

Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	Foundation Degree in Hair and Beauty Management (with Specialisms)
Teaching Institution	South West College
Awarding Institution	The Open University (OU)
Date of first OU validation	May 2021
Date of latest OU (re)validation	
Next revalidation	May 2026
Credit points for the award	240
UCAS Code	N/A
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2021
Underpinning QAA subject benchmark(s)	<ul style="list-style-type: none"> • QAA Undergraduate Subject Benchmark Statements for Events, Hospitality, Leisure, Sport and Tourism (2019) • QAA Undergraduate Subject Benchmark Statements for Business and Management (2019)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	<ul style="list-style-type: none"> • QAA UK Quality Code for Higher Education, Part A • The Frameworks for Higher Education Qualifications (FHEQ) • Habia Occupational Standards • SWC College Development Plan 2018-2021 • Draft Programme for Government • Government Industrial Strategy – Economy 2030 • Northern Ireland Skills Barometer 2019 • Research undertaken with Employers and Students
Professional/statutory recognition	N/A

For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	PT and FT Blended delivery: Face-to-Face (80%); online (20%)
Duration of the programme for each mode of study	2 years full-time 3 years part-time
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	March 2021

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The overarching aim of the Foundation Degree in Hair and Beauty Management (with Specialisms) course is to provide a coherent yet flexible undergraduate programme of study which will immerse and engage learners in an academically challenging and stimulating educational experience; and produce dynamic graduates who are intellectually competent and vocationally prepared to build and develop professional careers in the field of management within a hair or beauty setting. The Foundation Degree in Hair and Beauty Management (with Specialisms) is viewed as a natural progression route for students completing the City and Guilds Level 3 NVQ Diploma in Hairdressing or Beauty Therapy across the different campuses. As such it provides learners with a progression route to full-time higher education which is a first in Northern Ireland.

The Foundation Degree in Hair and Beauty Management (with Specialisms) course will focus on developing knowledge of the field (content) and of practical skills required to deliver higher-level vocational treatments, whilst giving the students the opportunities to apply their learning in practical contexts (experience) whilst enhancing their learning through problem-solving approaches (challenging and authentic tasks). The learning approaches will take into account the diverse backgrounds of learners nurturing them through levels four, five and six, whilst developing them into independent learners and critical divergent thinkers ready for employment or postgraduate study.

Teaching is conducted through lectures, seminars, practical sessions in our salons, and independent research and study. Assessment is based on coursework (written, oral or practical exams), case studies and practical treatment clinics. Transferable skills gained include presentation, research and communication, as well as a deeper academic understanding of management and advanced treatments within the hair and beauty industry.

The programme aims to:

- Equip learners with knowledge, understanding and skills for success in employment in the hair and beauty sector at supervisory or management levels.
- enable progression to an undergraduate degree or further professional/specialist qualifications in a related area.

- Develop learners' abilities to contribute positively to good practice in the hair and beauty sector through effective use and combination of the knowledge and skills gained in different parts of the programme.
- Develop learners' transferable, employability and lifelong learning skills and knowledge, which will enable them to meet changing circumstances, whether within their own area of employment, or through promotion to a supervisory or management position, or to adapt to changes in the hair and beauty sector.
- Motivate individuals to progress to further professional development through future study or as part of their chosen career.
- Contribute to enhancing standards and professionalism within the industry.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

South West College consists of four campuses in Cookstown, Dungannon, Enniskillen and Omagh, which serves a population catchment area of 190,000. The College is the main provider of further and higher education in the west of the province and covers the widest geographical area. Hairdressing and Beauty Therapy programmes are currently delivered at three of the campuses: Dungannon, Enniskillen and Omagh. The programmes are offered on a full-time and part-time basis. The Foundation Degree in Hair and Beauty Management (with Specialisms) will provide progression opportunities for these learners who have entered the College at Level 2 and advanced to Level 3.

