

AQH-B2-3a Transitional Undergraduate Programme Specification Template

February 2014

SECTION A: CORE INFORMATION

1. Name of programme

Cosmetic Science

Cosmetic Science with placement

2. Award title

BSc (Hons)

3. Programme linkage

Is this part of group of linked programmes between which students can transfer at agreed points?

Yes

No

4. Is the programme a top-up only?

Yes

No

5. Does the programme have a Foundation Year (level 3) associated with it so that students enter for a four-year programme and progress directly from the Foundation Year to Stage 1 without having to re-apply?

Yes

No

6. Level of award:

Level 3

Level 4

Level 5

Level 6

Level 7



7. Awarding body: **University of Sunderland**
8. Which department is it in? **School of Pharmacy and Pharmaceutical Sciences**
9. Programme Studies Board: **Pharmaceutical Sciences**
10. Programme Leader: **Dr Kalliopi Dodou**
11. How and where can I study the programme?

| | |
|----------------------------------|---|
| At Sunderland: | |
| Full-time on campus | ✓ |
| Part-time on campus | |
| As work-based learning full-time | |
| As work-based learning part-time | |
| As a full-time sandwich course | ✓ |
| As a part-time sandwich course | |
| By distance learning | |

| | |
|-----------------------------------------------------------|--|
| At the University of Sunderland London campus: | |
| Full time on campus | |
| Part time on campus | |
| As work based learning full time | |
| As work based learning part time | |
| As a full time sandwich course | |
| As a part time sandwich course | |
| By distance learning | |

| | |
|-------------------------------------------------------|--|
| At a partner college: | |
| Full time in the UK | |
| Part time in the UK | |
| Full time overseas | |
| Part time overseas | |
| By distance learning | |
| As a full time sandwich course in the UK | |
| As a part time sandwich course in the UK | |
| As a full time sandwich course overseas | |
| As a part time sandwich course overseas | |
| As work based learning full time in the UK | |
| As work based learning part time overseas | |
| Other (please specify) | |

12. How long does the programme take?

| | Min number of years / months | Max number of years / months |
|---------------------|------------------------------|------------------------------|
| Full-time | 3 / 36 | 9 / 108 |
| Part-time | | |
| Distance learning | | |
| Work-based learning | | |

SECTION B: FURTHER CORE INFORMATION

Use Outline Programme Proposal Form for ADC ([AQH-B2-2](#)), for questions 13 to 25

26. Learning and teaching strategy.

The goals of this programme are to produce students who have the knowledge and skills required to work in cosmetic science and this programme has an emphasis on formulation. This area is one of the strengths within the Department and Faculty and will make these students unique when compared to those from the current provisions of courses with the UK. The pedagogical principles which underpin our programme focus on the inclusiveness of the curriculum with respect to the core competences required for this programme and the requirements of students with respect to developing generic skills that can support their transition into the work place. In addition, students will have to adapt to the range of learning strategies used in the course. For those student groups who may have difficulties with this additional support will be given to allow them to fully engage with the process. We will have regular meetings with stakeholders (students and employers) in order to improve delivery and keep up with developments in the industry. Our approaches to learning and teaching are shown below however we intend that this programme is dynamic thus changes in approach are likely to be introduced as the programme develops. With respect to assessment, this programme will produce students with significant practical skills and knowledge. In order to assess these, we intend to use a wide variety of formats and these will be used to help develop students' confidence and ability in the design, analysis, reporting and communication of scientific investigations. At level 4 we will provide multiple low stakes assessments in order to build confidence but also to provide regular feedback.

The following **teaching & learning** methods will be used:

- **Lectures:** lectures will be delivered by the teaching team and by visiting lecturers. Hand-outs will be available for access on CANVAS. Lectures are a didactic teaching method that allows the delivery of background information on the subject areas. This is an essential part of the delivery strategy and when supplemented by other support mechanisms and teaching methods, can be effective. Lecture frequency will reduce as the programme progresses and will give way to additional small group teaching.
- **Laboratory Classes:** laboratory exercises engage students in independently producing, analysing and interpreting results and information. Laboratory classes are essential in Cosmetic Science which is an applied discipline and requires skills in the formulation and quality control of cosmetic products.

