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Programme Handbook

BA (Hons) Hair, Make-up and

UCAS code: HMPP

Institution code: W47

This handbook is published for students studying at University Centre Weston on the above programme and is available in a range of alternative formats on request.



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1. Introduction

Welcome

Welcome to the BA (Hons) Hair, Make-up and Prosthetics for Production Degree. This course is offered in partnership between Bath Spa University and University Centre Weston.

Since the 2000s the Hair, Make-up and Prosthetics industry has been one of the fastest growing in the UK economy. Hair, Make-up and Prosthetics artists are required for many different jobs; these range from local shows, theatre productions, music festivals and magazine shoots to trade shows, television shows and conventions. Weston-super-Mare itself is home to a number of music events each year as well as being close to the ever-increasing number of film and television productions being filmed on location in and around Bristol, South Wales and the South-West of England. Weston-super-Mare, Bristol and Bath provide a wide variety of theatrical and entertainment venues that employ the skills of hair, make-up and prosthetic professionals. Nationally and internationally, there are a vast array of employment opportunities available for people qualified in this creative discipline.

The Degree is designed to take full advantage of local industry links and employment opportunities. A strong feature is the assessed work-based learning component, providing you with hands-on real-life experience, allied to college-based learning.

Regular surveys of student satisfaction and staff-student meetings give you the opportunity to have an input in continually improving the BA (Hons) Hair, Make-up and Prosthetics for Production course. If you need clarification on any points mentioned in this document or would like to discuss any part of the course then please ask a member of your UCW teaching team.

We hope you have an enjoyable and successful time.

Purpose of the Handbook

This handbook gives you essential background information that will be of help in your studies on the BA (Hons) Hair, Make-up and Prosthetics for Production programme. It provides links to the definitive data sources wherever possible. The handbook can be accessed via your Teams account.

Please note that the electronic version will be kept up to date and you will be notified of any significant changes. If you have taken a hard copy of any information please remember to refer back to the electronic version to ensure that you are working with the most up to date information.

For module information please see the respective Module Handbook.

2. Course content

Major, Joint, Minor or Specialised	Specialised
Delivered at	University Centre Weston
Faculty	Business Enterprise and Services Industry
Campus	Knightstone Campus
Final award	BA(Hons) Hair, Make-up and Prosthetics for Production
Intermediate awards available	Certificate of Higher Education (120 credits)
UCAS code	W47
Details of professional body accreditation	Not applicable
Relevant QAA Benchmark statements	Drama, Dance and Performance (2015) Art and Design (2017) Communication, Media, Film and Cultural Studies (2016)
Date specification last updated	July 2019

Course Distinctiveness

The BA (Hons) Degree in Hair, Make-up and Prosthetics for Production allows you to study at degree level and to benefit from a mix of academic and vocational approaches to learning.

The course content reflects the changing approaches and requirements of employers in the industry by equipping students with the originality, innovation and technical expertise needed for a career as a production artist.

Given the eclectic subject knowledge that this programme requires, it is suitable for students from a range of discipline backgrounds, including production arts, art and design, fashion or make-up and hair. Its practical nature underpinned by theory, makes it ideal for students who are creative and enterprising.

The programme provides an inclusive and amalgamated approach to production arts. Skills are developed in make-up, hairstyling, prosthetics, model making and special effects, that can be applied to a variety of specialisms, including screen based and 'live' performance, drama, fashion, advertising or education and training.

Programme content is delivered with a focus on employability and practice-based research, requiring students to reflect on the practical and vocational nature of the subject, whilst fostering interdisciplinary and collaborative practice.

You have the opportunity to collaborate with University Centre Weston (UCW) students in performing arts, musical theatre, creative arts and professional studies, film and media arts production and music production, whilst also working alongside industry professionals. Devised creative projects will facilitate independent study and research.

The vocational focus of the course will allow you to spend a significant amount of time within the studio as well as using experiential learning as an integral part of the course. This approach aids you by using real life practical experiences in working to specific briefs and understanding

client expectations as well as aiding in the development of a wide the range of skills that are deemed essential to successfully working within the industry.