At Level 4 learners will undertake four compulsory 20 credit modules and two specialist modules:

- Academic Skills and Professional Development (General)
- Fundamentals of Hair and Beauty Salon Management (General)
- Quality Management and Customer Relations (General)
- Marketing and Social Media in The Hair and Beauty Industry (General)
- Physiology of Ageing (Beauty Therapy specialism)
- Non-Medical Aesthetic Therapies – Chemical Peels (Beauty Therapy Specialism)
- Advanced Principles of Colour Correction (Hairdressing Specialism)
- Manage Creation of a Hairstyle Collection (Hairdressing Specialism)

At Level 5 learners will undertake two compulsory 20 credit modules, two specialist modules and one compulsory 40 credit module:

- Managing Financial Resources (General)
- Leading and Managing Hair and Beauty Teams (General)

- Non-Medical Aesthetic Technologies for Skin Rejuvenation - (Beauty)
- Non-medical aesthetic therapies – Skin Needling theory and practice (Beauty)
- Hair and Scalp Specialised Treatments and Introduction to Trichology (Hair)
- Hairdressing Salon Management in Practice (Hair)
- Work Based Learning (General)

Upon successful completion of Level 4 and Level 5 modules learners will have attained the award of Foundation Degree (FD).

Successful completion of this programme, at FD level, will allow for progression to the BA (Hons) in Hair and Beauty Management (Top Up).

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

Certificate of Higher Education upon successful completion of 120 credits at Level 4.

Diploma of Higher Education upon successful completion of 240 credits at Levels 4 and 5.

These are exit awards only and allow students to take advantage of Accreditation of Prior Certificated Learning (APCL) should they wish to return to their studies.

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

Programme Structure - LEVEL 4					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Academic Skills and Professional Development	20	None of these modules are optional. Students follow a specialist pathway in either Hairdressing or Beauty Therapy.	20	Yes	1
Fundamentals of Hair and Beauty Salon Management	20		20	Yes	1
Physiology of Ageing (Beauty Therapy specialism)	20		20	Yes	1
Advanced Principles of Colour Correction (Hairdressing Specialism)	20		20	Yes	1
Quality Management and Customer Relations	20		20	Yes	2
Marketing and Social Media in The Hair and Beauty Industry	20		20	Yes	2
Non-Medical Aesthetic Therapies – Chemical Peels (Beauty Therapy Specialism)	20		20	Yes	2

Manage Creation of a Hairstyle Collection (Hairdressing Specialism)	20		20	Yes	2
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Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1. To be able to define the core theoretical concepts and professional practice relative to the hair and beauty industry.</p> <p>A2. To be able to demonstrate and apply advanced practical techniques of Hair and Beauty Therapy treatments to clients to a professional industry standard.</p> <p>A3. To be able to describe key techniques, methods, products and processes in accordance with codes of practice and Industry standards within the hair and beauty industry.</p> <p>A4. To investigate the importance of quality management and service delivery that develops an awareness of professional and ethical responsibilities.</p>	<p>Learning and Teaching Methods: Subject related qualities are acquired mainly through lectures, tutorials, seminars, salon-based exercises/practicals, directed reading, videos, IT based resources, case studies and experiential learning. Tutorials promote reflective learning and the development of generic skills. Live projects and work related learning also provide vehicles for learning and teaching.</p> <p>In addition, a blended approach to teaching and learning will take place, with the majority (80%) taking place in a face-to-face setting and a small proportion (20%) being delivered online, either synchronously or asynchronously.</p>

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

A5. To be able to define continual professional and personal development that supports professional practice in the provision of Hair and Beauty Therapy.

Exploration, analysis and evaluation of industry practice enable learners to not only work on their academic writing skills but also to make judgements and develop arguments pertaining to the industry, expand their knowledge and understanding at Level 4. This familiarity of terminology and context at Level 4 will form the basis of their knowledge and understanding at Level 5 which will then be challenged.

Assessment Methods

Assessment tasks are linked to the learning outcomes for each module and are completed before the end of the module. Module assessments typically involve written course work, oral presentations, time constrained activities, practicals and portfolios. Formative assessment, which does not contribute to the final mark, is given to help the learner improve their work in the future. Feedback may be given to the learner verbally, written/online. Feedback for summative assessment, which does contribute towards the final result, is normally given in writing to the learner, with the opportunity for the learner to receive more detailed verbal explanation.

