Bradford College

University of Bolton
Teaching Intensive, Research Informed

Programme Title: BA (Hons) Makeup with Special Effects for the Creative Industries

Awarding Institution:	University of Bolton
Teaching Institution:	Bradford College
Division and/or School/Institute:	Arts and Creative Industries
Professional accreditation	Professional body Professional body URL Status of graduates
	None associated with this programme
Final award(s):	Honours Degree (BA)
Exit or Fall back award(s)	Certificate in Higher Education (CertHE) Makeup with Special Effects for the Creative Industries - Exit or Fallback Award Level 4 Diploma in Higher Education (DipHE) Makeup with Special Effects for the Creative Industries - Exit or Fallback Award Level 5 Ordinary Degree Makeup with Special Effects for the Creative Industries - Exit or Fallback Award for minimum 60 credits at Level 6
Programme title(s)	(Hons) Makeup with Special Effects for the Creative Industries
JACS Code	W452 Theatrical Makeup
University Course Code(s)	
QAA Benchmark Statement(s)	The following benchmark statements apply to this programme: The UK Quality Assurance Agency for Higher Education, Subject Benchmark Statement: Art and Design (February 2017)
Other internal and external reference points	
Language of study	English
Mode of study and normal period of study	Full-time - 3 years Part-time - normally 6 years

Admissions criteria

80 UCAS points or equivalent of:
- A BTEC or UAL Level 3 qualification in Makeup Artistry / Makeup related subject
- A GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A* to C (9-4) (or equivalent) with GCSE Maths (grade C or above) and English (grade C or above)
- Other related Level 3 qualifications such as Art and Design, Media, Production Arts or Hair

- An Access to Higher Education Diploma awarded by an approved institution or provider
- Related work experience
- An international equivalent of the above.

Additional criteria

Non-standard applicants will be required to produce evidence of their ability to study at the Higher Education level. Short-course and relevant work experience may be taken into account. Non-standard applicants will also be interviewed and may be required to complete a piece of written work as part of their application. Claims for Recognition of Prior Learning (RPL) are welcomed by the College. Students should consult the admissions tutor if they wish to claim such recognition.

Admission is normally based on your portfolio and interview.

Additional admissions matters

Applicants will be invited to an interview and present a portfolio of practical work. This portfolio may consist of research, design development and work in progress (such as sketchbooks, visual journal) or finished pieces of work in the form of images, photographs, actual 3-d pieces and on-line portfolios.

Applicants may come from a wider background of art and design and thus demonstrate a variety of skills from different disciplines such as drawing, painting, sculpture, textiles, graphics, photography or installation.

International students are additionally required to achieve an overall score of 5.5 (with each subset no lower than 5.5) in IELTS. Please consult the admissions department for further details.

Fitness to practise declaration

n/a

Aims of the programme

The principal aims of the programme are to:

- Provide curricula, informed by external reference points, which develop a range of technical, professional, academic, research, vocational, employability, transferable and key skills appropriate to the level of the award;
- Develop your skills, knowledge, understanding and experience of the wider industry of makeup artistry with special effects in sectors such as film and television, theatre, commercial, beauty and fashion work for editorial and catwalk, and also the retail areas of the industry;
- Enhance your employability within the environments/ contexts of various industry sectors (film/television, theatre, editorial, commercial, public and special occasion) and enable you to continue further study;
- Enable you to adopt practical and critical approaches to problem solving in the design development and application of make-up artistry with special effects in various industry contexts;
- Develop lifelong, independent and reflective learners;
- Enable you to link context and theory to practice

- Provide a stimulating curriculum (conceptual, theoretical, creative, contextual) which is responsive to the needs of various industry sectors/ contexts;
- To provide you with a conceptual and practical understanding which will enable you to devise and sustain projects and develop ongoing research to utilise ideas and techniques, which are at or informed by the forefront of professional Make Up practice;
- To enable you to develop a systematic understanding of key aspects of your field of study and acquire detailed and coherent knowledge in synthesising theoretical, academic, professional and creative elements of the programme as a cohesive body of work;
- To provide a conceptual, theoretical and creative framework enabling you to acquire the holistic skills, specialist knowledge and understanding necessary to become an effective practitioner in the contemporary industries of Media Make Up and Special Effects production;
- Provide an educational foundation for a range of creative careers in Makeup Artistry with Special Effects for the Creative Industries.