The vocational design of the course is underpinned by both academic theory and industry standards. This approach will allow you to assess given situations, make comparative judgments and suggest a range of alternative approaches. The modules are designed to deliver a balance of both theory and practical experience of the key aspects of the Hair, Make-up and Prosthetics industry. The course also assesses the implications of the sustainability agenda within the industry.

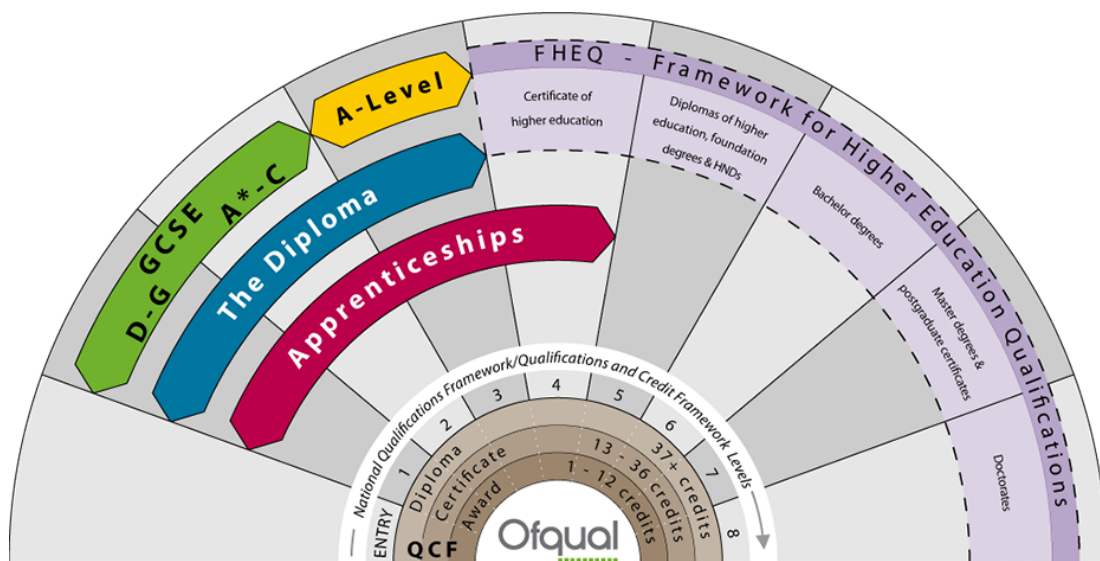


Figure 1: Ofqual Framework for Higher Education Qualifications

Course Structure

Year 1 of Study		
Level	Title	Credits
4	HMP4000-20 Portfolio Building	20
4	HMP4001-40 Technical Skills: Hair	40
4	HMP4002-40 Technical Skills: Make-up	40
4	HMP4003-20 Technical Skills: Prosthetics	20

Year 2 of study		
Level	Title	Credits
5	HMP5000-40 Business Portfolio	40
5	HMP5001-20 Production Process: Research	20
5	HMP5002-20 Production Process: Design	20
5	HMP5003-20 Production Process: Techniques and Testing	20
5	HMP5004-20 Production Process: Application	20

Year 3 of study		
Level	Title	Credits
6	HMP6000-20 Production Practice 1	20
6	HMP6001-20 Production Practice 2	20
6	HMP6002-40 Transformational Image Piece	40
6	HMP6003-20 Professional Practice	20
6	HMP6004-20 Independent Research Project	20

All HE programmes at University Centre Weston are delivered as a collection of modules, which build on each other to form a complete programme of study. Each module carries a credit rating, defining how much study time it takes to complete. Notionally, 1 credit equates to 10 hours study time (so 10 credits = 100 study hours). “Study hours” includes lectures, seminars, tutorials, group work, independent study and research – in fact, any time that contributes to your learning on the module.

Course Team

The people below are staff who have specific responsibilities for your course.

Programme Coordinator

The Programme Coordinator is responsible for the effective day to day delivery of the course. They have overall responsibility for the assessment of modules and the implementation of teaching and assessment procedures within the course. Please contact your Programme Coordinator if you have any questions regarding the delivery of the course.

Personal Tutor

At the start of the course you will be allocated a Personal Tutor. Your Personal Tutor’s overall role is to ensure that you receive adequate guidance. They act as a first point of contact and responsible person from whom you can obtain general academic and pastoral support. You should contact your tutor if you are ill or unable attend for a session. If you need to make an appointment to see your personal tutor you can do this by approaching them personally, e-mailing, phoning, or leaving a message on their voicemail.

