 4-1		MED052 -2	MED053 -2	MED0xx -2	MED0xx-2
Level	4	4	4	4		5	5	5	5
Credits	30	30	30	30		30	30	30	30
Core or option	C	C	C	C		C	C	C	C
Course Learning Outcome (number)		<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>							
1	LO1	LO1				LO1 LO2			LO2
2			LO1 LO2						
3	LO1 LO2								LO2
4	LO2	LO2	LO2			LO1 LO2	LO1 LO2		LO1 LO2
5							LO1		
6				LO1 LO2					LO1 LO2
7	LO2	LO1				LO2	LO2		
8				LO1 LO2		LO1 LO2		LO1 LO2	LO1 LO2

Annex B: Named exit or target intermediate qualifications

This annex should be used when Schools wish to offer intermediate qualifications which sit under the main course qualification as named exit or target awards, rather than unnamed exit/default awards.

Section 1: General course information

Intermediate Qualification(s) and titles	<p><i>Specify the intermediate qualifications which are named exit or target qualifications (award types) AND what the qualification titles will be, as stated in the course information section of the associated CIF</i></p> <p><i>It is not necessary for the intermediate qualifications to have the same titles as the overall award, but the title must reflect the units taken to achieve it.</i></p>
Mode(s) of Study and Duration	<p><i>Indicate whether each intermediate qualification will be offered full time, part time or both, and the standard amount of time a student will take to complete each target qualification.</i></p>
Type of Intermediate Qualification(s)	<p><i>State whether the intermediate qualifications are named exit and/or target awards.</i></p> <p><i>Students register for target awards at the commencement of their study. Named exit awards provide an opportunity to gain a named qualification when a student fails to complete the main qualification for which they were registered or because they do not achieve the requirements of their original main qualification.</i></p>
Route Code(s) (SITS) of Intermediate Qualification(s)	

Section 2: Qualification unit diet

One table to be used for each intermediate qualification

Confirmation of unit diet for:	<i>Insert intermediate qualification and title</i>	
The units to achieve the credits required may be taken from any on the overall diet for the main course qualification		<input type="checkbox"/>
A combination of units from a restricted list must be taken to achieve the credits required (specify the list below)		<input type="checkbox"/>
A specific set of units must be taken to achieve the credits required (specify units below)		<input type="checkbox"/>

List of units (if applicable):-

Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

Course (or intermediate) qualification and title	Foundation Degree in Media Make-up and Character Design
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FHEQ Descriptor for a higher education qualification	Level 5: Foundation Degree	Course Learning Outcome(s)															
		1	2	3	4	5	6	7	8								
Knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed.		X	X		X												
Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context				X			X	X	X								
Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study		X	X		X		X										
An understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge							X	X	X								
Able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively		X	X	X		X											
Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations						X	X	X	X								
The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making							X	X	X								

Subject Benchmark Statement(s)	QAA Subject Benchmark: <i>Communication, media, film and cultural studies (2016)</i> And	Evidence and/or Course Learning Outcome(s) <i>How the course takes</i>
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	<i>account of relevant subject benchmark statements</i>
Graduates who achieve the typical level within the fields of communication, media, film and cultural studies will be able to demonstrate:	
<ul style="list-style-type: none"> systematic knowledge and understanding of the subject and field 	CLO 1 2 3 4 5
<ul style="list-style-type: none"> subject-specific and general skills as emphasised by their particular programme. 	ALL CLOs