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Exercise appropriate judgement in the location, extraction and presentation of information, methods or resources with appropriate acknowledgement and referencing.</p> <p>B2 Identify and solve a range of problems using appropriate theoretical principles.</p> <p>B3 Structure ideas, proposals and designs effectively using rational and reasoned arguments for presentation to a range of audiences.</p> <p>B4 Be guided by the professional, legal, moral, sustainable and ethical principles relevant to the hair and beauty sector.</p>	<p>Learning and Teaching Methods Cognitive skills are developed mainly through lectures, seminars, practical therapy sessions and treatment clinics, tutorials, coursework, and projects.</p> <p>In addition, a blended approach to teaching and learning will take place, with the majority (80%) taking place in a face-to-face setting and a small proportion (20%) being delivered online, either synchronously or asynchronously.</p> <p>Assessment Methods: Assessment focuses on coursework submissions, case studies, practical therapy sessions, examinations, class tests and presentations.</p> <p>Assessment strategies offer learners clear guidance with reference to future development. Self-reflection and peer evaluation constitute an important part of formative assessment.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Plan, schedule and execute advanced Beauty Therapy/Hair treatments following the analysis of relevant client data.</p> <p>C2 Develop advanced practical skills in a range of Beauty Therapy/Hair treatments.</p> <p>C3 Develop knowledge and practical abilities to manage a salon within the Beauty Therapy/Hairdressing industry.</p> <p>C4 Use work-based practice and reflective practice to enhance practical skills, develop industrial experience and industrial links in order to secure future employment.</p>	<p>Learning and Teaching Methods: The learning and teaching methods place emphasis on lectures, practical therapy sessions and treatment clinics and projects. Project briefs will simulate real practice and challenge learners to develop skills to an appropriate advanced standard. In addition, a blended approach to teaching and learning will take place, with the majority (80%) taking place in a face-to-face setting and a small proportion (20%) being delivered online, either synchronously or asynchronously.</p> <p>Assessment Methods Testing of the knowledge base is principally through coursework submissions, case studies, practical therapy sessions and projects.</p> <p>Assessment strategies offer learners clear guidance with reference to future developments. Self-reflection and peer evaluation constitutes an important part of formative assessment.</p>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Communicate orally, in writing and by other basic media to selected audiences, applying literacy and/or numeracy in understanding, analysis and presentation.</p> <p>D2 Work collaboratively with others to achieve a common goal.</p>	<p>Learning and teaching Methods: Transferable and key skills are delivered throughout the course in the form of lectures, coursework and practical treatment clinics. In addition, a blended approach to teaching and learning will take place, with the</p>

3D. Key/transferable skills	
<p>D3 Formulate fundamental personal learning and development, time management, personal organisation and continuing professional and educational development.</p> <p>D4 Use fundamental Information Communication Technology software and skills.</p>	<p>majority (80%) taking place in a face-to-face setting and a small proportion (20%) being delivered online, either synchronously or asynchronously.</p> <p>The teaching and learning of ICT skills will be within the course structure. Workshops include demonstrations such as ICT skills, PowerPoint presentations and Library Research skills. These skills are further enhanced via online learning.</p> <p>Workshops with HE Academic Mentors will support development of skills in research, academic writing and referencing throughout the year. This will support the Academic Skills and Professional Development module. Teaching and learning will be placed within the context of social, ethical, legal, relevant to the industry. Collaboration and communication will be utilised through all learning and teaching activities, group discussions and simulations, project-based learning activities, report writing and blended and virtual learning platforms.</p> <p>Assessment Methods: Testing of the knowledge base is principally through coursework submissions, case studies, practical therapy sessions and projects.</p> <p>Assessment strategies offer learners clear guidance with reference to future developments. Self-reflection and peer evaluation constitutes an important part of formative assessment.</p>



[Exit Award Certificate in Higher Education in Hair and Beauty Management (with Specialisms)]

<u>Programme Structure - LEVEL 5</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Managing Financial Resources	20	None of these modules are optional. Learners follow a specialist pathway in either Hairdressing or Beauty Therapy.	20	Yes	1
Leading and Managing Hair and Beauty Teams	20			Yes	1
Non-Medical Aesthetic Technologies for Skin Rejuvenation (Beauty)	20			Yes	1
Hair and Scalp and Introduction to Trichology (Hair)	20			Yes	1
Work Based Learning	40			No	2
Non-medical aesthetic therapies – Skin Needling theory and practice (Beauty)	20			Yes	2
Hairdressing Salon Management in Practice (Hair)	20			Yes	2