Distinctive features of the programme

- Commitment to a multi-disciplinary approach in terms of content and to student-centred, deep learning;
- Designed to develop key, transferable and employability skills to allow you to succeed in diverse vocational situations;
- The inter-relationship of theory and practice;
- Support for innovative creative practice;
- Committed to the 'distanced travelled' by our students and the development of confident, diverse, critically aware and reflective creative practitioners;
- A grounding in practical and academic skills for make-up with special effects in film/TV, editorial, fashion and special occasion (historical/period and contemporary);
- Contextual understanding of appropriate skills, product choice, processes and equipment for makeup with special effects;
- Contextual studies (developing research, analysis, presentation and theoretical skills);
- Contextual understanding of the wider industry and how differing skill areas work together;
- Studio and workshop lectures and demonstrations are supplemented by student and staff initiated work experience, live briefs, competitions, external visits and visits by professional makeup / prosthetics artists;
- Personal and professional development skills (such as reflection, communication, presentation, teamwork, and introductions to self-employment and self-promotion in both digital and hard copy formats) to develop realistic career goal management and business/ career planning;
- Independent and autonomous learning in preparation for employment or further training and study;
- The programme is taught by experienced makeup artist professionals and academics;
- The department offers you a high level of pastoral and academic support with accessible and helpful tutors.
- Strong links with industry professionals and organisations such as Screen Skills and the Prosthetics Event to enable students to gain a deeper understanding of industry practice and employability
- Success in student competitions such as War paint, Brush wars and Association of Colleges (AOC) - HE student of the Year (2020)

Programme learning outcomes
K. Knowledge and understanding On completion of the programme, successful students will be able to demonstrate systematic knowledge and understanding of:
K1. The historical, social, economic and political context and culture of makeup with special effects practice including relevant theories and concepts.
K2. The audience / client and contextual location of the work
K3. The conceptual interrelationship between theory and practice relevant to media make up with special effects and the generation of knowledge in the discipline
K4. The strategies of contextualisation, presentation, exhibition and installation of work
C. Cognitive, intellectual or thinking skills On completion of the programme, successful students will be able to demonstrate the ability to:
C1. Critically apply both convergent and divergent critical thinking in the process of observation, investigation and visualisation
C2. Synthesise concept, process, realisation and presentation, showing independent critical judgement
C3. Critically appraise the development of ideas and/ or skills for creative outcomes
P. Practical, professional or subject-specific skills On completion of the programme, successful students will be able to demonstrate the ability to:
P1. Critically select, experiment and make appropriate use of materials, processes and techniques
P2. Explore, evaluate and utilise appropriate processes, techniques, materials, media and visual language independently in the creation, development and realisation of work
P3. Exercise autonomy and self-management skills in completion of a coherent body of work
P4. Organise, edit, structure and present work in an appropriate and professional manner
T. Transferable, key or personal skills On completion of the programme, successful students will be able to demonstrate the ability to:
T1. Organise and actively manage own time to learn and work independently and/or collaboratively for future employability
T2. Communicate and present ideas and work clearly to audiences/ client in a range of situations
T3. Critically appraise and reflect upon individual strengths, progress, achievements and future aspirations
T4. Critically apply ethical principles and personal values relevant to the professional and academic context of work

Programme structure

Full-Time route

In the first year of study you will consolidate prior leaning from various disciplines and build on your knowledge to enable progression into the second year of full-time study.

The second year will concentrate on intermediate skills and industry awareness.

The third year will focus on specialist/ individual project briefs/ student centred learning with more autonomy and criticality.

Year 1

Semester 1	Semester 2
Studio Practice 1A (Media Make-up) (MM)	Studio Practice 1B (Media Make-up with hair) (MM)
Special Effects Makeup (MM)	
Contextual Studies 1 (MM)	
Personal Development Planning (MM)	

Year 2

Semester 1	Semester 2
Studio Practice 2 (Intermediate Make-up with Postiche and Portfolio Building) (MM)	
Prosthetic Appliances (MM)	
Contextual Studies 2 (MM)	
Professional Development (MM)	

Year 3

Semester 1	Semester 2
Studio Practice 3A (MM)	Major Project (MM)
Professional Portfolio Promotion (MM)	
Professional Practice (MM)	
Research Project (MM)	

Part Time Route
(6 years)
In the first and second years of study you will consolidate prior leaning from various disciplines and build on their knowledge to enable progression into the third and fourth years of part-time study.

The third and fourth years will concentrate on intermediate skills and industry awareness.

The fifth and sixth years will focus on specialist/ individual project briefs/ student centred learning with more autonomy and criticality.

