

Centre Name Leicester College

Centre Number 00001

Area of Expertise

Foundation Degree in Artistic Make-up and Special Effects

“I was impressed with the course and all the team involved who were dedicated to making the course a success. They had forged excellent links with industry allowing the learners to access a full range of work experience to further develop their knowledge, skills and employment prospects”

HSA Industry Assessor quote.

“These short intensive industry led projects are inspirational for students challenging them to aspire to industry standards. The teaching observation was completed on a critique session of recipient photographic and advertising information. Jessica Nurse, who is a freelance make-up artist and was an ex student, had been invited back to critique students’ work.”

Jill Gautrey Coventry University External Examiners report 2010/11.

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Summary

Background

Leicester College has offered both an Intermediate and Advanced Artistic Make-up and Special Effects programme for over 18 years. The programmes are well regarded within the industry, with regular employer input from specialists in make-up, theatre and special effects. The Foundation Degree programme in Artistic Make-up and Special Effects has been established for the past 4 years and this will be its 5th year of delivery. The programme provides a training route for individuals who require higher level study to combine an academic qualification with the creative aspects of make-up and special effects.

Findings

As the course is a level 4 qualification and the footprint primarily falls within the Creative SkillSet National Occupational Standards, all technical skills observed by the Habia Skills Academy Industry Assessor covered the National Occupational Standards for Hair & Make up detailed on the Creative SkillsSet website. The Head of Centre is Tina Thorpe; programme area manager is Fran Monk. Marisol Martinez-Lees predominantly leads on the programme and is extremely passionate about her work and the Foundation Degree Course. The centre has provided extensive CPD records to demonstrate all members of staff have undertaken relevant CPD to ensure they are up to date with the latest techniques. A wealth of evidence has been provided to prove that the centre has links with industry organisations, local employers through events such as fashion and body painting short films and photographers. The quality and standard of teaching continues to be high, driven by a culture of self improvement. Teaching facilities are very good with hair salons, science labs, make-up and special effects workshops creating environments akin to the conditions in industrial contexts. Excellent resources and products, particularly a wide range of sculpting and casting materials, allow students to gain skills and expertise with products in current commercial use in industry.

Conclusions

The Foundation Degree programme in Artistic Make-up and Foundation Degree Special Effects has been recognised as an area of Expertise therefore Leicester College has been approved as a Centre of Expertise as it has clearly demonstrated inspirational teaching methods and student results. The course has developed into a successful Foundation Degree that produces highly motivated and creative students and has improved its national status in the make-up industry through its industry links and collaborations.

All staff, in particular the programme area manager and the course leader are clearly devoted to ensuring continuous improvement of the course in terms of standards, delivery, course content and student satisfaction. A rigorous recruitment process was also evident with ongoing student support and mentoring throughout the Foundation Degree programme.

Introduction

Habia Skills Academy

The Habia Skills Academy (HSA) for the Hair and Beauty Sector acts as a catalyst to address the sector's needs. HSA is an initiative to provide innovative products and services that can be cascaded by collaboration with a network of excellent learning providers and other partners to reach the whole industry.

HSA priorities are to:

- raise the quality of the learning experience
- raise the aspirations of students by raising the skills of educators, especially in skills gap areas, ensuring educators can perform specialist skills and have the know-how to teach at an inspirational and credible level
- raise employer expectations of the learning experience and students' capabilities
- raise respect and recognition for the sector in the eyes of Government and society in general.

In *specific* terms the HSA will do this by:

- identifying and signposting this excellent provision and providing e-learning solutions through an **online academy and website**
- creating a **network of Centres of Expertise** assessed and badged as providing high quality training and meeting industry needs
- driving and delivering **professional development for educators**, who will then cascade it within their centres so that employers and students can access the skills needed to meet client demand.

Centre of Expertise

The aim of the Centre of Expertise recognition is to encourage all learning providers to deliver excellent learning and be recognised for this. Learning providers will become part of the HSA by working towards and achieving the HSA Centre of Expertise criteria. Underpinning all will be the requirements to possess, develop and maintain high quality staff, excellent technical skills, facilities and delivery and content of training programmes. They will be promoted through the HSA on-line academy and website. The need for an industry led approach has been strengthened by changes in the education inspection regimes to whole college/provider light touch assessments which do not focus or report on individual departments such as hair and beauty, let alone specific areas of expertise.