Module Leader

Taught modules on the course have a designated module leader who has responsibility for the effective delivery of the module. Module Leaders are indicated in Module Handbooks which can be accessed via your Microsoft Teams page.

Link Tutor

Each programme has an identified link tutor from Bath Spa University whose role it is to support the UCW team and students. The link tutor for your programme is:

Name	Position	Email
Caroline Francis	Faculty member of Bath Spa University	c.francis@bathspa.ac.uk

3. Course Aims

The BA (Hons) Hair, Make-up and Prosthetics for Production is designed to meet the developing approaches and requirements of employers in related industries, by equipping you with the originality, innovation and technical expertise for a career as a production artist. The course meets specific requirements for specialists in film, television and theatre, the fashion industry, advertising, education and training, and enables graduates to work in niche markets, in areas such as special effects and prosthetics.

The course is practice based and integrates underpinning theory with the specialist design and craft skills required for the realisation of original hair, make-up and prosthetics. The programme includes work-based and placement learning and requires you to work on “live” industry-facing projects. There is the opportunity to work collaboratively with students on related media arts and performance disciplines within University Centre Weston (UCW) and Bath Spa University, as well as opportunities for practical industry engagement in a professional setting. This provides an applied practical environment, through which you can develop the skills necessary for work in the hair, make-up and prosthetics industry and develop a network of contacts to enhance your future career opportunities.

Throughout the course, there is a focus on employability and enabling you to develop the practical, theoretical and business skills for a sustainable portfolio career in the area of theatre, film and television, and media arts production.

1. To foster the creative application of practical skills in make-up and hair design and special effects make-up and prosthetics for production to an industry standard.
2. To promote creative and critical engagement with the developments and traditions of make-up, hair design and prosthetics, in historical, cultural, technological and theoretical contexts to underpin practice.
3. To engender autonomous and independent practice through critical and analytical skills to enable graduates to work within professional codes of practice and ethics.
4. To enable students, develop the ability to evaluate product and design innovation in both subject specific and wider industry practice.
5. To provide opportunities for students to apply entrepreneurial and networking skills to a broad range of collaborative and interdisciplinary practices and employment opportunities, thereby fostering the potential for innovation.
6. To nurture a critical approach to continuing personal professional development and independent learning.

Course Intended Learning Outcomes (ILOs)

A Subject-specific Skills and Knowledge

	Programme Intended Learning Outcomes (ILOs) On Achieving Level 6	On Achieving Level 5	On Achieving Level 4
A1	Creative critical engagement with forms, practices, techniques and applications across the field of hair, make-up and prosthetics for production.	Competent and creative engagement with forms, practices, techniques and applications across the field of hair, make-up and prosthetics for production.	Demonstrate technical competence in a variety of production techniques across the field of hair, make-up and prosthetics.
A2	Systematic application of established techniques of analysis and enquiry within hair, make-up and prosthetics for production in the realisation of creative artefacts to industry standards.	Critical engagement with the core principles of hair, make-up and prosthetics design and production in different contexts and settings.	Explore and present production practices in different contexts and settings
A3	Analytical creative engagement with production application practices and technologies reflective of industry standards and expectations.	Develop existing, and acquire new, skills that enable effective application of production practices and technologies	Demonstrate knowledge and understanding of technical application and style in production practice.
A4	Analytical creative engagement with critical and theoretical perspectives of hair, make-up and prosthetics for production and their application within allied industry contexts	Articulate a practical understanding of critical and theoretical perspectives, practices and key practitioners and their cultural and/or historical contexts	Demonstrate awareness and understanding of how the history of production theory and practice underpins contemporary practice
A5	Creative and analytical understanding of the role and function of design, body and movement in relation to hair, make-up and prosthetics for production.	Creative engagement with principles of artistic design in the realisation in hair, make-up and prosthetics pieces.	Understand the principles of observation, visualisation and appropriate use of materials and technologies in the design of hair, make-up and prosthetics
A6	Working knowledge and analytical understanding of group and collective industry practices in the realisation of hair, make-up and prosthetics for production	Sound creative engagement within a team by using the industry skills required for the realisation of practice-based work in hair, make-up and prosthetics for production	Creative and imaginative engagement within a team for the realisation of practice-based work in hair, make-up and prosthetics for production