Year 1

Semester 1	Semester 2
Studio Practice 1a (MM)	Studio Practice 1B (MM)
Personal Development Planning (MM)	

Year 2

Semester 1	Semester 2
Special Effects Makeup (MM)	
Contextual Studies 1	

Year 3

Semester 1	Semester 2
Prosthetic Appliances (MM)	
Professional Development (MM)	

Year 4

Semester 1	Semester 2
Studio Practice 2 (Intermediate Make-up with Postiche and Portfolio Building) (MM)	
Contextual Studies 2 (MM)	

Year 5

Semester 1	Semester 2
Studio Practice 3A (MM)	
Research Project (MM)	
Professional Portfolio Promotion (MM)	

Year 6

Semester 1	Semester 2
Major Project (MM)	
Professional Practice (MM)	

		Core/	Credits	

Module Code	Module title	Option (C/O)		Length (1, 2 or 3 periods)
LEVEL 4				
	Studio Practice 1A (Media Make-up) (MM)	C	20	1
	Studio Practice 1B (Intermediate Media Make-Up) (MM)	C	20	1
	Special Effects Make-Up (MM)	C	40	2
	Personal Development Planning (MM)	C	20	2
	Contextual Studies 1 (MM)	C	20	2
LEVEL 5				
	Studio Practice 2 (Intermediate Make-up with Postiche and Portfolio Building) (MM)	C	40	2
	Prosthetic Appliances (MM)	C	40	2
	Professional Development (MM)	C	20	2
	Contextual Studies 2 (MM)	C	20	2
LEVEL 6				
	Studio Practice 3A (MM)	C	20	1
	Major Project (MM)	C	40	1
	Professional Practice (MM)	C	20	2
	Professional Portfolio Promotion (MM)	C	20	2
	Research Project (MM)	C	20	2

Learning and teaching strategies

Our students come from a diverse range of starting points and with many and varied aspirations. Our teaching and learning methods build on this diversity, by progressively developing self-reflective learning and research, enabling you to develop your own practice, to engage in learning that is active, collaborative, holistic and increasingly self-managed and to realise your individual potential to achieve their goals.

We provide a supportive environment, within which teaching and learning strategies are student-centred and are designed to develop independent learning through negotiated, self-initiated briefs and assignments. Tutorials form a part of this approach.

The focus is upon the development of appropriate practical, technical, creative and intellectual skills, knowledge and understanding, enabling experimentation and innovation and the formulation of visual and verbal strategies to generate and communicate ideas. We also foster creative, critical and reflective thinking and understanding, the ability to interrelate theory and practice through appropriate research strategies and the understanding and evaluation of the different specialist contexts of makeup artistry in which you operate.

Teaching and learning strategies have been devised to develop your practical skills as a makeup artist with special effects in conjunction with the development of academic, theoretical, personal, professional and transferable skills.

Teaching and learning strategies include practical demonstrations and applications, lectures, seminars, group critiques, staff and student led presentations, tutorials, live projects (competitions, work experience), essays, portfolio of work, visiting professionals and visits to galleries, museums and makeup industry environments.

A significant amount of personal study time is expected to be undertaken such as research, design development, experimentation, reflection and essay writing / seminar presentations.

Ultimately you will acquire a range of transferable skills, self-awareness and self-confidence, enabling the realisation of individual potential, personal, social and professional development and strategies for professional practice and lifelong learning.

Learning activities (KIS entry)

Course Year	HE4	HE5	HE6
Scheduled learning and teaching activities	34%	34%	34%
Guided independent study	66%	66%	66%

Assessment strategy
A range of formative and summative assessment methods are used on the programme, determined by the aims and learning outcomes of individual modules. The most common method for practical modules is the presentation of a body of work in portfolio form (consisting of practical assessments) supported by preparatory work (sketchbooks and visual learning journals, with design development or technical skills, reflection and annotation). Assessment methods for academic / theory type modules consist of either a portfolio of work or individual essays, journals and seminar presentations.

A 'portfolio' of work is a broad and holistic term that we use to describe a body of work for assessment comprising multiple formats and documentation such as; timed practical tasks, actual hair and makeup applications, actual applications of special effects makeup/ prosthetics, visual journals, sketchbooks etc. In this sense a 'portfolio' is not to be confused with a practice based professional portfolio that is a specific hard copy or digital portfolio containing images or photographs of vocational / practical work. A specific practice based portfolio of images or illustrations is usually required during the final semester of Level 5 and during Level 6.

The emphasis at level 4 is on the assessment of key practical and academic skills. This is further developed at level 5 with more specialist skills, theory, independent learning and higher levels of criticality, leading onto a critical appraisal in preparation for learning at Level 6. Essays, seminars, reports, critical appraisals and, at level 6, a self-defined research project and major project, form the assessable work in some modules.