Background / Course Overview

Leicester College has offered both an Intermediate and Advanced Artistic Make-up and Special Effects programme for over 18 years. The programmes are well regarded within the industry, with regular employer input from specialists in make-up, theatre and special effects. These have all provided valuable industrial practice and many employment opportunities at the end of the programme for successful learners. The Foundation Degree programme in Artistic Make-up and Special Effects has been established for the past 4 years and this will be its 5th year of delivery. The programme provides a much needed training route for individuals who require higher level study to combine an academic qualification with the creative aspects of make-up and special effects. The programme can be accessed from the Beauty Therapy level 3 qualification make-up route. The course's specific purpose is to address widening participation issues by improving the progression rates from level 3 into a highly specialised Advanced Artistic Make-up programme. The course appeals to a wider range of potential students both in the UK and overseas, extending the scope for potential employment, as well as offering opportunity of progression to a possible collaborative 3rd year degree programme with Coventry University and Leicester College.

Programme Details

Course Code A4941

UCAS Code L36 W452

Application Method Interview

Location Leicester College Freeman's Park Campus

Course Description

This university level programme provides students with the skills and knowledge needed to secure a career in artistic make-up within the fashion, beauty and media industries.

Year one covers the following modules: Fashion & Editorial Make-Up Design 1, Fantasy, Theatre & Television, Creative Styling and Postiche 1, Visual Communication, Historical and Cultural Studies, and Human Body - Ageing, Disease, Disorder and Death. Year two covers the following modules: Special FX and Prosthetics, Photography Techniques, Creative Styling and Postiche 2, Lens-Based Media Studies, Freelance Practitioner, and Negotiated Study. It is a requirement that international/overseas students complete 15 hours per week over a 36 week year.

Work experience is gained as part of this course and is compulsory.

Assessment and Qualifications

GCSE English grade 'C' or equivalent and 80 UCAS points to include either: Level 3 Diploma in Theatrical and Media Make-Up (plus 80 UCAS points), Level 3 Beauty Therapy Make-up route' Level 3 Edexcel National Diploma/GNVQ Adv/AVCE, an A2 qualification in a related subject, Art and Design Foundation Studies, or a relevant Access to HE course. Applications from adult learners who can demonstrate a willingness and commitment to study this subject at university level are welcomed. Overseas students can send evidence of qualifications (IELTS 6), work experience, and a portfolio of their work electronically (or by post) to the Programme Leader. On receipt of this work a phone interview is conducted.

Assessment Method, Exams and Continuous assessment

Market research and awareness of trends and working patterns is crucial to students' development. A variety of trips to trade shows, competitions and venues are designed to enrich professional development.

Tuition Fees £ 6000 (August 2012)

Additional costs - students will need to provide materials, kit, camera and uniform. Approx cost £700.

Progression

Course progression. Students can 'top up' to an undergraduate degree by joining the final year of the BA (Hons) degree in Fashion at Coventry University. Students may also apply to other universities to 'top up' on related degrees.

Career Progression - To work in fashion, theatre, film/TV or media as a freelance operator or to seek employment in industry as a technician working with prosthetics, for example.

Course Team Leader: Marisol Martinez-Lees

Mode of study: Full-time

Duration: 2 years

Students can find out more about this programme; call Course Enquiries on 0116 224 2240 or email info@leicestercollege.ac.uk



1st place winner



Avant Garde Make-up competition - 1st place winner

Association of Hairdressers and Therapists competitions where Leicester College took 1st place in the Avante Garde Make-up

Results and Findings

Standard 1: Technical skills

1.1 Does the centre deliver technical skills that meet industry standards?

As the course is a level 4 qualification and the footprint falls within both the Habia and the Creative SkillSet National Occupational Standards. All technical skills observed by the Habia Skills Academy Industry Assessor covered the National Occupational Standards for Hair & Make up detailed on the Creative SkillSet website. Habia have an agreement with Creative SkillSet that qualifications can be delivered within the sector using the Creative SkillSet NOS. Further details can be found on the Ofqual Regulatory IT System Resource. There are currently no available Codes of Practice in the area of Artistic Make-up and Special effects.

Details of observation completed by Coventry University submitted as part of the evidence including the following quote “This Foundation Degree course is unique in terms of the skills, techniques and artistic opportunities it offers to students wishing to develop careers as professional makeup and special effects artists in the media and fashion industries.”

