

Validation Document		
1	Title of Programme	Pearson Higher National Diploma in Performing Arts (Technical Arts) Media Hair & Make-up Artistry
2	Award (e.g. FdA, FdSc)	
3	Contained Award	Pearson Higher National Certificate in Performing Arts (Technical Arts) Media Hair & Make-up Artistry Level 4
4	Awarding Body	Pearson Education LTD
5	UCAS code (if applicable)	TBC
6	HECOS codes	TBC
7	Mode of Study (full and/or part-time)	Full time
8	Duration (total number of years)	2 Years
9	Number of weeks per academic year	31 Each Trimester consists of 8 weeks of module delivery. Trimester 1 has an extra week in which students are prepared for study at the new level. There are 6 assessment weeks.
10	Accrediting Professional / Statutory Body (if applicable)	N/A
11	Location of delivery/Faculty	Scarborough TEC/ Creative Industries
12	Entry requirements	
<p>Standard offer</p> <p>Applicants will require a level 3 Media Hair & Make-up qualification equivalent to 45 UCAS points (Merit and above). Applicants are required to hold English and Maths GCSE (or equivalent) at Grade C/4.</p> <p>Students will also be:-</p> <ul style="list-style-type: none"> • Required to successfully complete an interview with a course tutor. • Invited to attend a workshop interview in which they will perform a practical based skills task, complete a theoretical test and bring a portfolio of their work. <p>Non-standard offer</p>		

TEC Partnership will also encourage applications from non-traditional learners who lack formal academic qualifications. Applicants will be expected to have the skills and experience within the following topic areas

- Fashion and Editorial Hair & Make-up.
- Special Effects Make-up to include casualty effects.
- Theatrical make-up.
- Body art.
- Hair styling and cutting skills.

All such non-traditional applicants will be :-

- Required to successfully complete an interview with a course tutor.
- Invited to attend a workshop interview in which they will perform a practical based skills task, complete a theoretical test and share a portfolio of their work.

A judgement will be made taking into account the applicants academic potential and relevant experience and skills.

Student transfers and accreditation of prior learning

TEC Partnerships encourages student transfers from other institutions. Applicants may be admitted with credit for prior certificated learning (APcL) or work/life experience or other uncertificated learning (APeL). Please refer to the [HE07 Admissions, Admissions Appeals and APEL Admissions, Admissions Appeals and Accreditation of Prior Learning \(Transfers\)](#).

International admissions

TEC Partnership recognises a wide range of entry qualifications as being equivalent to A' level standard; if students hold a qualification not listed above please contact the Institute's admissions team on +44 (0) 1472 311222 ext 434.

International students must evidence they possess a satisfactory command of English language in terms of reading, writing, listening and are expected to have achieved Level B2 on the Common European Framework of Reference for Language (CEFR), as defined by UK Visas and Immigration.

13	Minimum number of students required for the programme to run	6
14	Degree classification weighting	
15	Aims of the programme and distinctive features/fit with existing provision	

The emphasis will be placed on active learning, drawing on materials gained from the working environment or industry wherever possible. This will help students to develop the transferable skills necessary in a changing and dynamic working environment. A large proportion of units are practical in nature giving students the opportunities to tackle 'real life' examples to apply their skills and knowledge to case studies or projects.

External partnerships have been developed and community links strengthened to provide students with the opportunity to gain work experience as a Freelance Make-up Artist. Students will work closely with industry specialists, designing hair and make-up to meet live briefs, organising and managing make-up teams while playing a vital part of the team gaining realistic experience.

Students will have opportunity to participate in national competitions to build confidence, heighten industry/professional profile, develop skills and promote networking with peers and industry specialists. The development of a competitive edge is essential in preparation for the rigours of industry.

Students are encouraged to network with other HE students at TEC Partnerships, working on projects together for example with performing arts students on their showcases and productions. Networking in this form will enable all to gain extra assessment opportunities, develop their employability skills and provide the opportunity to build an extensive portfolio while gaining valuable and realistic experience.

Alongside hands-on practical experience, you will learn the theories and methodologies which will allow you to adapt your skills to different specialisms so you are not restricted to a particular industry skills route. Having gained broad experience in your first year, you will then have the opportunity to apply this to a range of substantial projects in your second, giving you the scope to apply your skills and specialise in one or more area, culminating independent projects.