- **Seminars / Workshops:** seminars/workshops will enable students to interact with each other and with the tutor to work on tasks and explain material. At Level 4, this will focus on ensuring understanding of basic principles and procedures. By Level 5 and 6, the focus of the task will become more critical and will reflect the body of scientific research which underpins the manufacture and marketing of cosmetic products. These sessions allow for expansion of material delivered in lectures.
- **Problem based learning (PBL) sessions:** PBL allows students to become independent learners and encourages effective teamwork. The 7-step approach will be followed where students allocate a discussion leader and a scribe at each of their PBL sessions/meetings. Scenarios will be adapted to the learning outcomes of each level and will cover all areas of cosmetic formulation, manufacture, quality control and advertising.
- **Directed self-study:** directed self-study will involve revision of presented material, working through set examples, preparation of laboratory reports, assignments, preparation for workshop presentations, PBL sessions or project work, and open-learning study material. Self-study is essential to ensure that students can explore the depth of information required to understand cosmetic science as a discipline. This time will be directly related to the use of web casts and various electronic and paper support materials in association with delivered lectures and practical classes.
- **Advised self-study:** reference to additional sources of information will be provided to enable students to read around the module topic and broaden their knowledge, also encouraging lifelong learning and continuing professional development.

Independent work will be developed throughout the course and will be utilised by the student during the research project work in level 6. During the project, each student will be tutor-guided and will be expected to demonstrate reflective, data gathering and analysis skills, while discussing results and their relevance to past and present studies. Students must effectively write and verbally defend their thesis.

CANVAS is a virtual learning environment that provides round-the-clock access and student support through a range of teaching and learning materials especially developed for the BSc Cosmetic Science. The material for any particular module is accessible to all students registered on that module, and can include, for example, information, including pictures and videos, interactive tutorials, on-line assessments, and a discussion board. The number and frequency of students accessing CANVAS can be monitored. Tutors can merely monitor or actively contribute to the discussion boards. Students will be given directed learning and will be signposted to specific websites, journals and books to encourage continuing professional development and maintenance of their personal development files.

Industrial placement year: students will have the opportunity for a 1-year (48 weeks) fully paid industrial placement after successful completion of level 2. During the placement year they will acquire employability skills in Cosmetic Science by working in the premises of potential future employers. The placement will carry credits, will be awarded a 'pass' or 'distinction' and will be noted on the final award to the student (sandwich degree). Students will be required to write two assessed reports during the placement year and give an oral presentation on their first week back at University. A member of staff will visit twice during your year out to check everything is satisfactory with your placement and to monitor your progress.

Assessment

The following **assessment** methods will be used:

- ✓ **Time-constrained web-based MCQ tests:** these will encourage timely revision of taught material and will assess knowledge and understanding on an individual basis
- ✓ **Closed-book written exams:** as above
- ✓ **Open –book written exams –** These will be used to assess the ability of students to synthesise data/ information and problems solve
- ✓ **Laboratory reports:** they will assess knowledge and understanding of key laboratory methods and data presentation according to GLP and GMP and data analysis /discussion
- ✓ **Group and individual based tasks:** these will be designed to show knowledge of fundamental principles and to develop communication and writing skills. The types of tasks will include poster presentations, critical analysis of papers, essays, press releases, industrial focussed application for funding.
- ✓ **Research project:** this will be at the honours level and will be assessed via the Laboratory note book including COSHH and risk assessments, production of a paper or document suitable for publication or for use in the industry, 250 word copy for a daily paper and oral examination.

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#)

27. Retention strategy.

Student Support and Guidance

Retention of students will be a key metric in the monitoring of this course. As this course has a 30 credit modular structure students will be made aware of how this impacts on progression through the course. This information and its significance will be detailed in the programme handbook that students receive and will be reinforced at induction and at the start of each returning year.

The appropriate sections from the document AQH-F0 Student Guide to The Regulations V7.0 Aug 2015 that will be included are shown below.

Placements

The 4 year programme includes a year in industry. Briefly, students who wish to undertake the placement will have to be interviewed by the industrial partner. Students will have an industrial tutor and a University supervisor. The Industrial partners will be visited prior to offering a placement, and students on placement will be visited a minimum of two times during their year out. The industrial partner will have to undertake a formal arrangement with the University to ensure students are able to complete this part of their programme

COMPENSATION BETWEEN MODULES (Undergraduate only). Modules in which you perform well can compensate for a module in which you have performed less well. In this case, provided you have achieved at least 35% in the module, and an average of 45% or more in the others, and you have submitted all assessment, you will receive a compensated pass. This compensation operates for 20 credits by right, and Assessment Boards have the option by discretion to compensate up to a further 20 credits, in any combination (e.g. one 30 credit module, two 20 credit modules etc). There is no compensation between modules in postgraduate programmes.

REFERRAL AND RETAKES. If you fail a module, you will be referred (that is, have to retake the assessment) in those elements which you did not pass. When you take your referrals, your mark for those elements retaken is capped at 40%, whatever you achieve. Your overall module mark is calculated as normal by averaging all assessments, those passed first time and those referred, according to whatever weighting they have been given.