Extract from Coventry University External Examiner report 2010/11

The teaching observation was completed on a critique session of a photographic and advertising project. Jessica Nurse, a make-up artist and ex-student, had been invited to the college to critique the students’ work and had also supported them throughout the photographic project. The Industry Assessor listened to the critique given by Jessica Nurse and Marisol Martinez- Lees and observed the final images produced and the mood boards created.

The aim of the project was to produce a make-up image to advertise a particular product of their choice. The students carried out the full production from the original design concept to producing the imagery, before taking the final photos of their completed work, which was outstanding.

1.2 Does the centre work with industry to maintain current technical skills?

A wealth of evidence has been provided to show the centre has links with industry organisations, local employers through events such as fashion shows, short films, and with professional photographers. This has included employer and Sector Skills correspondence collated at the development of the programme detailing the nature of involvement within the programme to current involvement including working with the following make-up artists and projects:

- Kate Benton, a make-up artist from the BBC and co-owner of PAM (Precious About Make-up) London make-up company.

- Emily Jane Williams (Freelance Make-up Artist and an ex-student of Leicester College) is an Award winning Make-Up artist who has worked with Gordon Ramsay, Daniel Beddingfield, Lorraine Kelly, Catherine Tate and many more.
- Jessica Nurse (Freelance Make-up Artist) who works on London Fashion Week and editorial credits, assesses the make-up students at Leicester college on their Fashion/editorial module and advertising competition. Jessica has a keen interest in Body Art and has participated in the 'World Body Painting Championships' in Austria.
- Strong links with Neill Gorton from Millenium FX (Dr Who, Catherine Tate, Bafta award winner), Students attended 4 weeks work experience with Neill Gorton shooting a commercial at Shepperton studios.
- Collaboration with DeMontfort University BSc Forensic department. The students are currently working on a project, in which they will produce a learning resource for Forensics – creating trauma wounds for dummy bodies and ethnic masks for the dummies including ethnic type masks for the dummies, for use in forensic investigations.
- Professional Artists are invited to deliver master classes in their specialist field e.g. Special effects sculpting with Darren Nevin.
- Rosemary Conley – Obesity project. Rosemary came into the college to be 'fattened up' for a TV ad.
- Students have taken part in DMU Fashion shoots/shows, Coventry University Design Awards Fashion event in Birmingham.
- Make-up student Kelly O'Dell won prestigious International Illamasqua Make-up of Distinction Award in Oct 2011.
- Numerous Photographic Studio events/ catalogues.
- Miss Leicester/England pageant event.
- Involvement in the IMATS trade show for make-up artists.

Coventry University External Examiner's report 2010/11 completed by Jill Gautrey on 05.07.2011 states "the quality and amount of work experience coupled with direct contact with professionals in the film, TV and fashion industries has built important networks, clarified career aspirations and placed this course firmly in the sights of potential employers."

1.3 Does the centre continually update its delivery to reflect latest industry developments?

The programme team annually completes a self assessment and a development plan is completed for the following year, specifically for the Foundation Degree in Artistic Make-up and Special Effects programme. This includes student statistics, an update on the previous year's progress including action plans, the student voice, best teaching per programme area, a review of teaching learning and assessment, feedback from External Examiner/Verifier reports including any areas for development and response from the programme team, any particular staff development completed and learning resources available.

Industry links have particularly improved throughout 2011/12 to include the links bulleted above. The course tutor Marisol Martine-Lees confirmed that all the modules were written around industry requirements and individual job roles. The programme is constantly reviewed

particularly the delivery and assessment. An example of this was the Anatomy and Physiology session on the human body was identified as not always relevant to special effects therefore during review of the programme the focus was changed to disease and death.

The centre maintains access to technologies in the form of Smart boards; free access to the internet, CD ROMs, DVDs and a full range of online resources. All tutors have laptops, and professional photography equipment has also been purchased for the make-up department.

Coventry University External Examiners report 2010/11 completed by Jill Gautrey on 05.07.2011 states "the resourcing for the programme remains good with industrial standard facilities and a good consumable budget".



Standard 2: Quality of Staff

2.1 Can the centre prove they have the right staff in position to deliver training?

The below diagram outlines the staffing structure for the Foundation Degree Programme at Leicester College



The Head of Centre is Tina Thorpe and the programme area manager is Fran Monk. The course leader, Marisol Martinez-Lees, is extremely passionate about her work and the Foundation Degree Course. Other team members include Cinzia West, Jacqui Miller, Chloe Hsiao, Tim Hogworth – Jones (a wig making/ theatrical specialist) and Evie Kalopedis.