A graduate from this programme will have an exciting portfolio of work demonstrating a range of skills in a number of disciplines and be employment-ready with expert skills in a range industry specialisms. They will have worked to client briefs, developing interpersonal skills and have a professional approach valued in the industry. They will also have gained methodological knowledge to be able to approach unfamiliar industry situations/scenarios with confidence and the skills to learn and will see problems as opportunities for solutions.

At Scarborough TEC, this programme is part of the Yorkshire and Humber Institute of Technology and you will have access to cutting edge technology, industry-standard software and brand new, contemporary facilities for independent and collaborative study and social spaces dedicated for our HE students. Our collegiate approach means you will be part of our HE family, with small group sizes, one-to-one tutor support and a culture which encourages time and space for reflection, self-development and collaboration.

The Level 4 Higher National Certificate in Performing Arts offers students a broad introduction to the subject area via a mandatory core of learning, while allowing for the acquisition of skills and experience through the selection of optional units across a range of occupational sectors at Level 4 through a 'General Performing Arts' pathway. This effectively builds underpinning core skills while preparing the student for subject specialisation at Level 5. Students will gain a wide range of Performing Arts knowledge tied to practical skills gained in research, self-study, directed study and workplace scenarios. At Level 4 students develop a broad knowledge and awareness of key aspects of the Performing Arts through two Core units, which include one unit assessed by a Pearson-set assignment. The units are: The Performing Arts Industry (Pearson-set unit) and Professional Development.

Graduates successfully completing the Higher National Certificate will be able to demonstrate a sound knowledge of the basic concepts of Performing Arts. They will be able to communicate accurately and appropriately and they will have the qualities needed for employment that require some degree of

personal responsibility. They will have developed a range of transferable skills to ensure effective team working, independent initiatives, organisational competence and problem-solving strategies. They will be adaptable and flexible in their approach to Performing Arts, show resilience under pressure, and meet challenging targets within a given resource.

In Year 2 (Level 5) you will apply your skills to develop client and business-based solutions to meet their needs, and also produce independent projects. As well, you will study how to manage large projects and teams, and critically analyse emergent industry developments by understanding its history.

The Level 5 Higher National Diploma in Performing Arts offers students Specialist pathways designed to support progression into relevant occupational areas or on to degree-level study. The Level 5 Higher National Diploma offers a specialist pathway for students who wish to concentrate on a particular aspect of Performing Arts including Dance, Acting, Musical Theatre and Technical Arts.

Holders of the Level 5 Higher National Diploma will have developed a sound understanding of the principles in their field of study and will have learned to apply those principles more widely. They will have learned to evaluate the appropriateness of different approaches to solving problems. They will be able to perform effectively in their chosen field and will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

Students studying for Pearson Higher Nationals in Performing Arts (Technical Arts) Media Hair and Make-up Artistry will be expected to develop the following skills during the programme of study:

- Synthesis of a range of concepts, knowledge and skills relating to specialist and media hair and make-up.
- Application of complex theories to practical realistic work situations in the specialist and media hair and make-up sectors
- Independence of approach to study and the generation of specialist and media hair and make-up evidence
- Ability to engage with complex and/or unpredictable situations in specialist and media hair and make-up contexts
- Ability to take responsibility to manage and direct their own and others' activities
- Insight and judgement in relation to the margins and consequences of error
- Research and investigative skills
- Responsiveness to change and ability to multi-task
- Ability to innovate and work in a creative way.

When developing skills, knowledge and behaviours in this field, work related activity and live client projects are an integral part of contributing to a student's knowledge and understanding of industry requirements and contextual appreciation. We are grateful for the involvement of industry experts in the development of this programme to ensure it is suitable to produce employment-ready professionals.

Pearson Higher Nationals in Performing Arts (Technical Arts) Media Hair & Make-up Artistry have been developed to focus on:

- Providing education and training for a range of careers in Performing Arts (Technical Arts), special effects, TV, film and stage media hair and make-up.
- Providing opportunities for special effects artists, wig and make –up designers fashion and photographic hair and make-up artists, TV, film and theatrical/stage hair and make-up artists to achieve a nationally recognised level 4/level 5 vocationally specific qualification
- Providing opportunities for full-time learners to gain a nationally recognised vocationally specific qualification to enter employment as
 - Special effects artists
 - Wig and make –up designers

-Fashion and photographic hair and make-up artists
 -TV, film and theatrical/stage hair and make-up artists
 or progress to higher education vocational qualifications such as a full-time BA in Specialist or Media Hair and Make-up.