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1. Apply key practical Hair and Beauty treatments, Principles and other essential concepts/theories involved in the Hair and Beauty Management Industry.</p> <p>A2. Identify, compare and apply a range of advanced practical techniques using a broad range of commercial salon products and industry processes.</p> <p>A3. Define and apply appropriate codes of practice and industry standards for the Hair and Beauty Industry</p> <p>A4. Apply the key commercial Business Management concepts that ensures Hair and Beauty Salon Management objectives are achieved.</p> <p>A5. Apply an advanced understanding of the legal requirements and customer expectations of salon treatments and management that includes sustainability, ethics, health and safety and delivery of service.</p>	<p>Learning and Teaching Methods: Subject related qualities are acquired mainly through lectures, tutorials, seminars, salon-based exercises/practicals, directed reading, videos, IT based resources, case studies and experiential learning. Tutorials promote reflective learning and the development of generic skills. Live projects and work related learning also provide vehicles for learning and teaching. As with Level 4, a blended approach to teaching and learning will take place, with the majority (80%) taking place in a face-to-face setting and a small proportion (20%) being delivered online, either synchronously or asynchronously.</p> <p>Exploration, analysis and evaluation of industry practice enable learners to not only work on their academic writing skills but also to make judgements and develop arguments pertaining to the industry, expand their knowledge and understanding at Level 4. This familiarity of terminology and context at Level 4 will form the basis of their knowledge and understanding at Level 5 which will then be challenged.</p> <p>Assessment Methods</p>

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
	<p>Assessment tasks are linked to the learning outcomes for each module and are completed before the end of the module. Module assessments typically involve written course work, oral presentations, time constrained activities, practicals and portfolios. Formative assessment, which does not contribute to the final mark, is given to help the learner improve their work in the future. Feedback may be given to the learner verbally, written/online. Feedback for summative assessment, which does contribute towards the final result, is normally given in writing to the learner, with the opportunity for the learner to receive more detailed verbal explanation.</p>
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Plan for and exercise appropriate judgement in the location, extraction and presentation of information, methods or resources.</p> <p>B2: Interpret, describe and analyse information from relevant industry-related data.</p> <p>B3: Formulate ideas, proposals and designs effectively using rational and reasoned arguments for presentation to a range of audiences.</p> <p>B4: Use own initiative and approach tasks, issues and problems in a creative and professional manner, guided by the professional, legal, moral, sustainable and ethical principles relevant to the hair and beauty sector.</p>	<p>Learning and Teaching Methods Cognitive skills are developed mainly through lectures, seminars, practical salon-based sessions, tutorials, coursework, assignments, work-placement and projects. As with Level 4, a blended approach to teaching and learning will take place, with the majority (80%) taking place in a face-to-face setting and a small proportion (20%) being delivered online, either synchronously or asynchronously.</p> <p>Assessment Methods:</p>

3B. Cognitive skills	
	<p>Assessment focuses on coursework submissions, development of case studies, practical therapy sessions, examinations, class tests and presentations.</p> <p>Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitute an important part of formative assessment.</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Interpret a range of client data in order to develop and execute advanced treatments to a professional standard and in compliance with relevant health and safety requirements.</p> <p>C2 Demonstrate advanced practical skills in a range of Beauty Therapy/Hair treatments.</p> <p>C3 Work effectively under direct supervision as an individual and/or as part of a team, demonstrating the qualities necessary for employment in the hair/beauty industry.</p> <p>C4 Contribute effectively and constructively to work practices and processes.</p>	<p>The learning and teaching methods place emphasis on lectures, practical therapy sessions and treatment clinics and projects. Project briefs will simulate real practice and challenge learners to develop skills to an appropriate advanced standard. These skills will be further developed in the WBL module. As with Level 4, a blended approach to teaching and learning will take place, with the majority (80%) taking place in a face-to-face setting and a small proportion (20%) being delivered online, either synchronously or asynchronously.</p> <p>Assessment Methods Testing of the knowledge base is principally through coursework submissions, case studies, practical therapy sessions and projects.</p> <p>A1 Assessment strategies offer learners clear guidance with reference to future developments. Self-reflection and peer evaluation constitutes an important part of formative assessment.</p>