Coventry University External Examiners report 2010/11 completed by Jill Gautrey on the 05.07.2011 expressed concerns in continuity in delivery as the Science tutor was on long term sickness. The Industry Assessor queried this and was reassured that the Science tutor had now left the University and a replacement had been recruited.

The Industry Assessor also confirmed that staff to student ratio was appropriate to the centre's programme and conformed to Habia ratios.

2.2. Does the centre have appropriately experienced named staff who work together to maintain excellent current skills?

The Industry Assessor confirmed she had viewed all the staff CVs and could confirm that staff providing training have the necessary qualifications, occupational experience and understanding deployed in the support, delivery, assessment of the programme area. The Industry Assessor

confirmed all the staff were experienced in the areas of expertise and strongly committed to achieving the best course outcomes.

2.3. Do all the centre staff update their technical skills on an annual basis (Continual Professional Development CPD)?

The centre has provided extensive CPD records to demonstrate all members of staff have undertaken relevant CPD to ensure they are up to date with the latest techniques, products and materials and sufficient funding was in place to support staff with CPD.

One example is where Marisol Martinez-Lees showed that she had recently updated her skills in wig training and prosthetics as well as working in industry as a free lance make-up artist, having recently worked for Ideal World TV and for a fashion and bridal magazine.

Extensive CPD is undertaken by all the team to ensure they are up to date and current. In house training is regularly organised for all the students and make-up team to attend.

The delivery team attend trade shows and seminars which increase their networking opportunities as well as keeping up to date with the latest developments in the industry.



Standard 3: Qualifications and/or Training Programme Content

3.1 Does the centre have evidence of high quality delivery over a two year period?

Foundation Degree Destination data

Cohort	Number of finishes	Number of continuers	Employment	Self employment	Top up study
2009-10	10	0	4	5	1
2010-11	10	0	3	4	3

This was also confirmed in the Coventry University External Examiner's report 2010/11 completed by Jill Gautrey on 05.07.2011. "Students have gained employment within make-up houses such as MAC in London and four started self employment within the field of bridal fashion/editorial and the Special Effects Industry. Three learners have decided to complete a top up programme; one BA in Special Effects at Grimsby Institute & University Centre and two, a BA in Fashion at Coventry University.

In student surveys and consultation there was 100% score for 'Staff are enthusiastic about what they are teaching'. Evidence shows that the quality and standard of teaching is highly driven by a culture of self improvement.

3.2 Does the purpose of each programme clearly relate to clients, students and industry needs?

The programme has been collaborative developed and written by industry experts with consultation from an Industry Advisory Panel. The programme has been constantly review and updated on an annual basis from feedback from student and tutors which is confirmed in the examiners report.

The delivery team use a wide range of teaching and learning methods particularly in practical workshops with research, demonstration, observation, product familiarisation and skills practice. The admission process is a four part process; selected interviewees confirmed that they received a course outline presentation, portfolio assessment, interview questionnaire and formal interview. This ensures applicants are fully aware of the course objectives and workload. The academic skills induction programme was highly valued by students as it helped them find a balance between academic and creative input including reflective journals and other assignment documentation.

3.3 Are the programmes regularly reviewed and updated?

Plans and rationales for the modes, sequence and delivery of programmes includes the development of collaborative projects. In 2010/11 these included working with Foundation Degree photography students on a six week project, a one day workshop with Foundation Degree Fashion students and participation with the Foundation Degree Fashion students on their show. Further to this, the students worked on college productions from PAMU (Precious

About Make-up) working with the Foundation Degree Acting and Foundation Degree Dance students. Externally, students continue to collaborate on projects with Coventry University on fashion and photo shoots and work experience at The Clothes Show.

Students raised several issues in past reviews, one being, that they wanted more access to the make-up facilities to complete practical projects. The course leader resolved the issue by allowing flexible hours and open workshops so that students could sit in on other groups/classes. The Industry Assessor noted that she had seen evidence that other issues raised had also been resolved.



Standard 4: Facilities, Equipment and Resources

4.1 Do the premises, facilities, equipment and materials provided meet the requirements of the training programmes?

The Programme is delivered in the satellite centre Freeman's Port Campus. Teaching facilities are very good with hair salons, science labs, and make-up and special effects workshops creating environments akin to the conditions in industrial contexts. Excellent resources and make-up products, a wide range of sculpting and casting materials, hair pieces and lace caps, allowing students to gain skills and expertise with materials in current commercial use in industry.