If you fail assessments for a second time, you must repeat the module with attendance, that is, take it again from scratch attending all the teaching and sitting all of the assessments, regardless of whether you passed any or not the first time around. No marks are carried forward, and your overall module mark is capped at 40%.

If you have only 10 or 20 failed credits that you must repeat, and you have submitted all assessments in the referrals for that module even if you did not pass them, the Board has the discretion to allow you to proceed to the next Stage of the programme and to retake this module alongside those from the next Stage. This is known as 'trailing' a module.

Students will be supported in the same way as detailed in other courses- briefly:

All students will receive a University e-mail address which will be an important route of communication with staff. Each student will be assigned a personal tutor from University staff who is responsible for pastoral care and academic issues. Contact between students and tutors may be by telephone, e-mail or post.

Communication within modules will be available using CANVAS. This provides a forum for discussions both between staff and students, and between students. CANVAS is also used to post documents about the programme and additional learning materials for downloading by the student. Studies advice will be given by the Programme Leader, Module Leaders, and Personal Tutors, as appropriate.

Advice on study skills are given early in the programme. Students are encouraged to liaise with the programme team closely throughout their period of study. Remedial support for students who fail module assessments will be provided by the module leader. Advice on answering questions and undertaking individual assignments will be provided in the module guides. However, students will have access to staff for further advice as, and when, necessary. The team involved in this course will also closely monitor attendance at laboratories, workshops and lectures as this is often a good early indicator of problems. Poor attendance will be picked up and tutors asked to contact students for face to face discussion.

28. Any other information.

This course has been running since September 2016. A wide range of professionals from the Cosmetic, Personal care and Fragrance industry are engaging with the course at all levels of studies.

SECTION C: TEACHING AND LEARNING

29. What is the programme about?

Cosmetic Science is a multidisciplinary subject that involves the making (formulation, manufacture), monitoring (quality control) and marketing of cosmetic products within existing regulatory and international legislation frameworks. This requires students to integrate knowledge of chemistry, physical chemistry and biology. The programme is designed to give students the Science based knowledge and skills integrated with knowledge of the regulatory framework that controls the production and use of cosmetics regulations required to work in the cosmetics industry. We aim to provide graduates with a rounded knowledge who can work in the cosmetics industry or other science based arena.

30. What will I know or be able to do at each Stage of the programme?

Learning Outcomes Stage 1 – Skills

- S1. Work safely in the laboratory under supervision and perform a range of laboratory techniques, analyse the data, communicate the outcomes in an oral or written form;
- S2. Have a knowledge of the properties and stability of cosmetic raw materials and plant extracts based on their chemical structure;
- S3. Work effectively as part of a team and independently

Learning Outcomes Stage 1 – Knowledge

- K1 Describe the types, chemical properties and function of cosmetic raw materials and preservatives;
- K2 Know basic cell physiology including an understanding of associated nomenclature and notation
- K3 Know the anatomy, physiology and function of skin, hair, nails and oral cavity, including an understanding of associated nomenclature and notation;
- K4 Have knowledge of the basic legal framework and regulatory bodies involved in cosmetic products.

Learning Outcomes Stage 2 – Skills

- S1. Generate, search for, analyse and critically evaluate experimental data and literature on formulation, manufacturing and quality control processes of cosmetic products;
- S2. Measure and evaluate the properties of cosmetic formulations;
- S3. Handle cell cultures and tissues in an effective ethical and safe manner
- S4. Evaluate and discuss the professional applications of cosmetics in relation to 'therapies' sports and dietetics.

Learning Outcomes Stage 2 – Knowledge

- K1. Demonstrate a detailed knowledge of the formulation principles, manufacturing methods and quality control tests of cosmetic products and the factors that influence the choice and manufacture of particular formulations;
- K2. Demonstrate a detailed knowledge of the processes of cosmetic development from initial raw material selection, rational design and development, through quality control to regulation
- K3. Understand the types and scientific basis of aesthetic treatments and explore the legal and ethical issues of treatment

- K4. Demonstrate a detailed knowledge of the principles of Dermatology and skin toxicology testing.