3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Effectively use a range of learning resources and information retrieval skills and demonstrate numeracy, literacy and the ability to manipulate data and information to solve problems.</p> <p>D2 Demonstrate personal skills including initiative, independence, and effective self-management together with the ability to solve problems, making decisions and time-management.</p> <p>D3 Demonstrate appropriate interpersonal skills for effective performance within a team environment.</p> <p>D4 Utilise information technology skills and software packages to locate, analyse and present information.</p>	<p>Learning and Teaching Methods</p> <p>Transferable skills will be acquired and developed through a variety of methods including lectures, group seminars, and practical work-related activities. Experience gained in the professional environment is an important aspect in developing professional/practical qualities. As with Level 4, a blended approach to teaching and learning will take place, with the majority (80%) taking place in a face-to-face setting and a small proportion (20%) being delivered online, either synchronously or asynchronously.</p> <p>Assessment Methods</p> <p>Assessment will focus mainly on coursework assignments, practical reports, reflective reviews, oral presentations, problem-solving and case study scenarios and “real-life” projects.</p>

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship.
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

This programme of study will facilitate the opportunity for successful progression from Level 3 Hairdressing and Beauty Therapy to a **Foundation Degree in Hair and Beauty Management (with Specialisms)**. This is the first programme of its type in Northern Ireland providing a progression pathway for our students to a full-time/part-time Higher Education programme that provides a blend of academic and advanced practical skills, with a significant work-based component. The College has extensive industry links with a range of hair and beauty employers who provide the opportunity for work placements and guest speakers. Employer engagement is a key strength for the School and was recognised as a key strength by the Education and Training Inspectorate in our most recent inspection. Our beauty therapy provision was graded as 'outstanding.'

Employer engagement has ensured that this programme is relevant and current; that it will produce a graduate with the knowledge and skills to secure gainful employment in the industry. Employers have told us what they want a graduate to know and be able to do. From this engagement, the management modules developed are Fundamentals of Hair and Beauty Salon Management, Quality Management and Customer Relations, Marketing and Social Media in the Hair and Beauty Industry, Hairdressing Salon Management in Practice, Managing Financial Resources and Leading and Managing Hair and Beauty Teams.

Industry research and employer feedback informed the development of the specialist and advanced skills modules. Employers told us that they wanted graduates to have advanced skills that would help drive business performance and deliver a competitive advantage. Advanced practical skills run throughout the course to maximise learner potential and expertise. This combination of scholarly activity blended with vocational expertise provides a very important and distinctive attribute of this course. These advanced practical skills are currently in high demand in the hair and beauty industry and include, for the hairdressing learners, Advanced Principles of Colour Correction. Managing the Creation of a Hairstyle Collection, Hair and Scalp and Introduction to Trichology. For the beauty therapy students, the advanced practical modules include Skin Needling and Non-Invasive Treatments, Non-Medical Aesthetic Technologies for Skin Rejuvenation and Chemical Peels: Theory and Practice. This is a unique aspect to the programme as no other HE programme exists in NI with this combination of academic and advanced professional and technical skills.

Learners will engage and develop skills for personal and professional development throughout the programme. The Academic Skills and Professional Development module will support learners in starting the journey on developing their employability skills culminating with the Work-based Learning module where learners will really hone their skills in readiness for the next stage whether that is employment or progression to Level 6.

The Work-based Learning module will provide learners with opportunities to apply the knowledge and skills acquired in previous modules. Learners will benefit from being exposed to the industry in practice and from meeting and working with other professionals and industry representatives. As well as giving opportunities for the application of knowledge, Work-based Learning helps to develop character and realistic attitudes, and to improve learners' skills in communication, decision-making and teamwork. It plays a major part in producing an understanding of the complete process of management and operation and has proved to be a vital factor in preparing learners for the world of work. Successful completion of the Work-based Learning module is a necessary requirement, in addition to success in the academic components, for the award of the Foundation Degree.

Emphasis will also be given to involving the learner in work-related activities and this is where the participation of industrial partners will provide a real-world context, capable of stimulating the learner's learning and help foster an entrepreneurial spirit. Assessments will have a work-related context. Alongside the academic development of learners, the programme aims to develop the learners' key skills profile. The importance of such personal, transferable skills in graduates is widely recognised.