B Cognitive and Intellectual Skills

	Programme Intended Learning Outcomes (ILOs) On Achieving Level 6	On Achieving Level 5	On Achieving Level 4
B1	Critical self-reflection to identify personal skill development to meet industry expectations for professional practice.	Critically review personal practice to make judgements and propose solutions in relation to your own professional development	Evaluate reflectively on personal practice and professional development.
B2	Critical creative and analytical engagement with production methodologies that are informed by current industry practice and quality standards.	Critically evaluate your own practice in relation to industry relevant quality and standards.	Engage with factors affecting production methodology spanning traditional and current practices.
B3	Synthesise your own design concepts with product use and development, in response to industry-led requirements.	Critically evaluate and utilise materials and resources effectively within the creation of production designs.	Use a range of materials to evaluate interdisciplinary relationships within the creation of production designs.
B4	Critically analyse and evaluate outcomes of your own and others practical work to make judgements and propose solutions within a production context.	Critically review the outcomes of practical work through constructive and supportive evaluation and critique.	Review the outcomes of practical work through constructive and supportive evaluation and critique
B5	Systematic understanding of the social, cultural and ethical implications of production development in a professional context.	Knowledge and critical understanding of the social, cultural and ethical implications of production development	Demonstrate an awareness and understanding of the social, cultural and ethical implications of production development

C Skills for Life and Work

	Programme Intended Learning Outcomes (ILOs) On Achieving Level 6	On Achieving Level 5	On Achieving Level 4
C1	Autonomous learning ³ (including time management) that shows the exercise of initiative and personal responsibility and enables decision-making in complex and unpredictable contexts.	Autonomous learning (including time management) as would be necessary for employment requiring the exercise of personal responsibility and decision-making such that significant responsibility within organisations could be assumed.	Autonomous learning (including time management) as would be necessary for employment requiring the exercise of personal responsibility.
C2	Team working skills necessary to flourish in the global workplace with an ability both	Team work as would be necessary for employment requiring the exercise of	Team work as would be necessary for employment requiring the

	to work in and lead teams effectively.	personal responsibility and decision-making for effective work with others such that significant responsibility within organisations could be assumed.	exercise of personal responsibility for effective work with others.
C3	Communication skills that ensure information, ideas, problems and solutions are communicated effectively and clearly to both specialist and non-specialist audiences.	Communication skills commensurate with the effective communication of information, arguments and analysis in a variety of forms to specialist and non-specialist audiences in which key techniques of the discipline are deployed effectively.	Communication skills that demonstrate an ability to communicate outcomes accurately and reliably and with structured and coherent arguments.
C4	IT skills and digital literacy that demonstrate core competences and are commensurate with an ability to work at the interface of creativity and new technologies.	IT skills and digital literacy that demonstrate the development of existing skills and the acquisition of new competences.	IT skills and digital literacy that provide a platform from which further training can be undertaken to enable development of new skills within a structured and managed environment.

Graduate Attributes

	Bath Spa Graduates...	In BA (Hons) Hair, Make-up and Prosthetics for Production we enable this...
1.	Will be employable: equipped with the skills necessary to flourish in the global workplace, able to work in and lead teams	By focusing on the development of a breadth of specific and transferable skills relevant to employment in the industry.
2.	Will be able to understand and manage complexity, diversity and change	This is reflected throughout the curriculum content and by constant review of developments within a rapidly changing and progressive industry. Through 'live' projects students will encounter scenarios which present challenges relating to this attribute.
3.	Will be creative: able to innovate and to solve problems by working across disciplines as professional or artistic practitioners	Cross-disciplinary collaboration is encouraged through a variety of projects and work experiences.
4.	Will be digitally literate: able to work at the interface of creativity and technology	The course encourages you to see yourselves as innovators in emerging arts production technology. Knowledge and skills is developed in the use of digital and creative technology as essential tools for both production and sustaining employment.
5.	Will be internationally networked: either by studying abroad for part of their	Through opportunities to collaborate and share ideas with other disciplines at UCW and BSU,