Within each module handbook there is an assessment plan giving you information about when each assignment is handed out and submitted. This also allows you to plan your time and manage your workload effectively. For modules that are 'long and thin', i.e. are taught over two semesters, formative assessment and feedback takes place towards the end of semester one and the start of semester two to enable your further progression and development. Formative feedback is provided via individual and group tutorials in all modules throughout each semester to support summative assessment.

The format of the work submitted for assessment should reflect what is stated in the module handbook. This could be in the form of a practical application, a portfolio, an essay or a presentation. Across the programme a range of assessment formats will be utilised that will reflect the nature of the module (practical, technical or theory) and to account for different learning styles.

Research, design development, contextualisation, practical application and reflection form an important part of the assessment process for all the modules, with the development of portfolios providing much of the evidence for your creative, technical, practical, reflective and academic learning and development. This should also help to provide you with a completed portfolio of work that could help you to enter employment or further study/ training when finishing the programme.

Detailed written and verbal feedback forms an integral part of our progressive teaching, learning and assessment strategy.

Assessment methods (KIS entry)

Course Year	HE4	HE5	HE6
Written exams	0%	0%	0%
Coursework	48%	62%	100%
Practical	52%	38%	0%

Assessment regulations

Assessment Regulations for Undergraduate Taught Programmes apply to this programme.

Regulations can be found at:

https://www.bolton.ac.uk/about/governance/policies/student-policies/

Grade bands and classifications

Degree

Grade	Mark
First class	70-100%
Upper second class	60-69%
Lower second class	50-59%

Third class	40-49%	

Role of external examiners

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, viewing assessed samples of work with corresponding feedback/feed forward, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

They support both staff and students in the teaching and learning process.

Support for student learning

There are many support networks in place across the college and you are introduced to these during the induction process. This includes access to student support services which ensure that help is available for students with any learning difficulties or disabilities. The College is committed to promoting equality and diversity in all aspects of student life, ensuring that everyone is treated in a fair and consistent manner throughout their time on the programme. Further information is included in the Programme and Student handbooks which list the support available in more detail.

Student learning is also supported by the college VLE.

When using external online social media platforms the college will comply with the security measures of GDPR requirements.

Programme Level:

You are given a comprehensive induction plan in which you are introduced to the programme, facilities and the tutors on the programme. You are presented with a programme handbook which outlines specific information including module specifications and broader subjects including email addresses and contact numbers for the various services that the college provides. There will be an introduction to the programme identifying Level 4, 5 and 6 expectations and any impact this has on the completion of work and assessment.

You will receive one individual tutorial each semester to track your progress on the programme and discuss any issues regarding their studies. Further tutorials are available upon request. There are systems in place to account for any difficulties that you might encounter on the programme, including referrals for learning difficulties and mental health/ well being, the option to apply for mitigating circumstances and extensions to deadlines.

Methods for evaluating and enhancing the quality of learning opportunities

- Student Staff programme committees
- Focus groups
- Module reviews by staff and students

- Student Experience Surveys
- Annual quality monitoring and action planning Student Councils
- Peer review/observation of teaching
- Professional development programme for staff – REBEL External Examiner reports
- Quality Improvement Plan

Other sources of information

- **Bradford College University Centre website:** https://www.bradfordcollege.ac.uk/study/university-centre
- **HE Student Handbook:** https://www.bradfordcollege.ac.uk/study/university-centre/handbook
- **College Regulations:** https://www.bradfordcollege.ac.uk/study/university-centre/handbook/regulations
- VLE - Moodle - https://moodle.bradfordcollege.ac.uk
- Student Portal - https://www.bradfordcollege.ac.uk/student-portal
- Learner Portal - https://learnerportal.bradfordcollege.ac.uk
- Students' Union - https://www.bradfordcollege.ac.uk/student-services/students-union
- External Examiner Report - https://moodle.bradfordcollege.ac.uk/mod/book/view.php?id=302018&chapterid=7993
- Library Services - https://www.bradfordcollege.ac.uk/student-services/library-services
- College Careers - https://www.bradfordcollege.ac.uk/student-services/student-support/careers-advice

Document control

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Learning Outcomes Map *(D – Developed; T – Taught; A – Assessed)*

Level 4

Module title	Module Code	Status C/O	K1	K2	K3	K4	C1	C2	C3	C4	P1	P2	P3	P4	T1	T2	T3	T4
Studio Practice 1A			D	TA	T	D	T	TA	T		TA	TA	D	T	T	TA	D	T
Studio Practice 1B			T	TA	T	TA	TA	DA	DA		DA	DA	T	DA	DA	DA	D	T
Special Effects Makeup			DA	T	TA	D	D	TA	T		T	DA	D	T	D	D	D	TA
Personal Development Planning			DA	D	T	TA	T	TA	TA		T	D	TA	T	TA	T	TA	T
Contextual Studies 1			T	T	TA	D	TA	D	D		D	D	DA	TA	D	DA	D	TA