Study skills support is important for all learners and is outlined in the SWC HE Handbook. Study skills is a core focus of the Academic Skills and Professional Development module. It is intended that this module provides a bridge to academic writing for those learners who are progressing from a vocational, competency-based programme at Level 3 or direct from employment. Learners will learn skills in academic writing, Harvard referencing, effective group-working, independent learning, presentation skills, research techniques, taking notes and examination revision. The coursework in this module is aimed at providing learners with these skills in readiness for assessments in other modules.

Further study skills are included in the induction programme and Student Services staff deliver training sessions to students when requested on Study Skills and Revision Skills. A Higher Education Academic Mentor is allocated for each campus and is available to provide support on a range of study skills such as Academic Writing, Harvard Referencing, Plagiarism, Presentation Skills, Research Techniques, Exam Revision tips and Proof-reading. Academic Support officers can meet learners in small groups or on a one-to-one basis via referrals from HE students, HE Course Tutors or Student Services. Course Directors also offer advice and guidance on study skills during tutorial sessions particularly prior to assessment submissions and during the pre-exam period.

The teaching team has a variety of industry experience, academic and professional qualifications which support high quality teaching and learning. Continuing professional development of staff is paramount to the ongoing progression of learners and the College is committed to ongoing training. Hair and beauty therapy staff undertake 30 hours of

industry specific CPD on an annual basis. This is vital to ensuring they remain current with industry trends in a sector that is continuously changing.

Another distinct feature of the programme is the potential to offer international experiences for both staff and students via our partnership links. We have previously collaborated with hair and beauty schools in Spain, France, Iceland and Latvia. These ongoing links provide the opportunity for guest speakers, visits and other initiatives, such as overseas CPD for the teaching team.

The extensive use of resources and the application of differentiated teaching and learning strategies have been incorporated to suit a diverse range of learners and the application of technology allows the learners to receive an engaging learning experience. The College's VLE is used extensively to deliver and support learning and staff are actively engaged in online synchronous learning.

Another distinctive feature of this programme is that a blended approach to teaching and learning will take place, with the majority (80%) taking place in a face-to-face setting and a small proportion (20%) being delivered online, either synchronously or asynchronously.

Access to a range of Innovation Centres (Innotech, CREST, IMAGE, STEM and IDEA) and dedicated staff will aid project-based learning and research. Learners have access to high quality resources allowing them to relate closely to industry-based problems and provides opportunity for them to offer solutions where appropriate. It is clear from retention statistics that the availability of good resources improves the learners' learning experience and adds value to those learners that prefer practical based problems.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

Students and their learning are supported in several ways:

Induction sessions provide prompt advice on the key aspects of the course and services provided by the college. These are for learners in their first year and are delivered by members of staff from the course team and the college student support staff. It welcomes learners to the college, gives detailed information on college structure, staff contact information, teaching and learning resources, health and safety and student support services and details on the college environment. It also provides advice concerning assessment and how to approach study in higher education.

A course handbook provides all the necessary information about the course. It includes information on the teaching staff, outline information on modules studied and the course calendar. It contains the course specification and the current course regulations.

Module handbooks describe the content of each module delivered in a particular year. These provide learners with the module teaching and assessment schedules and a list of the recommended texts.

Learning resources at SWC are available to support the learner. The VLE is used to enable learners to access resources from lectures plus added reading, resources and activities in their own private study time. They are directed to on-line resources for research as well as e-books through SWC LRC catalogue. Turnitin plagiarism software is utilised so that they can improve their referencing skills. There are also opportunities for blogs, forums, collaborative and peer learning and support through the VLE which are used to ensure both equality of learning experiences and opportunities for further challenge and research supplementary to the main delivery in the classroom. Regular discussions and support sessions through software (Collaborate) are provided by teaching staff for part-time students.

A Course Director provides a single first point of reference for both new and continuing learners. They will offer pastoral care to each learner. This person is an experienced member of the teaching team with the responsibility of aiding learners in their personal and career development. The Course Director will be responsible for direct contact with the learners and providing a one-hour tutorial to each group weekly.

Course Tutorials (weekly) with the Course Director are used to guide learners in matters affecting progress, curriculum content, assessment, personal and academic development planning and study and examination skills. Should supplementary support and guidance be needed at any time, the Course Director will direct the learner to services such as Careers, Student Support (including Counselling) etc.