- Developing the knowledge, understanding and skills of learners in the field of Specialist or Media Hair and Make-up Artistry.
- Providing opportunities for learners to focus on the development of higher-level skills in Specialist and Media Hair and Make-up context
- Providing opportunities for learners to develop a range of skills and techniques and attributes essential for successful performance in working life
- Develop learner ability to manage themselves
- Develop learner critical awareness and their ability to research and synthesise complex information
- Develop learner skills in communication and presentation
- Develop learner ability to analyse information.

The first year of the course is pitched at a level 4 and comprises wholly of level 4 units. The optional units are selected as a natural educational and technical progression route for the City and Guilds Level 3 Advanced Technical Diploma in Media, Theatrical and Special Effects Make-up Artistry, which is currently a programme of study in the department. The HND will provide a qualification that is also business management based and create a progression pathway to university via a BA top up.

16 Programme Learning Outcomes <i>Upon successful completion of this programme a student will be able to...</i>		
	Programme Learning Outcome	Subject Benchmark Reference
1	Demonstrate knowledge and critical understanding of the underlying concepts and well-established principles associated with specialist and media hair and make-up and of the way in which those principles have developed and influence analysis and interpretations, with an ability to evaluate these within context.	QAA Dance, Drama and performance 2019 3.1 i 3.1 iii 3.2 i 3.2 iv 3.2 v 3.2 vi 3.2 viii 3.2 x 4.2 I 4.2 iii 4.2 vi 4.2 vii 4.2 ix 4.3 iii 4.3 v 4.3 vi 4.3 x 5.2 i 5.3 v 5.6 iii 5.7 iv 5.9 i
2	An ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with theories and concepts of specialist and media hair and make-up.	QAA Dance, Drama and performance 2019 3.2 ii 3.2 viii 4.2 iv 4.2 ix 5.3 v 5.7 i 5.9 i 5.10 i
3	Effectively communicate information, arguments, results and analysis of their study/real world work accurately and reliably in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively	QAA Dance, Drama and performance 2019 3.2 ii 3.2 iii 3.2 viii 3.2 ix 4.2 iv 4.2 ix 4.3 iii 4.3 v 4.3 vi 5.2 viii

		5.3 5.3 v 5.7 5.7 ii 5.9 i 5.10 i
4	Undertake further training, develop of new and existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.	QAA Dance, Drama and performance 2019 3.1 i 3.1 iv 3.2 iv 3.2 v 3.2 vi 3.2 viii 4.2 4.2 iii 4.2 vi 4.2 vii 4.2 x 4.3 v 4.3 vi 4.3 x 5.6 iii
5	Ability to apply underlying concepts and principles outside the context in which they were first studied, including, the application of those principles, qualities and transferable skills necessary for employment context requiring the exercise of personal responsibility and decision-making.	QAA Dance, Drama and performance 2019 3.1 v 3.2 iv 3.2 v 3.2 vi 3.2 x 3.3 3.4 4.2 vi 4.2 x 4.3 iii 4.3 v 4.3 vi 4.3 x 5.9 i
6	Use a range of established techniques to initiate and undertake critical analysis and evaluation of client briefs with contextual awareness, and propose persuasive cases for chosen solutions to problems arising from that analysis. Demonstrating insight and judgement in relation to the margins and consequences of error.	QAA Dance, Drama and performance 2019 3.1 ii 3.2 ii 3.2 ix 3.3 4.2 iv 4.2 vi 4.2 ix 4.3 iv 5.3 i 5.7 i 5.7 ii 5.7 iii 5.10 i
7	Critically evaluate emergent and future developments in the media make-up industry using knowledge of the history and culture within the sector.	QAA Dance, Drama and performance 2019 3.1 ii 3.2 ii 3.2 ix 3.2 x 3.4 4.2 ii 4.2 iv 4.2 v 4.2 ix 4.3 ii 4.3 iv 5.3 i 5.3 iv 5.4 i 5.4 iii 5.7 5.7 ii 5.8 v 5.10 ii
8	Explore, recognise and act upon professional considerations, including economic, societal, environmental, sustainability,	QAA Dance, Drama and performance 2019 3.2 i 3.2 ii 3.2 x