	programme, or studying alongside students from overseas	where international connections already exist. You are encouraged to consider future career in the context of the global production arts sector.
6.	Will be creative thinkers, doers and makers	The programme encourages you to be innovative and forward thinking. This is underpinned by an understanding of the relationship between theory and practice in line with industry developments.
7.	Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy	Through a variety of assessment methods, ongoing tutor and peer feedback, reflection and evaluation of personal competence and development in both practice and theory.
8.	Will be ethically aware: prepared for citizenship in a local, national and global context	The curriculum offers you the opportunity to look beyond the classroom, to the demands both of the workplace and the needs of an international audience.

4. Assessment

Assessment scheme

Each module has an agreed and clear assessment scheme which will be explained to you at the beginning of the module. This will tell you what kinds of assessment you can expect, when it is scheduled and how much it will contribute to the assessment of your learning in the module overall.

Depending on the type of learning content being assessed, you can expect either continuous assessment (coursework) only or a combination of continuous assessment and a written examination. You will enjoy helpful and succinct informal and formal feedback on your progress from tutors. We are able to offer instant, verbal feedback as you propose or report on a project or a practical you have been set, whilst at other times after the submission of coursework, you will receive written feedback on your work as well as a grade which contributes to the formal assessment but importantly enables you to measure your progress.

The written feedback we prepare for you indicates where you did well and where you need to improve as each assessment item has a set of published assessment criteria. All feedback is then mapped against these criteria.

Formative and Summative Assessment

Formative assessment focuses on current learning and performance in relation to the assessment requirements, and on approaches to future learning. Its purpose is to develop students to learn more effectively. There is no formal grading at this stage.

Summative assessment deals directly with the allocation of marks, grades and (where applicable) classification based on the extent to which the students have been successful in meeting the learning outcomes. Summative assessment may include a formative element that will enable students to understand their strengths and areas for improvement.

Feedback is critical to informing the student learning experience. It can also place assessment in context to the overall aims of the course, leading to greater engagement, understanding and improved learning.

Marking Criteria

A set of standard marking criteria is set out in the appendix. More specific marking criteria is supplied with each assessment.

Feedback

Feedback is an essential part of education and training courses. It helps learners to maximise their potential at the different stages of the learning cycle, it helps to raise awareness of the strengths and areas for improvement. It also helps to identify actions to be taken to improve performance.

Feedback can be seen as:

Informal - (for example in day-to-day encounters between teachers and students or trainees, between peers or between colleagues) or

Formal (for example written) - On the course you will receive many different types of feedback, these can range from verbal to formally written which you will receive with your assignments.

You will normally receive feedback within 20 working days of your submission.

Anonymity in Assessment

UCW accepts the principle that anonymous marking of coursework should be adopted wherever possible. It must be noted that it is not possible to maintain anonymity in all cases. Thus, a breach of anonymity cannot in itself be grounds for a complaint or appeal.

Examinations are marked anonymously.

Extensions to deadlines

Staff are not able to extend deadlines for individuals - deadlines are non-negotiable.

The exception to this is where it has been previously agreed that you may have an extension as part of your technical needs assessment.

On occasion there could be a whole group deadline extension as a consequence of a factor.

Any mitigating circumstances that may occur that affect the submission of an assignment to a deadline are to be communicated to the HEART team where procedures for an extension may be applied.

5. Learning Environment

Learning and Teaching Methods

UCW has a Learning and Teaching Strategy for Higher Education, which underpins our approach. We intend that the learning programme should be both stimulating and demanding, and should lead you through progressive stages of development, towards increasingly complex and open-ended tasks, increasingly sophisticated application of intellectual/conceptual and personal (transferable) skills, and increasingly independent study. A variety of learning methods will be used, which might include:

- Lectures
- Seminars
- Experiential learning
- Reflective learning
- Skills practice
- Group work and group discussions
- Workshops
- Case studies
- Student presentations
- Information and communications technology (ICT) based activities
- Visiting speakers/expert practitioners will be used during the course

UCW actively encourages the development of technology enhanced learning and you will find staff utilising new teaching methods to enhance your learning experience.