A counselling service is available to learners who are experiencing problems with aspects of their lives other than academic issues. However, if these problems are affecting their studies or academic progress the course tutor/studies advisor and appropriate members of the course team co-operate to provide recommended help and advice to the learner concerned. This service is provided by an external independent counsellor and the Student Support Officer at South West College.

Strong linkage with student services in relation to health and welfare, finance, guidance and counselling, careers and special needs.

A careers service is also available for students to help them in deciding their future career and supporting their applications for employment. Students will discuss career options during meetings with their class tutor/studies advisor. The student/staff consultative committee gives students the opportunity to raise and discuss general course concerns.

Students have access to the college library facilities, its staff and to IT support staff. Students are provided with e-mail accounts and have full access to the Internet.

Students will also have access to lecturer support through e-mail and the College VLE and google classroom.

Feedback is an essential part of a student's learning experience and will be made available to students in each module within Open University timescales. All feedback will be structured to provide a beneficial and positive impact on their learning. Students will be given the opportunity to discuss the oral/written feedback with the tutor on an individual basis for each module. Further discussion can be made available to students during tutorial sessions.

Research/Study Skills – students will have to undertake an initial induction module that will outline research methods and study skills. Students will also develop research skills and study skills through the undertaking of several modules. A Higher Education Academic Mentor is allocated on each campus and is available to provide support on a range of study skills such as Academic Writing, Harvard Referencing, Plagiarism, Presentation Skills, Research Techniques, Exam Revision tips and Proof-reading. Academic Mentors can meet students in small groups or on a one-to-one basis via referrals from HE students, HE Course Tutors or Student Services. Course Directors also offer advice and guidance on study skills during tutorials sessions particularly prior to assessment submissions and during the pre-exam period.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

Entry point - Year 1:

Applicants who wish to gain admission to Year One of the Foundation Degree must meet the criteria as outlined below.

Applicants must have reached the age of 18 years on admission. Successful applicants must have normally reached their 18th birthday by 31 August in the year of entry.

All applications will be individually considered. Successful applicants must have normally studied at Level 3 or above and have completed one of the following:

- Level 3 Diploma in Beauty Therapy; or
- Level 3 Diploma in Hairdressing; or
- equivalent recognised qualifications in hairdressing and beauty; or
- completion of A' level study achieving a UCAS tariff score of **48** or above; in this instance, applicants will have to complete a bridging module which is available for the Beauty Therapy pathway only.

- Applicants must also possess Grade C or above in English and Maths or other equivalent qualifications, such as Essential Skills Level 2 in Literacy and Numeracy.

- A work placement in a salon is recommended.

Applicants who do not hold any formal Level 3/4 qualifications but hold significant and relevant Industrial experience may gain admission through experiential learning and should request the College Recognition of Prior Learning (RPL) procedure.

Entry point - Year 2:

Applicants who wish to gain admission to Year Two of the Foundation Degree should meet the criteria as outlined below.

Applicants will require a relevant Certificate in Higher Education or a Higher National Certificate (or equivalent) in Hair/Beauty management, qualifications deemed equivalent or by the College's policy relating to APEL. Students must also hold GCSE English and Maths at Grade 4 (Grade C) or above (Level 2 Literacy and Numeracy qualifications are also accepted). A work placement in a salon is recommended.

International Students

An international student is defined as a student who requires a Tier 4 (student) visa in order to study in the UK. Such applicants may or may not be living overseas at the time of making their course application. International applicants should apply via the usual route for full-time undergraduates, All International students must meet the college general entry requirements and academic qualifications requirements of the course. In addition, international students must have the required level of English Language IELTS academic 5.5- 6.0.

All international qualifications will be checked for academic comparability using the online UK Naric qualifications database. The Admissions team has access to UK Naric training materials and guidance on the evaluation and verification of international qualifications.

Students may gain admission through Recognised Prior Learning.

Recognised Prior Learning (RPL) is the process by which the college can identify, assess and certify an applicant's past educational and vocational achievements. Applicants wishing to be considered for RPL for a particular programme for the purpose of admission or credit must bring this to the attention of the course director at the application and interview stage. Applicants wishing to be considered for direct entry into a level above four or five would normally only be credited a maximum of 240 credits. Gaining credit at level 6 does not qualify.