	moral and ethical issues within the specialist and media make-up industry.	3.3 3.4 4.2 ii 4.2 v 4.2 x 4.3 ii 4.3 vii 5.2 v 5.4 ii 5.4 iii 5.8 v
9	Work independently demonstrating self-management, personal responsibility and decision-making, and appreciate the limitations of their own knowledge and how that may impact the solution.	QAA Dance, Drama and performance 2019 3.1 i 3.1 v 3.2 iii 3.4 4.2 vii 5.2 vii 5.6 i 5.6 ii 5.10 iii
10	Work with others and in teams with successful project management skills, having positive interactions and effectively communicating information, arguments and analysis in a variety of forms.	QAA Dance, Drama and performance 2019 3.1 v 3.2 vii 3.4 4.2 vii 4.3 iii 4.3 vii 4.3 viii 5.2 vii 5.7 iii 5.8 i 5.8 ii 5.8 iii 5.8iv
11	Be responsiveness to change and have an ability to multi-task, innovate and work in a creative way.	QAA Dance, Drama and performance 2019 3.1 i 3.2 iv 3.2 v 3.2 vi .3.2 viii 4.2 i 4.2 iii 4.2 vii 5.2 vii 5.6 iv 5.10 iii
12	Research with planning, precision and timeliness, demonstrating conventional academic standards and study skills.	QAA Dance, Drama and performance 2019 3.2 i 3.2 ii 3.2 ix 4.3 iii 5.2 vi 5.3 iii 5.4 ii 5.6 iv 5.7 ii 5.9 i 5.9 ii 5.9 iii 5.9 iv
17	Teaching and Learning Strategy	

The teaching and learning on this programme is, at its heart, a vocational course with the aim of creating employment-ready professionals. Students will learn theoretical and academic components in order to embed them into the main core of practical learning.

Learning will be in practical workshops and seminars, most of which will take place in purpose-built industry standard Make-up Studio, with breakout spaces available for research, design and collaborative working.

To provide a diverse and realistic range of development and project work, live client projects will be used with underpinning theory embedded and applied. These could be provided by the college or sourced by students as appropriate. Live client briefs will be used whenever possible, allowing opportunities for the client to be involved throughout the project and students to develop interpersonal skills. Where not available or practical, client briefs will be simulated and based on real-world scenarios with inherent complexity and curiosity.

As students may begin this programme at different levels of knowledge and experience, teaching and learning will give all students a sound foundation of skills, adjusting any misconceptions and ensuring all sessions are valuable, interesting and driving learning forward.

Level 4 will focus on developing students' breadth of skills, knowledge and behaviours in a range of technical areas, with level 5 then deepening this knowledge, culminating in a range of projects.

Study skills and academic writing are included in both level 4 and level 5, discretely in specific modules and embedded throughout the programme. The aim is for students to become increasingly competent in self-management, organisation, decision-making and professional responsibility. For those who wish to continue to level 6, academic skills are woven through the programme to allow preparation to progress to this step. The use of self-directed study and independent learning will be essential to all levels, with tutors guiding and assisting self-directed learning, dependent on the level of the student. The virtual learning environment (VLE) is used widely to encourage self-directed study and also supports collaboration and discussion, and there is an expectation that students will engage in online learning.

Throughout this programme students will be creating a variety of experimental and complete solutions for a professional portfolio which can be used towards their career, whether freelance or for employment interviews in the future.

There are a wide range of transferable skills that students will develop during the course of this programme such as researching, time managing, presentation skills, ability to work within a group and individually, presentation of self, professional standards and professional qualities when working with clients. These methods are both taught explicitly and embedded into all modules within this programme.

Good learning is vocational, active, motivational and progressive. On this programme it will be closely linked to assessment; allowing development of skills, knowledge and attributes that will enable the student to complete assessments. From the start, it is important to consider the most effective way of delivering and assessing a unit or assignment. Learning strategies will include:

- project work carried out as an individual or as part of a group
- work-based learning
- lectures and seminars
- facilitated activities
- visits to companies with a facilitator to structure the visit
- visiting speakers from the vocational sector

The emphasis will be placed on active learning, drawing on materials gained from the working environment or industry wherever possible. This will help students to develop the transferable skills necessary in a changing and dynamic working environment. A large proportion of units are practical in nature giving students the opportunities to tackle 'real life' examples to apply their skills and knowledge to case studies or projects.