Work-based Learning

The course has been designed with work placement opportunities in mind. As a student, you are responsible for organising a work placement. Module leaders will support you and provide additional advice and guidance, however it is your responsibility to find a suitable work placement. On placement, you must follow the UCW work placement code of practice and conform to the Work Based and Placement Learning Policy.

Library resources

HE LibraryPlus at UCW is based in Winter Gardens providing physical resources, and electronic resources which are available for students to access remotely. HE students may have access to some electronic resources from their Higher Education Institutions (HEIs). This gives students access to a wider range of electronic journals, e-books and databases in addition to the e-resources and print resources we provide at UCW via the online Library catalogue and *SearchPlus* on Microsoft Teams. Lecturers request resources throughout the academic year and students are encouraged to suggest new additions.

Our HE Reading Strategy ensures staff request key resources for each module and student expectations are managed on resources available. Each programme has a unique reading list code to enable a search which lists all items available for that course. Students are automatically enrolled in Library Plus when joining their course, ensuring access to resources is immediate.

6. Support Services

HE Student Support

The HE Academic Registry Team (HEART) is a dedicated team and you should consider this as first port of call for any issues, particularly those relating to student support. We have an open-door policy, so please feel free to go along and visit HEART at any time.

We can offer help and advice with a variety of issues, including:

- Pastoral matters
- Mental Health specialist support
- Student finance
- Student accommodation
- Disabled Student Allowance (DSA)
- Careers
- Extenuating circumstances
- Proof of study and council tax exemption letters

We are available at our Winter Gardens, feel free to pop in for any advice or even just a chat. You can contact us by email at heart@ucw.ac.uk.

HE Learning Support Services

If you think you have a specific learning difficulty (SPLD), a long term medical condition, mobility issue or mental health issue such as anxiety and depression, and there is professional evidence of this (for example doctor or psychologists report) you may be eligible for additional support in your degree. This support might be mentoring, study skills support, technological equipment or extra time in exams. It can be invaluable and may help you toward successful completion of your degree.

If you are eligible, you are advised to apply for a Disabled Students' Allowance (DSA). This support is free and does not need to be re-paid after you complete your course. If you want to investigate this, please contact HE Learning Support. We are friendly and approachable; we will listen and do what we can.

There are a variety of ways to contact us:

- In person – Winter Gardens Room 014 (inside the HEART Office)
- By phone 01934 411558
- By text 0789 1618 057
- By email support@ucw.ac.uk

More information can be found on our website: <https://www.ucw.ac.uk/students/learning-support/>

HE LibraryPlus

HE LibraryPlus at UCW is supported across three sites. The UCW Winter Gardens campus accommodates the main LibraryPlus for all HE students, additionally Loxton Campus supports creative arts and South West Skills Campus supports engineering. These sites provide a wealth of physical resources, and electronic resources which are available for students to access remotely. Students on some HE courses also benefit from access to resources at partner HEIs.

LibraryPlus at UCW is responsible for providing core resources for HE courses. A digital-first approach is encouraged to enable wider access via eBooks and online academic sources. The Head of Learning Centres, Learning Centre Coordinators and Learning Advisors process resource requests, prepare online module reading lists and support students in finding, accessing and using appropriate academic sources.

A range of technology is available to borrow from LibraryPlus to support teaching, learning and assessment, including laptops and MacBooks; DSLR, GoPro, bridge and video cameras; audio and digital notetaking equipment; and presentation tools.

Academic Development and the HE.LP Programme

HE.LP is the well-established HE LibraryPlus academic skills development programme, planned and delivered by the HE Academic Development team in collaboration with programme teams to ensure a discipline-bespoke, embedded approach. Content is planned using Learning Outcomes from assignment briefs and is designed to increase levels of information literacy, digital capability and transferrable skills. Participation in the HE.LP programme is mandatory and involves 'Active Blended Learning' (using a mix of face-to-face and online workshops). Independent study is also expected and is supported through online resources and activities as Active Distanced Learning.

7. How is Quality Assured

Quality monitoring and evaluation

The course you are studying was approved by Bath Spa University and as part of the approval process it was assured that

- The content of the course met national benchmark requirements;
- The course met any professional/statutory body requirements; and
- The course met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This was achieved through a process of course approval which involved consulting academic experts including subject specialists from other institutions and industry.