APEL is where applicants can gain admission to a programme on the basis of their experiential learning. At the application stage applicants should inform the admissions staff and the relevant course director of their intention to apply for APEL. APEL can only be used for admission purposes and not to gain credit or exemptions.

All applicants will be interviewed to assess their suitability for this programme of study.

Entry criteria may be enhanced to facilitate selection.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. For apprenticeships in England End Point Assessment (EPA).
(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.

All HE programmes at SWC are subject to the Quality Management and Enhancement processes. In line with FHEQ Benchmark Statements (2014) the following processes are in place:

- Internal verification/moderation, cross marking and external examining processes used to ensure validity and reliability of assessment process.
- The Course Committee considers student feedback from each module.
- Staff/Student Consultative Committee meetings provide the means of highlighting any difficulties, relating to the course, experienced by the cohort.
- Annual Course Review procedures consider quantitative and qualitative feedback and formulate action plans.
- Students complete a module evaluation at the end of each module, each semester/year and at the end of the programme.
- Staff appraisal is carried out on a two-year cycle with attention given to the development needs of the individual staff member.
- The College will annually complete the OU course review & evaluation documentation if applicable.
- The College has a Staff Development Programme, which facilitates specific training/development for staff.
- All staff are encouraged to complete Information & Learning Technology qualifications.
- Views of external examiners are considered and SWC/OU reporting mechanisms are/will be followed.
- Informal views and formal written feedback are considered from Employers via the Industrial Advisory Board.

- Student performance data and career progression is annually monitored.
- Peer observation and assessment has been introduced to assessment matrix.

All team members have to attend programme specific team meetings during the year, all with pre-set agendas, and the Course Directors have to attend Higher Education Committee Meetings, which consider quality management. All new staff to the programme are supplied with a dedicated mentor and a full induction, with extra supervision over their first year in many forms such as Teaching and Learning Mentors and additional peer observations.

10. Changes made to the programme since last (re)validation

N/A

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit																	
		A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
4	Academic Skills and Professional Development (General)			✓		✓					✓			✓				✓
	Fundamentals of Hair and Beauty Salon Management (General)	✓			✓	✓	✓	✓	✓				✓	✓	✓		✓	✓
	Physiology of Ageing (Beauty Therapy specialism)	✓	✓				✓								✓	✓		✓
	Advanced Principles of Colour Correction (Hairdressing Specialism)	✓	✓	✓				✓		✓	✓	✓	✓	✓	✓	✓		
	Quality Management and Customer Relations (General)	✓			✓			✓					✓	✓	✓	✓		✓
	Marketing and Social Media in The Hair and Beauty Industry (General)				✓	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓
	Non-Medical Aesthetic Therapies – Chemical Peels Theory and Practice (Beauty Therapy Specialism)	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
	Manage Creation of a Hairstyle Collection (Hairdressing Specialism)		✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Level	Study module/unit																							
		A1	A2	A3	A4	A5			B1	B2	B3	B4			C1	C2	C3	C4			D1	D2	D3	D4
5	Managing Financial Resources (General)				✓	✓			✓	✓	✓						✓	✓			✓	✓		✓
	Leading and Managing Hair and Beauty Teams (General)				✓	✓			✓			✓					✓	✓			✓	✓	✓	✓
	Work-Based Learning (General)		✓	✓	✓	✓			✓	✓	✓	✓					✓	✓			✓	✓	✓	✓
	Hair and Scalp and Introduction to Trichology (Hair)	✓	✓			✓			✓	✓	✓	✓			✓	✓	✓	✓			✓			✓
	Hairdressing Salon Management in Practice (Hair)			✓	✓	✓			✓	✓		✓					✓	✓			✓	✓	✓	✓
	Non-medical Aesthetic Therapies – Skin Needling Theory and Practice (Beauty)	✓	✓	✓	✓	✓			✓	✓	✓	✓			✓	✓	✓	✓			✓	✓	✓	✓
	Non-Medical Aesthetic Technologies for Skin Rejuvenation (Beauty)		✓	✓	✓	✓			✓	✓	✓				✓	✓	✓	✓			✓	✓	✓	✓