A partnership has been developed with the Scarborough NHS Post Graduate Clinical Simulation Department enabling students to work with a team of medical professionals using special effects make-up/moulage to create realistic scenario for training medical practitioners from all areas of medicine. The students will work closely with medical practitioners when researching real life injuries, conditions and diseases to ensure the results of moulage are realistic. Attendance of medical lectures and delivering workshops to medical practitioners will be integral part of the course. A links with the local theatre company has been made and students will work closely with directors and production teams, designing hair and makeup for the season's productions, organising teams of make-up artists and ensuring a successful performance. They will play a vital part of the team gaining realistic experience.

Students will be encouraged to take part in national competitions to build confidence, heighten their industry/professional profile, develop skills and promote networking with peers and industry specialists. The development of a competitive edge is essential in preparation for the rigours of industry.

Students are encouraged to network with other HE and FE students at STEC, working on projects together for example photo shoots, short films, showcases and musical/Theatrical performances with the Creative Arts students and staff. Networking in this form will enable all to gain extra assessment opportunities, develop their employability skills and provide the opportunity to build an extensive portfolio while gaining valuable and realistic experience.

As well as the programme team having vocational experience guest lecturers/assessors currently working in the sector will provide an active role in an assignment which will increase the relevance of the assignment and further motivate the student.

Teaching and learning will stimulate academic engagement, develop challenging yet constructive discourse and encourage students to reflect on their own performance in preparation for a professional career. Additionally, students to autonomous and independent learning, which will facilitate the development of their academic skills, experiences and the techniques required as they progress from one level of study to the next. The programme will focus on entry into work, which embeds employability, has a strong commitment to ethics and diversity, and introduces students to contemporary as well as seminal research.

Delivery will reflect the expectations of employers and society, and be informed and guided by external benchmarks such as professional and statutory bodies. In so doing students completing a Higher National in Performing Arts will have the attributes, skills, principles and behaviours that will enable them to make a valuable contribution to local, national and international commerce. The contributions students make to their own experiences, alongside the experience of their peers, is invaluable.

18	Programme Structure				
	Module Title	Core/ Option	Credits	Level	Delivery T1/T2/T3

Pearson BTEC Level 4 Higher National Certificate in Performing Arts (Technical Arts)				
Unit 1 The Performing Arts Industry (Pearson-set)	C	15	4	T1
Unit 2 Professional Development	C	15	4	T123
Unit 21 Production Communication	C	15	4	T1
Unit 22 Stagecraft	C	15	4	T1
Unit 25 Special FX	O	15	4	T1
Unit 28 Hair and Make-up Application	O	15	4	T1
Unit 30 Fashion and Fashion Editorial Hair and Make-up	O	15	4	T2
Unit 31 Period Hair and Makeup	O	15	4	T2
Pearson BTEC Level 5 Higher National Diploma in Performing Arts (Technical Arts)				
Unit 32 Creative Research Project (Pearson-set)	C	30	5	T1
Unit 33 Working in the Performing Arts Industry	C	15	5	T1
Unit 55 Management Role	C	15	5	T1
Unit 61 Hair and Make-up Design	O	15	5	T1
Unit 63 Working in Creative Education	O	15	5	T2
Unit 65 The Freelance Hair and Makeup Artist	O	15	5	T2
Unit 66 Special FX 2	O	15	5	T1

19	References used in designing the programme
QAA Subject Benchmark Statements – Dance, Drama and Performance.	
20	Indicators of quality and standards
<p>The programme will follow the QA standards of TEC Partnership and has been written with reference to appropriate external reference points.</p> <p>QAA reviews, will be published and any weaknesses addressed as appropriate. TEC Partnership also undertakes a number of scheduled internal periodic and thematic reviews throughout each academic year to assure itself of the quality and standards of its provision.</p> <p>External Examiners’ reports are received by the HE Quality Office and a copy forwarded to the relevant School. TEC Partnership requires action plans to be created for any actions recommended as a result of student, tutor, moderator or External Examiner comments. These are reported to the relevant HE Management Committee. TEC Partnership also monitors External Examiners’ reports and these are reported on through faculty self-evaluation and enhancement documents, TEC Partnership’s quality enhancement report and the External Examiner’s institutional analysis report.</p> <p>Annual Monitoring Reviews (AMRs) will take place in line with the requirements of TEC Partnership and actions planned to rectify any weaknesses and further develop the quality of the provision. These AMRs are moderated internally by the Curriculum Manager and then submitted to the HE Quality Department to ensure key sources such as External Examiners’ reports are fully reflected upon before being published and also to reduce variability in the quality of information presented.</p>	
21	Particular support for learning
<p>The needs of students with disabilities are taken into account in the design of all learning programmes.</p> <p>Students will be screened at induction to identify those with individual learning support needs. TEC Partnership has well-established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition which is required.</p> <p>Students will also be invited in for advice and support through the DSA procedure.</p> <p>Each student is entitled to one tutorial per trimester with the Programme Leader to discuss individual issues relating to both modules and the programme overall.</p> <p>In addition to study skills embedded in the programme, students have access to further support through workshops and tutorials in the development of their study skill abilities, such as support towards use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, analytical and critical writing skills.</p>	
22	Methods for evaluating and improving the quality of learning
<p>All students will have the opportunity to comment on the quality of the learning experience on each module. Staff will also be expected to complete module evaluations for each module that they</p>	