Learning Outcomes Stage 3 – Skills

- S1. Demonstrate the ability to use valid decision making pathways with regard to cosmetic product development, packaging, marketing and advertising;
- S2. Demonstrate a comprehensive understanding of the integrated practice associated with the formulation and quality control of advanced cosmetic formulations;
- S3. To act autonomously to integrate information from first principles to address problem based scenarios;
- S4. To successfully plan, design and negotiate an appropriate experimental method for a research topic related to cosmetic science, to present, defend and evaluate the project using a variety of outputs

Learning Outcomes Stage 3 – Knowledge

- K1. Synthesise and critically appraise current cosmetic formulations, future trends and developments;
- K2. Demonstrate a comprehensive knowledge of cosmetic products from development to marketing;
- K3. Critically evaluate appropriate knowledge and concepts that underpin an original research project in some area of cosmetic science;

Learning Outcomes – Ordinary degree

If you are awarded an Ordinary degree you will have achieved the majority of the learning outcomes for the programme studied. However you will have gained fewer credits at Stage 3 than students awarded an Honours degree, your knowledge will typically be less broad and you will typically be less proficient in higher-level skills such as independent learning.

31. What will the programme consist of?

Each undergraduate programme consists of a number of Stages from a minimum of 1 to a maximum of 4, each of which is equivalent to a year's full-time study. The summary below describes briefly what is contained in each Stage. The programme structure including a detailed list of modules can be found in the [programme regulations](#).

Stage 1

At stage 1 Students will be exposed to the key elements that underpin cosmetic science. All modules are core and at the end of this stage they will be expected to have a broad knowledge of these core areas and to be able to evaluate these within the context of cosmetic science. Students should also be able to communicate the outcomes of their study/work accurately and in a structured and clear manner. They should be able to work in a team and have identified their personal responsibility for learning and that learning is a lifelong process. At this level the topics covered include general chemistry and those aspects of chemistry that are appropriate for formulation such as polymer chemistry. Cell biology and physiology will also be introduced and this will be focussed to the tissues and systems appropriate for cosmetics. Students will also be given grounding in enzymes and biochemistry as well as a focussed introduction to microbiology. Students will also be introduced to the principles of formulation with an emphasis on those related to cosmetics. Alongside these will be an introduction to the regulation and legislation of cosmetic products and this module will include an introduction to numerical and statistical skills. Knowledge of regulatory frameworks is vital as students must be made aware of the arena that they may be working in but also how this differs from that of traditional pharmaceutical products. At this stage students will be introduced to the working of the cosmetics industry and how it is organised and regulated. In addition general employability skills such team working and communication skills as well as specific skills such as appropriate reporting formats and accuracy will be introduced.

Research-informed teaching: Our chemistry academic staff will be involved in the teaching of "Introduction to Chemistry Principles in Cosmetic Science" module and wherever applicable, will be using their research as referencing material. Similarly, research outputs on formulation of products for skin application and on general formulation techniques, from the pharmaceuticals staff, will feed into the "Introduction to Cosmetic Formulations and Perfumes" module.

Stage 2

Stage 2 builds on the topics and areas described in stage 1, however there is an increasing emphasis on formulation, dermatology and professional practice. Again all modules are core and students will be expected to have a detailed knowledge and critical understanding of the areas covered at this level. Students should also have the ability to apply and evaluate key concepts and theories within the area of cosmetic science and should have knowledge of the practical methods used in this area and also have the ability to critically evaluate information. Students should also have an understanding of the limits of their knowledge, and how this influences their analysis. Communication and team and independent working skills will be further developed at this level. In stage 2 students will cover topics relating to more advanced formulation practice. This will include the importance of colour in these formulations and the differences between industrial and lab scale manufacture. Linking to this the importance and process of quality control will be covered and statistics and numerical skills will be developed further. In the dermatology module students will be exposed to a more in-depth analysis of the skin and the pathophysiology of skin disorders. Aging will also be covered as well as the immunology of the skin. Professional practice will be further developed and in these modules students will cover aesthetic treatments, dietetics and nutrition. At Stage 2, specific employability skills will be developed from those introduced in stage 1. These will include a more in

depth understanding of the industrial process involved in manufacture of cosmetics and related materials. Students will also be introduced to real life problem-based scenarios that will be delivered by industry specialists; this will also impact on the development of generic key skills such as problems solving through team work. Interview techniques will be developed along with CV preparation and students will be given an opportunity to be interviewed by an industry professional during this year as well.

Research-informed teaching: Research in analytical chemistry performed by the chemistry and pharmaceuticals teaching staff will be introduced to students as part of the “*Manufacture and Quality Control of Cosmetics and Perfumes*” module. In particular the staff interest in the development of improved product analysis will be discussed. Research on product stability from our pharmaceuticals staff will feed to the “*Formulation and Quality by Design of Cosmetics and Perfumes*” module. Also, staff research on skin cell culture and skin immunology will support teaching in the “*Dermatology*” module.