K. Knowledge and understanding   P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills   T. Transferable, key or personal skills

Level 5

Module title	Module Code	Status C/O	K1	K2	K3	K4	C1	C2	C3	C4	P1	P2	P3	P4	T1	T2	T3	T4
Studio Practice 2			T	TA	T	TA	D	D	TA		TA	TA	TA	TA	T	D	D	T
Prosthetic Appliances			D	TA	D	TA	TDA	TDA	DA		DT	TA	D	TA	D	D	D	TA
Professional Development			DA	TA	TD	DA	TD	DA	T		D	D	TA	T	DA	DA	TA	D
Contextual Studies 2			T	T	TDA	T	DA	TA	D		D	D	TA	TA	D	DA	T	TA

K. Knowledge and understanding   P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills   T. Transferable, key or personal skills

Level 6

Module title	Module Code	Status C/O	K1	K2	K3	K4	C1	C2	C3	C4	P1	P2	P3	P4	T1	T2	T3	T4
Studio Practice 3A		C	DA	TA	D	D	D	TA	T		TA	TA	D	T	DA	T	D	DT
Research Project		C	TA	D	TA	D	T	DA	D		D	D	D	DA	D	TA	D	DA
Professional Portfolio Promotion		C	D	TA	D	TA	TA	D	T		DTA	DTA	D	DA	DA	DTA	DA	T
Professional Practice		C	DA	D	D	T	D	TA	A		T	D	DA	TA	TD	DA	TA	Da
Major Project		C	A	DA	TA	TA	D	A	DA		A	A	DA	T	D	D	D	D

K. Knowledge and understanding   P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills   T. Transferable, key or personal skills

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Module Listing and Assessments Map

Module title	Module Code	New? ✓	Level	Credits	Type	Core/Option /Elective C/O/E	Pre-requisite Module	Assessment 1			Assessment 2		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Studio Practice 1A			4	20	Standard	C	N	Portfolio of work (2500 word equivalent)	80	N	Visual Journal (500 word equivalent)	20	Y
Studio Practice 1B			4	20	Standard	C	N	Portfolio of work (2500 word equivalent)	80	N	Visual Journal (500 word equivalent)	20	Y
Special Effects Makeup			4	40	Practical	C	N	Workshop Practical (3500 word equivalent)	60	N	Portfolio (visual journal and technical file) (2500 word equivalent)	Y	40
Personal Development Planning			4	20	Standard	C	N	Presentation (10-15 minutes)	30	N	Portfolio (2000 word equivalent)	Y	70
Contextual Studies 1			4	20	Standard	C	N	Presentation (10-12 minutes)	40	N	Essay (2000 words)	Y	60

Module title	Module Code	New ? ✓	Level	Credits	Type	Core/Option /Elective C/O/E	Pre-requisite Module	Assessment 1			Assessment 2		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Studio Practice 2			5	40	Standard	C	N	Seminar presentation (10 minutes)	20	N	Portfolio of work (3000) word equivalent)	80	Y
Prosthetic Appliances			5	40	Practical	C	N	Workshop practical (2800 word equivalent)	70	N	Portfolio (visual journal and technical file) (1200 word equivalent)	30	Y
Professional Development			5	20	Standard	C	N	Presentation (15 minutes)	30	N	Portfolio (2800 word equivalent)	70	Y
Contextual Studies 2			5	20	Standard	C	N	Individual seminar presentation (15 minutes)	50	N	Essay (2500 words)	50	Y

Module title	Module Code	New ? ✔	Level	Credits	Type	Core/Option /Elective C/O/E	Pre-requisite Module	Assessment 1			Assessment 2		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Studio Practice 3A			6	20	Practical	C	N	Portfolio of work (equivalent to 4000 words)	100	Y			
Research Project			6	20	Standard	C	N	Written Research Project (4000 words)	100	Y			
Professional Portfolio Promotion			6	20	Standard	C	N	Portfolio of work (3200 word equivalent)	80	N	Exhibition (800 word equivalent)	20	Y
Professional Practice			6	20	Standard	C	N	Presentation (20 minutes)	40	N	Portfolio (2400 word equivalent)	60	Y
Major Project			6	40	Standard	C	N	Portfolio of work (4000 word equivalent)	100	Y			

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