deliver. This feedback must be analysed by the Module Leader and the results fed into the annual monitoring report, faculty self-evaluation document and subsequent year's module handbook. Programme and Module Leaders must give consideration to modification to improve the delivery of any module and this should be recorded in the annual monitoring report and carried forward for minor or major modifications as appropriate.

TEC Partnership's policy requires that all teaching staff should be observed delivering learning at least annually. Teaching and learning that does not reach the minimum expected standard will result in an action plan agreed between the line manager and the member of staff.

Student satisfaction is measured by student surveys on larger courses, on the smaller courses student opinion may be gathered by other survey means. Student representatives are invited to course team meetings and additionally have the opportunity to raise items with the Course Leader at individual meetings outside the Course Team.

At Scarborough TEC, each programme has a nominated Student Representative who can take part in regular HE focus groups with members of the HE Team. They are also invited to regular whole college focus groups with the College Senior Management Team. From both, actions are agreed with students and staff which are monitored by the Admin Team and impact is measured by the Student Services and HE Teams, with further actions agreed where applicable.

23	Identify any ethical issues that relate to this programme's teaching and assessment
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As with all Media Make-up programmes, students will be dealing with personal data of models/clients and they must have an appreciation of the importance of data to an individual and to organisations. This includes having an understanding of legal implications such as GDPR and consider the ethical issues of having access and control of sensitive and important data. Similarly, any work for clients must be handled with professionalism and never be a threat to their confidentiality.

24	Is the Work Based or Work Related?	Work Related
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25	How are WBL opportunities managed, monitored and reviewed, and what particular arrangements are there for student support
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Work related learning will be managed through the use of real-world client briefs. These will be managed by tutors to ensure they are appropriate, give students the opportunity to fulfil academic criteria as well as learn valuable technical skills, and that they are of appropriate size to be achievable in the timeframe available. The tutor will monitor relationships and communication with clients, regularly discussing progress with students and clients. The client-based projects will be reviewed annually to ensure all briefs are still valid and to find different clients where appropriate. Where real-world client briefs are not available or practical, briefs will be simulated and based on real-world scenarios, ensuring they have the same level of complexity as when working with real-world clients and aiming to make them equally as interesting. As well as learning valuable technical skills, it is important that they are of appropriate size to be achievable in the timeframe available. The tutor will monitor relationships and communications with clients, regularly discussing progress with students and clients. The client-based projects will be reviewed annually to ensure all briefs are still valid and to find different clients where appropriate.

Higher Nationals have been designed and developed with consideration of National Occupational Standards, where relevant. Employability skills such as team working and entrepreneurialism as well as practical hands-on skills have been built into the design of the learning aims and content. This provides students with the opportunity to use relevant contexts, scenarios and materials to enable them to

develop a portfolio of evidence demonstrating the breadth of their skills and knowledge in a way that equips them for employment.

Pearson Higher National Performing Arts qualifications embed throughout the programme the development of key skills, attributes and strengths required by 21st century employers, such as

- Cognitive and problem-solving skills: critical thinking, approaching non-routine problems by applying expert and creative solutions, use of systems and digital technology, generating and communicating ideas creatively.
- Intra-personal skills: self-management, adaptability and resilience, self-monitoring and self-development, self-analysis and reflection, planning and prioritising

26	Resources Supplied to the Student
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The programme will be delivered by a team of staff who have all had significant industry experience and continue to maintain strong industry links which ensure that the programme is relevant to industry requirements and contains current thinking. Guest speakers and industry specialists will be invited to the department to deliver the most up to date and current developments within industry.