Stage 3

At stage 3 the syllabus focusses on advances and advanced methodologies associated with cosmetic science. At the end of this stage, students will be expected to have a systematic understanding of key aspects of cosmetic science; this will be informed by the most up-to-date technologies. Students should also be able to develop and sustain arguments, to solve problems and to describe and comment upon particular aspects of current statutory regulations and research. Students will also have an appreciation of the uncertainty, ambiguity and limits of their knowledge and be able to manage their own learning, and to make use of scholarly reviews and primary sources but be able to review these critically. They should be able to communicate solutions, arguments and ideas clearly and in a variety of forms and be cognisant of the learning ability needed to undertake appropriate further training in this professional framework. At this level, advances in cosmetic formulations and cosmetic specific formulations will be covered. The business practices associated with industry will also be described; this will include topics such as product evaluation, marketing, the legal framework surrounding cosmetics and an introduction to business management. Research methods and methodologies used in industry such as quality by design are also covered and students will complete an independent piece of research. At this stage student will be introduced to business practice in the industry and the importance of advertising and claims validation. These will further develop general and specific key employability skills.

Research-informed teaching: Pharmaceuticals staff research on advanced formulations will feed to the “*Advanced Cosmetic Formulations*” module. The extensive research experience of our staff in undergraduate and postgraduate project supervision will feed into the “*Research Project*” module. Also, research on statistics from our statistician staff will support the “*Research Methods and Professional Practice*” and “*Research Project*” modules. Research and expertise on the principles of business management and product evaluation and development from staff in the Faculty of Business and Law will feed to the “*Regulatory aspects and Quality Management*” module.

Development of Themes

A key aspect of the syllabus is the thematic progression from Stage 1 to Stage 3. The main themes of the syllabus are **formulation**, **legislation**, and **physiology**.



Formulation is introduced in Stage 1, in the *“Introduction to Cosmetic Formulations and Perfumes”* module, where students become familiar with the range of raw materials, the types of cosmetic formulations and formulation techniques. This is supported by the *“Introduction to Chemistry Principles in Cosmetic Science”* module, so students can appreciate how the chemical structure of the raw materials would affect formulation stability. These formulation modules feed to Stage 2 modules *“Formulation and Quality by Design of cosmetics and perfumes”* and *“Manufacture and Quality Control of Cosmetics and Perfumes”* where knowledge and skills on formulation, build-up to the formulation and quality control of specific cosmetic products. These subsequently feed to Stage 3 *“Advanced Cosmetic Formulations”*, *“Research Project”* and *“Research Methods and Professional Practice”* modules which involve the design of more challenging and sophisticated formulations, awareness of formulation protocols, and use of statistics in formulation design.