Students had access to a specialist led room for creating moulds in fibre glass etc and a photography area with professional photography equipment and lighting to enable learners to take professional photos of their work for their portfolios.

Moodle facility is fully utilised for a more accessible and student friendly learning and teaching resource. Included in this approach to e-learning is a new "wiki" which provides students with an online reflective journal to evidence work based activities. Additionally there is a peer forum Photo Gallery which encourages group critiques.

Two first year students, Kelly Odell and Kieran Bannigan, were interviewed as part of the monitoring visit, who confirmed that the course was very well resourced, that they had made good progress and were really pleased with the staff and course delivery.

4.2 Do the premises meet legal, health and safety requirements?

The Higher Education Student survey for 2010/11 stated that security has been satisfactory when attending classes. 92% of students stated that "my institution provides an appropriate environment in which to learn."

Extensive risk assessments are carried out in the college make-up department and on work placements due to the nature of the work and products used. No health and safety issues were observed during the monitoring visit.

Standard 5: Delivery of Training

5.1 Does the centre deliver training that meets the standards set by industry?

All the Foundation Degree course modules have been carefully formulated to ensure they provided a good balance of academic and creative skills to meet the needs of the make-up industry. They had been collaboratively written and supported with input and consultation from an Industry Advisory Panel and a team of external and internal partners. The modules covered areas such as historical and cultural studies, fine art, photography, fashion and editorial make-up, specialist make-up design in special effects, prosthetics, film and theatrical make-up, creative styling and postiche, business and law (freelance practitioner) including a science related module focusing on death and disease.

5.2 Is the training both appropriate and inspirational for students?

During the lesson observation, the Industry Assessor noted that the students were highly enthusiastic and motivated. Jessica Nurse, an ex student and freelance make-up artist, had been invited in for the day as an external expert to critique an editorial fashion project completed by the students.

It was established from observing the critique that the learners were both inspired and excited by the project as it allowed creative freedom and they could incorporate many of the diverse range of skills they had learnt on the course.

Two first year students were also interviewed as part of the monitoring visit who confirmed that their training had been both appropriate and inspirational.

Coventry University External Examiners report 2010/11 completed by Jill Gautrey on 05.07.2011 stated "These short intensive industry led projects are inspirational for students challenging them to aspire to industry standards"

A very positive student voice was also recorded within the 2010/11 College self evaluation document.

5.3 Is there sufficient training space and do staffing levels enable effective learning?

The programme is delivered in the satellite centre, Freeman's Port Campus.

The Industry Assessor observed that there was a good staff to student ratio and there was sufficient space in the training rooms to meet with health and safety requirements and effective learning delivery.

5.4 What sets the centre aside from other organisations?

It was evident that the Foundation Degree course was excellent in terms of the skills, techniques and the artistic opportunities it offers students wishing to develop their careers as professional make-up artists in the media and fashion industries. There is also opportunity to continue onto

other top up degrees to further advance these inspirations, for example a Special Effects degree at Grimsby Institute and University Centre.

Strong industry links have led to successful industry led mentoring partnerships and some of the best make-up artists in their field now deliver master classes at the college. Live projects working alongside professional make-up artists are also a significant feature of the course, which have helped to raise the status of the course even further in make-up industry circles.

5.5 How does the centre ensure a student is at the relevant level on the completion of the programme?

In the first instance, a rigorous recruitment process is in place to ensure the best people are recruited onto the course. In 2011 there were 160 applicants for only 14 places!

Assignment and assessment processes are firmly embedded with good application and students are fully aware of their learning outcomes and the process for achievement is clear.

The course has a modular structure and each module has a certain number of credits. Students have to achieve a minimum of 240 credits to achieve the full Foundation Degree and they must pass each module to proceed through the programme.

5.6 Do students have the opportunity to discuss and formulate their starting points, possible goals and relate these to learning opportunities which are acted upon?

There is student support across all aspects of the course, whether pastoral or academic for the full course duration. Students are allocated a personal tutor who meets to discuss progress and helps students to develop their independent learning skills, monitor their progress and assists the students in planning workloads and securing work placements.

The Higher Education Student survey for 2010/11 recorded 97% of students stated that the course has helped students to present themselves with confidence and 92% stated they felt their communication skills had improved during the programme.