How we monitor the quality of this course

The quality of this course is monitored each year through evaluating:

- External examiner reports (considering quality and standards);
- Statistical information (considering issues such as the pass rate); and
- Student feedback including the National Student Survey (NSS).

Drawing on this and other information, course teams undertake an annual monitoring process, in accordance with the University's Quality Policy.

External examiners

The standard of this course is monitored by at least one external examiner. External examiners have two primary responsibilities, which are to ensure the standard of the course and ensure fairness and equity. The external examiner for your course is:

Name	Position	Name of institution
Lorna Campbell	Lead wig designer and creator of wig-making collective Campbell Wigs.	University of Arts London

As part of their role, external examiners complete an annual report for the University commenting on the learning, teaching and assessment standards of the modules and the course overall. The report will highlight areas of good practice and identify areas for development, as well as provide assurance that your course is of an equable standard to similar HE provision nationally.

External examiner reports are shared with students. They are normally discussed at Staff/Student Liaison Committees and made available online, via Office 365.

Student Engagement

We are committed to providing you with a quality learning experience and we undertake regular reviews to ensure the quality of the course. Our quality checks follow well-established principles and practices, including regular Staff-Student meetings and student and staff module evaluations.

The following methods for gaining student feedback are used on this course:

- Module evaluations;
- Student representation on the staff/student liaison committee.
- Annual student analysis ('SWOT') where student views on strengths and weaknesses of the course are fed into the Department's annual report;
- Comments sent to the Course Leader and/or Module Leader and/or your Personal Tutor;
- The National Student Survey.

Students are notified of the action taken through:

- In-class reports and discussion
- Posting of information via Office 365 and/or by other appropriate means.
- Responses at the staff/student liaison committee.

Module evaluation questionnaires

Forms are circulated towards the end of each module. These are completely anonymous. Tick-box grading covers aspects of delivery, support and assessment allowing suggestions and comments to be entered also. Student opinions have been a great help to us in refining the course to meet your needs and to remedy problems.

Staff Student Liaison Committee (SSLC)

Your Programme Coordinator will arrange a meeting three times a year for you to air your views either in person or through class representatives, depending on the size of your class. Items and issues are fed back to your teaching team and to our validating University, and action will be taken as appropriate. Your feedback and suggestions are valuable in assisting the development of the course.

Student Representative Committee

HE-wide Student Representative Committees are organised by HEART and held once per term; their role is to provide discussion on the HE student experience at UCW, examine any issues and concerns and share good practice. The forum also provides discussion of resources and facilities and allows students to make suggestions as appropriate.

Personal tutors

You will be allocated to a Personal Tutor who will monitor your progress and meet up for regular chats. This way we can make sure any personal needs are met as far as possible. Regular meetings provide opportunity to discuss views and opinions with a member of staff.

External references

The following methods are used for gaining the views of other interested parties:

- Feedback from former students
- Employers

8. Career Opportunities

Careers Coaching

UCW have a dedicated careers service for degree students. The service provides resources to help you explore your career options, group workshops, and one-to-one careers coaching through drop-in sessions and bookable appointments. For more information, email careers@ucw.ac.uk

We have also developed a themed 'Employability Week' to help you take steps towards your career goals. During this week, there will be additional 1:1 information, advice and guidance sessions, along with mock interviews with employers and a range of workshops covering topics related to CVs, covering letters and job searching. We will also post tips on our social media throughout the week.

9. General Course Information

Methods of Communication

The majority of the material and information you need will be available via the relevant Virtual Learning Environment (VLE) for your course. You will be introduced to the use of the VLE during the early stages of your study.

As part of enrolment on your course personal student email accounts will be generated automatically for UCW. You should check these addresses regularly as although some students prefer to use their own personal accounts, UCW will communicate with you via your formal accounts, so it is important that you make use of them and check them regularly. Emails sent to your student email accounts are equivalent to letters, memoranda and other forms of communication. For example, information regarding exams, timetables and assessments will sent via these formal email channels.

Please check your UCW email inbox regularly (at least daily) for new messages or you may miss essential information relating to your studies. Likewise, you should use your UCW student email for communicating with staff.

As part of your course you may be asked to use social media sites, such as Facebook, Twitter or Pinterest, in a context that reflects current industry practice. As such your engagement with such sites should be of a professional standard at all times.