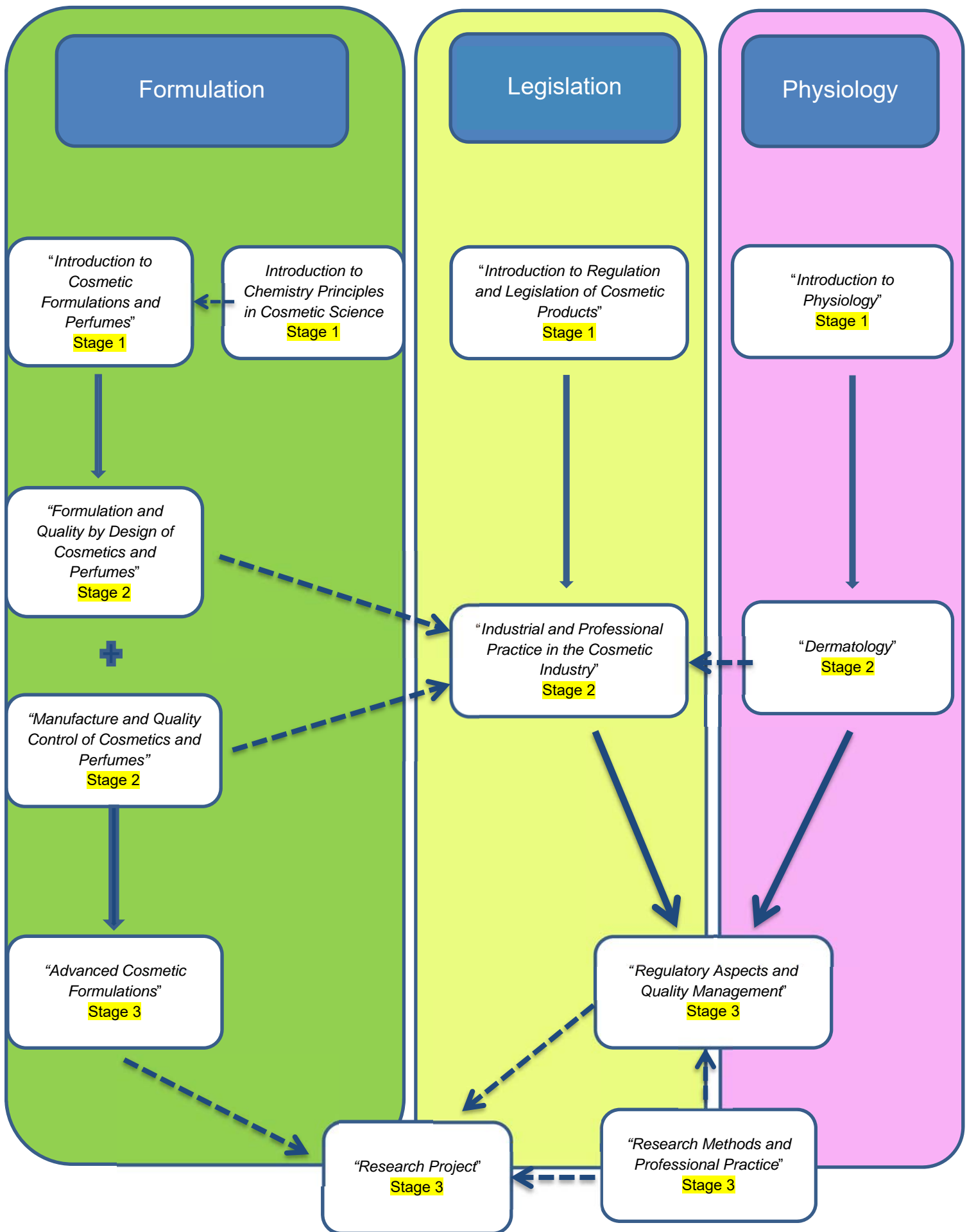
Legislation is introduced in Stage 1, in *“Introduction to Regulation and Legislation of Cosmetic Products”* where students become aware of the diverse global legislative and regulatory framework surrounding cosmetics and perfumes. This module then feeds to Stage 2 module *“Industrial and Professional Practice in the Cosmetic Industry”* where students learn how the formulation design is influenced by legislation e.g. requirements and regulations associated with Organic cosmetic products. This builds-up to Stage 3 module *“Regulatory Aspects and Quality Management”* which focusses on the regulation/legislation of finished cosmetic products e.g. legal framework for advertising cosmetics, claim control, business framework and management, including product marketing and distribution.

Physiology is introduced in Stage 1 in *“Introduction to Physiology”* where students acquire fundamental knowledge of the physiology of the skin, eye, nail, oral cavity and hair, alongside the role of the endocrine system. This builds-up to the Stage 2 *“Dermatology”* module where a more in-depth analysis of the skin structure, function, aging process and ethnical differences are covered. It also informs Stage 2 *“Industrial and Professional Practice in the Cosmetic Industry”* module, in relation to the rationale for claim substantiation testing techniques.

This knowledge then feeds to Stage 3 *“Regulatory Aspects and Quality Management”* module in relation to the creation of appropriate claims for a specific cosmetic product and the ability to communicate such information accurately to industry experts and the public.

Alongside the thematic *progression*, there is thematic *integration* among modules in each Stage.

The thematic progression and integration of modules are depicted in the following diagram. Progression is indicated with solid lines  and integration with dotted lines .



32. How will I be taught?

| | |
|-------------------------------|---|
| Scheduled teaching activities | ✓ |
| Independent study | ✓ |
| Placement | ✓ |

Scheduled teaching activities will involve: Lectures, laboratory classes, seminars/workshops

Independent study will involve: PBL, webcasts, directed self-study & advised self-study.

The teaching and learning methods that will be used in this programme are outlined on SECTION B, point 26.

Students will encounter lectures, laboratory classes, problem-based learning sessions and workshops at all Stages of the programme. The themes and content of taught material will reflect the learning outcomes of each module. Teaching methods will be more self-directed (independent) and less didactic as Stages progress.

Stage 1

Lectures at this stage will be useful to set the context of the programme (*i.e.* what is a cosmetic product? What is cosmetic science and its regulatory & legal framework?) and to introduce necessary knowledge of chemistry, physics and formulation processes that underpin cosmetic science. Also **lectures** will convey knowledge on human physiology principles.

Cosmetic science is an applied discipline and **laboratory classes** are necessary at every stage of the programme. At Stage 1, laboratory classes will enable students to develop GLP skills and to get familiar with simple experimental procedures and methods in chemistry, physics and formulation that are essential for every cosmetic scientist (for example: titrations; acid-base hydrolysis; measurement of pH, surface tension, powder flow).