5.7 Do more than 85% of those who complete the programme/course also achieve the target qualification or course?

Cohort 09/11: 100% of the learners who got to the end of the programme achieved their qualification aim.

The Higher Education Student survey for 2010/11 recorded that 97% of student stated that as a result of their course they will have improved their career prospects.

5.8 Work-based learning/apprenticeships only – Do more than 85% of apprentices who complete the course also complete all the outcomes of the apprenticeship framework, and are awarded the apprenticeship completion certificate?

Not applicable

5.9 Is there evidence to support the achievement of an 85% overall positive response from a random sample of students and/or employers that they are satisfied with the teaching service they have received?

Student surveys and consultations indicated a strong satisfaction with the course, with very high scores in the areas of teaching, the physical environment and careers support.

A copy of the college's monitoring questionnaire was supplied, which included feedback on teaching and learning which, overall, was good particularly the learning of new skills which was 100%. A copy of the Higher Education Student survey for 2010/11 was also provided where 94% of students said staff were good at explaining things and 97% said staff made the subject interesting and overall 92% were satisfied with their course.

The Industry Assessor interviewed several students who also reported their satisfaction with the course.



Standard 6: Organisation

6.1 Are the roles and responsibilities of the delivery team, across all assessment sites, clearly allocated and understood?

The Foundation degree programme is based at the Freeman's Port satellite centre but delivered across three sites. There was clear evidence of interconnectivity with other departments and cross campus integration/collaborations have included hair and make-up design with performing arts for the musical "Hairspray" and a production of "Lord of the Rings" a seven week collaboration project with photography for the fashions and editorial make-up module. The Industry Assessor noted that there was a clear organisational structure and the Foundation Degree teaching staff interviewed was aware of their individual roles and responsibilities.

6.2 Are communication methods effective?

Due to the cross campus delivery and a mix of full and part time staff, the course leader admitted it was hard to get the full team together for meetings so she often arranged one to one meetings with many of the staff and corresponded with the full team by email on a regular basis.

Communication between students and tutors was strong and positive with regular tutorials and personal one to one tutors and the college intranet.

Good communication and a good working relationship were also evident between the Course Leader and the Programme Area Manager who clearly supported the Foundation Degree course and ensured all the resources were in place to make the course a success. She was a very 'hands on' manager who knew her team and her students.

HE curriculum Management meetings also support the team leaders and disseminate good practice.

6.3 Have Health and Safety and Equal Opportunities been effectively embedded?

Both the college Health and Safety policy and Equal Opportunities policy were evidenced and clearly embedded.

6.4 Is there an established complaints policy available to student and customers?

Complaints policy is established and was viewed by the Industry Assessor. Two first year students were interviewed as part of the Monitoring visit who confirmed that they understood the complaints processes and procedures.

6.5 Have all requests been complied with for access to premises, records, information, students and staff for the purpose of external monitoring by an HSA assessor?

The Industry Assessor confirmed that all requested were complied with for access to premises, records, information, students and staff for the purpose of external monitoring

6.6 Is there a named contact with responsibility for reviewing compliance with HSA criteria and notifying HSA of any relevant changes?

The Programme Area Manager Tina Thorpe is the HSA lead contact at the college.



Conclusions and recommendations

Conclusions

The Foundation Degree programme at Leicester College in Artistic Make-up and Special Effects has met the criteria to be recognised as an area of Expertise, therefore Leicester College has been approved as a Centre of Expertise, as part of the Habia Skills Academy. The course has developed into a successful Foundation Degree that produces highly motivated and creative students and has increased its national status even further in the make-up industry through its industry links and collaborations.

All staff, in particular the programme area manager and the course leader, were clearly devoted to ensuring continuous improvement of the course in terms of industry links standards, delivery, course content and student satisfaction. A rigorous recruitment process was also evident with ongoing student support and mentoring throughout the Foundation Degree programme.

Recommendations

The centre must continue the good practice of evaluating and reviewing the course in terms of standards, delivery, and course content and student satisfaction to ensure the programme meets both industry and student expectations.

Further staff development is required in terms of the quality of written feedback on student summative assessments. A general improvement is also required in future student destination data.

The above recommendations were all confirmed as completed during the monitoring visit from the actions set by Coventry University in their last 2010/11 external examiners reports.

As a pilot centre Leicester College will receive an annual moderation visit in September 2013 to ensure the centre continues to meet the Centre of Expertise standards and criteria.