Subject Benchmark Statement(s)	Dance, Drama and Performance 2015 http://www.qaa.ac.uk/en/Publications/Documents/SBS-Dance-Drama-Performance-15.pdf	Evidence and/or Course Learning Outcome(s) <i>How the course takes account of relevant subject benchmark statements</i>
Subject knowledge, understanding and abilities		
creative and intelligent engagement with forms, practices, techniques, traditions, histories and applications of performance		CLO 1, 2, 3, 5 Unit MED043 -1 and MED053-2
creative and intelligent engagement with the key components of performance and the processes by which it is created, realised, managed, distributed and documented		CLO 6, 11, 12 Unit MED055-2
intelligent engagement with critical and theoretical perspectives appropriate to the study of performance		CLO 1, 8, 9 Unit MED053-2
intelligent engagement with key practitioners and practices and/or theorists and their cultural and/or historical contexts		CLO 3, 4, Unit MED045-1 and Unit MED053-2
creative and intelligent engagement with the role and function of performance in social, educational, community and other participatory settings		CLO 7, 8 Unit MED044-1 and Unit MEDXX-2 and Unit MED0XX-2
intelligent understanding of the interplay between critical and creative modes of enquiry within the field of study		CLO 1, 3 Most course units that focus on practice demand a critical understanding of this interplay
intelligent understanding of how to read and interpret texts, media, dance notations and/or scores to create performance		CLO 1, 2, 3, 4, 5, 6 Unit MED043-1
creative and intelligent understanding of group and collective processes		CLO 7, 8 Unit MED044-1 and Unit MEDXX-2 and Unit MED0XX-2
creative and intelligent understanding of key components of performance within the disciplines such as the role and function of ideational sources, performers, body, space, sound, text, movement and environment		CLO 1 Unit MED044-1 and MED0XX-2
creative and intelligent understanding of appropriate interdisciplinary		CLO 1, 4

elements of dance, drama and performance and how to apply knowledge, practices, concepts and skills from other disciplines	Unit MED043-1
intelligent understanding of the responsibilities of performance practitioners to facilitate safe, environmentally sensitive, sustainable and ethical working practices.	CLO 7, 8 Unit MED044-1 and Unit MEDXX-2 and Unit MED0XX-2
Subject-specific skills	
engage creatively and critically with the skills and processes of performance and production, and have an ability to select, refine and present these in performance	CLO 4, 6, 7, 8 MED055-2
engage creatively and critically with the possibilities for performance implied by a text, dance notation or score and, as appropriate, to realise these sources sensitively through design and performance	CLO 3, 8 Unit MED045-1 and Unit MED052-2
engage creatively and critically with the creation and/or production of performance through a developed and sensitive understanding of appropriate performance vocabularies, techniques, crafts, structures and working methods	CLO 2, 3, 5, 6 Unit MED0XX-2
engage creatively and critically in appropriate independent research, whether investigating past or present performances or as part of the process of creating new performance	CLO 6 Most Units contain an assessment component that requires students to evaluate their work critically
identify and interpret critically the cultural frameworks that surround performance events and on which these events impinge.	CLO 1, 2 Unit MED0XX-2
Generic and graduate skills	
have critical and analytical skills in developing ideas and constructing arguments and the capacity to evaluate and present them in a range of ways	Most Units contain an assessment component that requires students to evaluate their work critically
have a developed capacity to analyse and critically examine and evaluate forms of discourse and their effects on representation in the arts, media and public life	CLO 3, 6 Unit MED044-1 and Unit MEDXX-2 and Unit MED0XX-2
be able to work creatively and imaginatively in a group and have the developed creative skills needed for the realisation of practice-based work	CLO 7, 8 Unit MED044-1 and Unit MEDXX-2 and Unit MED0XX-2

The format of the following mapping tables may be adjusted.

Qualification Characteristic	QAA Foundation Degree Characteristics Statement , 2015 http://www.qaa.ac.uk/en/Publications/Documents/Foundation-Degree-Characteristics-15.pdf	Evidence <i>How the course takes account of relevant qualification characteristics documents</i>
Foundation degree graduates are able to demonstrate:		
knowledge and critical understanding of the established principles in their field of study, and understanding of the limits of their knowledge		CLO 1, 2, 3
knowledge of the main methods of enquiry in the subject and the ability to use established techniques to undertake critical analysis of information in order to propose solutions		CLO 1, 4, 5, 6
the ability to evaluate critically the appropriateness of different approaches to solving problems and to apply these in a work context		CLO 6, 7, 8
the ability to apply their knowledge and skills to new situations, including in the workplace		CLO 3, 4, 6, 7, 8
effective communication skills in a variety of forms and for a range of audiences		CLO 1, 2, 3, 7, 8

Professional body or other external reference points	<i>(insert title and year)</i>	Evidence <i>How the course takes account of Professional body or other external reference points</i>
N/A		