PBL sessions at Stage 1 will aim to introduce and familiarise students with the 7-step PBL approach. The students will be expected to learn to work as a team and to become aware of the literature and sources of information on cosmetic science. Therefore, the themes of the PBL scenarios at Stage 1 will be mainly informative in nature and will not require a great extent of critical analysis skills.

Stage 2

Lectures at Stage 2 will be useful to convey knowledge on formulation and quality control principles for cosmetics. These lectures will be accompanied by **laboratory classes** where students will apply the taught theory and get trained on the use of relevant equipment and the acquisition of data following standard operating procedures (SOPs).

Lectures on Dermatology will present necessary knowledge on skin function, metabolism, skin ageing and theory of skin cultures & will be accompanied by **laboratory classes** where students will be measuring skin properties such as skin elasticity, moisture content, transepidermal water loss (TEWL).

Lectures will also introduce the theory of aesthetic therapy treatments and set the regulatory context for such procedures. These lectures will be accompanied by **webcasts** from experts in the field (ATs) and **tutorials** which will aim to consolidate the scientific principles of the aesthetic treatment devices. In fact, there is a need in the aesthetics field for scientists who understand these aesthetic interventions (e.g. effect of electricity and correct application of electrodes on the skin; physiological effects of fillers, botox etc).

PBL sessions at Stage 2 will involve formulation scenarios & will enable the development of critical skills.

Stage 3

Laboratory classes and **PBL sessions** will be the main teaching methods at Stage 4.

Laboratory classes will involve the advanced cosmetic formulations and research project work.

PBL sessions will explore the regulatory framework and will be accompanied by **lectures** from experts in the field.

A list of the modules in each Stage of the programme can be found in the [Programme Regulations](#).

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

33. How will I be assessed and given feedback?

| | |
|-----------------------|---|
| Written examinations | ✓ |
| Coursework | ✓ |
| Practical assessments | ✓ |

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

The generic assessment criteria which we use can be found [here](#). Some programmes use subject-specific assessment criteria which are based on the generic ones.

| | | |
|----------------------------------------------------------------|------------|-----------|
| This programme uses the Generic University Assessment Criteria | YES | NO |
| This programme uses the Subject Specific Assessment Criteria | YES | NO |

The University regulations can be found [here](#).

The Programme will be assessed through a range of methods including closed and open-book written examinations, written laboratory reports, research essays, oral presentations, research projects and problem-based scenarios and time-constrained assessment. The assessments will be designed such that they not only reflect the level of students' knowledge but also the skill base of students for example we will provide multiple low stakes assessments at Stage 1 in order to build confidence but also to provide regular feedback. Assessment will place emphasis on problem solving, independent, and team working skills, knowledge, initiative, understanding and performance. We propose to have 50 % of modules (6 out of 12) that have a written closed book terminal examination as a major component of assessments. For the majority of modules, assessments will utilise a combination of coursework with or without mid-term targeted MCQ's or open book time limited assessments which will be set and assessed during the teaching period. The exact nature of these assessments will vary from module to module in order to reflect the teaching methods. All modules will have a pass mark of 40%. Independent skills will be assessed by individual reports on defined topics, individual presentations within modules, time-constrained web-based MCQ tests and written open and closed book examination. Team work skills will be assessed via group PBL presentations and group reports/portfolios.

Stage 1 of the Programme will introduce and encourage the acquisition of fundamental knowledge; this will be assessed by time-constrained, web-based MCQ tests, written examination and problem based learning scenarios.

GLP and GMP methods of data reporting will be introduced at Stage 1 and developed throughout the Programme using an assessed portfolio of laboratory experiments for the relevant modules. Individual written reports are used to build skills in written reporting.

At Stages 2 & 3 critical awareness of practices and theory will be assessed via laboratory sessions and problem-based learning scenarios. The viva associated with the research project in Stage 3 will be designed to mirror an “industrial technical interview”.

Between Stages 2 and 3 is the industrial placement year and it will be assessed via competency based portfolio that will be used as a diary of progress and also a reflective log. In addition students will be asked to produce a placement report that details their learning during the year and an oral presentation describing the placement.