Links continue to be developed and built upon over the past 2 years with the local community, theatre groups, schools, employers and industry. A recent partnership with the NHS Simulation department and the media hair and make-up team has proved to be a successful partnership and a valuable work experience link that has potential to be developed further.

Teaching will take place in a purpose built professional Make-up Studio which is well equipped and resourced to enable the delivery of level 4 and Level 5 programmes. The equipment in use reflects the standard available in industry. Specialist studios are available in the following areas

- Specialist, media and fashion make-up
- Hairdressing
- Postiche and Wig making
- Sculpting, casting,3D
- Theatre production
- Fine Art
- IT

Further investment would be required for specialist equipment such as a wig oven, wigs and wig making equipment, additional photographic studio lighting and professional camera.

A wide range of IT, online and paper-based resources are available in the learning centre. Staff within the learning centre can also provide support on study skills, academic writing and research skills as required.

27	Resources needed to pass the programme
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Applicants will be expected to purchase a uniform and kit and pay for educational visits which form part of the course, however some resources needed to complete this programme will be provided at college.

28	Revision History	
Version	Details of major modification	Date of approval
1		
2		
3		
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Curriculum Map

Key	Work – State WB or WR or blank Comp = Compensatable Y or N		P = Partially achieved Learning Outcome F = Fully achieved Learning Outcome															
Module name	Level	Work	Module Leader	Assessment and Weighting	Comp	1	2	3	4	5	6	7	8	9	10	11	12	
				Essay (50%) Presentation (50%)	N	P		P			P			P				
Pearson BTEC Level 4 Higher National Certificate in Performing Arts (Technical Arts)																		
Unit 1 The Performing Arts Industry (Pearson-set)	4		TBC	Essay Presentation	N	P	P	P					P	P	P			P
Unit 2 Professional Development	4		TBC	Reflective journal /Vlog Essay	N	P	P	P					P		P		P	
Unit 21 Production Communication	4	WB	TBC	Reflective journal/Vlog Essay	N	P	P	P	P		P	P	P	P	P	P	P	
Unit 22 Stagecraft	4	WR	TBC	Reflective journal/Vlog Essay	N	p	P	P	P	P	P	P	P	P	P	P	P	
Unit 25 Special FX	4	WB	Kelly Carr	Practical end product/prototype Industry portfolio Presentation Reflective journal/Vlog	N	P		P	P	P	P	P	P	P	P	P	P	
Unit 28 Hair and Make-up Application	4	WR	Kelly Carr	Practical end product Industry portfolio Reflective journal/Vlog	N	P		P	P	P	P	P	P	P	P	P	P	
Unit 30 Fashion and Fashion Editorial Hair and Make-up	4	WR	Kelly Carr	Practical end product Industry portfolio Presentation Reflective journal/Vlog	N	P		P	P	P	P	P	P	P		P	P	

Unit 31 Period Hair and Makeup	4	WR	Kelly Carr	Practical end product Industry portfolio Presentation Reflective journal/Vlog	N	P		P	P	P	P	P	P	P		P	P
Pearson BTEC Level 5 Higher National Diploma in Performing Arts (Technical Arts)																	
Unit 32 Creative Research Project (Pearson-set)	5	WB	TBC	Essay Presentation	N	F	F	F			F	F	F	F		F	F
Unit 33 Working in the Performing Arts Industry	5		TBC	Essay Presentation	N	F	F	F			F	F	F	F	F	F	F
Unit 55 Management Role	5	WR	TBC	Essay Presentation	N	F	F	F			F		F	F	F	F	F
Unit 61 Hair and Make-up Design	5	WR	Kelly Carr	Practical end product Industry portfolio Presentation Reflective journal/Vlog	N	F		F	F	F	F	F	F	F	F	F	F
Unit 63 Working in Creative Education	5	WB	TBC	Presentation Essay Lesson Observations Reflective journal/Vlog	N	F	F	F	F	F	F		F	F	F	F	F
Unit 65 The Freelance Hair and Makeup Artist	5	WR	Kelly Carr	Practical end product/Prototype Industry portfolio Reflective journal/Vlog	N	F		F	F	F	F	F	F	F	F	F	F
Unit 66 Special FX 2	5	WB	Kelly Carr	Practical end product/Prototype Industry portfolio Reflective journal/Vlog	N	F		F	F	F	F	F	F	F	F	F	F