You should keep UCW informed of any change in your postal addresses (home and/or term time). Please inform HEART of any changes.

10. Complaints

The UCW Complaints Policy and Procedure is broad and covers any aspect of the student experience. Students should seek advice from HEART (heart@ucw.ac.uk) with regard to if and how you should proceed with a complaint and which procedure is appropriate.

11. Reading Strategy

Degree level learners are expected to engage in and explore subjects beyond taught lectures. Reading lists compiled by programme leaders identify the **core** reading material which is essential, and any recommend **further** reading required for assignments. Journal titles and websites may also be given. Reading lists are reviewed and updated annually to ensure currency, relevancy and to reflect research developments.

LibraryPlus will aim to provide a copy of every text on a reading list. Where eBooks are available, these will be purchased in the first instance to enable multiple, remote access at all times. Databases for eJournals and reports are provided. Guidance on accessing eResources is given to all first year learners through the HE.LP programme. Further support is available within LibraryPlus and on the LibraryPlus Portal on Microsoft Teams. Printed copies of books, journals and DVDs are available for loan or reference in the LibraryPlus facilities and can be located through the Library catalogue. Learners are expected to independently use, explore and familiarise themselves with electronic and printed formats. Programme Coordinators and lecturers will inform learners of any essential resources or texts that they are expected to purchase themselves.

Learners and staff enrolled on university validated courses are entitled to library membership at their partner facilities, however, access to eResources may be restricted by licencing agreements, and individuals must be responsible for finding, collecting and returning physical resources themselves. Guidance on the services, resources and facilities available is given on partner library websites.

12. Module Specifications

Module specifications are published within the Module Handbooks which are available on your Microsoft Teams page.

13. Appendices

Appendix 1 - Marking Criteria (to be reviewed)

Marks will be allocated using the following qualitative guidelines:

70% +	Work of distinguished quality, which is based on extensive research and/or strong technical and creative competence. Clear and logical organisation; consistent scheme of references, used entirely appropriately. An authoritative grasp of concepts, methodology and content appropriate to the programme discipline and to the assessment task will be demonstrated. There is clear evidence of originality and insight and an ability to sustain an argument and/or solve discipline related problems, based on critical analysis and/or evaluation. The ability to synthesise material effectively and the potential for skilled innovation in thinking and practice will be evident.
60% - 69%	Work of good quality, which is based on a wide range of properly referenced sources and/or creative input, demonstrating a sound and above average level of understanding of concepts, methodology and content appropriate to the programme discipline and to the assessment task. There is clear evidence of critical judgement in selecting, ordering and analysing content to construct a sound argument based on responses which reveal occasional insight and/or originality. Ability to solve discipline related problems will be effectively and consistently demonstrated. Draws on an appropriate range of properly referenced sources.
50% - 59%	Work of sound quality which is based on satisfactorily referenced sources and/or creative input and which demonstrates a grasp of relevant material and key concepts, together with ability to structure and organise arguments or materials effectively. The work may be rather standard, but will be mostly accurate, clearly communicated and provide some evidence of ability to engage in critical analysis and/or evaluation. There will be no serious omissions or irrelevancies. In dealing with solutions to technical problems, appropriate methods will be chosen. Coherent organisation in general with effective use of references and acknowledgement of sources.
40% - 49%	Work of satisfactory quality, which covers the basic subject matter adequately and is appropriately organised and presented, but which is primarily descriptive or derivative rather than analytical or creative. Study may be limited and narrowly focussed. There may be some misunderstanding of key concepts and limitations in the ability to select relevant material or techniques, and/or in communication or other relevant key skills, so that the work may be flawed by some errors, omissions or irrelevancies. There will be some evidence of appropriate research and ability to construct an argument, but it may be narrowly focused. In dealing with solutions to technical problems, established and appropriate methods will generally be chosen, but these may be applied uncritically.
39% or below	Work which indicates some evidence of engagement with the subject material and learning process, but which is essentially misinterpreted, misdirected, misunderstood or poorly organised and sketchy or otherwise just failing to meet threshold standards at the level concerned.

Appendix 2 – Policies and Procedures

Policies relating to HE Students can be found on the UCW Student Zone.