34. [Teaching, learning and assessment matrix](#)

Stage 1

| Module | Code | Core / optional | Modes of T&L | Modes of Assessment | LO S1 | LO S2 | LO S3 | LO K1 | LO K2 | LO K3 | LO K4 |
|----------------------------------------------------------------------|---------------|-----------------|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|--------------------|--------------------|--------------------|--------------------|
| Introduction to Chemistry Principles in Cosmetic Science | CSC101 | Core | Lectures, seminars, Labs Student-lead | Coursework; laboratory reports Exams: MCQ x1 + 3 hr closed book | Developed Assessed | Developed | Developed Assessed | Taught Assessed | | | |
| Introduction to regulation / legislation of cosmetic products | CSC102 | Core | Lectures, PBL, group work, seminars Student-lead | Coursework; Group report, Group presentation Essay on aspect of regulation Exams; MCQ x1 | | Developed Assessed | Developed Assessed | | | | Taught Assessed |
| Introduction to cosmetic formulations & perfumes | CSC103 | Core | Lectures, seminars, PBL Labs Student-lead learning | Coursework; laboratory reports and PBL assessment Exams; 3h closed book | Developed Assessed | Developed Assessed | Developed Assessed | Taught Assessed | | | |
| Introduction to Physiology | CSC104 | Core | Lectures, seminars, PBL Labs Student-lead | Coursework; laboratory report and MCQ x1 Exams; 3 hr closed book | Developed Assessed | | Developed Assessed | | Taught Assessed | Taught Assessed | |

Stage 2

| Module | Code | Core / optional | Modes of T&L | Modes of Assessment | LO S1 | LO S2 | LO S3 | LO S4 | LO K1 | LO K2 | LO K3 | LO K4 |
|----------------------------------------------------------------------|---------------|-----------------|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------|--------------------|--------------------|--------------------|-----------------|--------------------|-----------------|-----------------|
| Formulation and Quality by Design of cosmetics and perfumes | CSC201 | Core | Lectures, seminars, PBL, Labs Student-lead learning | Coursework; laboratory reports, PBL Exam 3 hr closed book exam | Developed | Developed Assessed | | | Taught Assessed | Taught Assessed | | |
| Manufacture & Quality Control of cosmetics and perfumes | CSC202 | Core | Lectures, seminars, PBL, Labs Student-lead learning | Coursework; Problem based lab reports Case studies Exam 3 hr closed book exam | Developed Assessed | Developed Assessed | | | Taught Assessed | Taught Assessed | | |
| Industrial and Professional Practice in the Cosmetic Industry | CSC203 | Core | Lectures, seminars, PBL Student-lead learning | Coursework; Group report, Group presentation Industrial focussed case study on an aspect of practice | Developed Assessed | | | Developed Assessed | Taught | Taught | Taught Assessed | |
| Dermatology | CSC204 | Core | Lectures, seminars, PBL Labs Student-lead learning | Coursework; PBL-based laboratory reports Exams 3 hr closed book exam | Developed | | Developed Assessed | | | | | Taught Assessed |
| Industrial Placement | CSC205 | Optional | Working in a professional setting | Coursework; Written report; oral presentation; Confidential assessment by industrial supervisor | | Developed Assessed | | | | Developed Assessed | | |

Stage 3

| Module | Code | Core / optional | Modes of T&L | Modes of Assessment | LO S1 | LO S2 | LO S3 | LO S4 | LO K1 | LO K2 | LO K3 |
|-----------------------------------------------------|---------------|-----------------|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------|------------------|------------------|
| Advanced cosmetic formulations | CSC301 | Core | Lectures, seminars, PBL Labs Student-lead learning | Coursework; PBL assessments, Paper based review Exams 2 hr open book exam | Developed Assessed | Developed Assessed | Developed | | Taught, assessed | Taught | |
| Research methods & Professional practice | CSC302 | Core | Lectures, seminars, Student-lead learning | Coursework; PBL assessments, Data analysis and work book | Developed | Developed | Developed Assessed | Developed | | Taught | Taught, assessed |
| Research Project | CSC304 | Core | Lectures, Labs Student-lead learning | Coursework; Laboratory note book, production of a paper or industry relevant document, copy for a daily paper and oral examination | Developed | | Developed | Developed Assessed | | | Taught, assessed |
| Regulatory aspects & quality management | CSC303 | Core | Lectures, seminars, PBL Student-lead learning | Coursework; Business proposal for new product Exams 2 hr closed book exam | Developed | Developed Assessed | | | Taught | Taught, assessed | |

How does research influence the programme?

Staff involved in the delivery of this programme are research active and as with the other programmes that the team teach into, aspects of their research will be integrated into appropriate modules; some examples of this are given in section 3.1. The importance of research in the industry will be introduced at level 4 and this theme will be developed at Level 5 and 6. In Level 6 students will be given the opportunity to complete independent research allowing them to utilise research skills they have developed at earlier stages. A range of staff is delivering this and the team has a diverse range of research. The table below shows the staff that are involved.

| Staff | Research area | Relevance to cosmetics | Input into teaching |
|-------------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dr S Ahmed | Cell biology | Introduction to cell biology and enzymatic processes | Level 4 Physiology |
| Dr D Archer | Sports nutrition | Nutrition and dietary analysis | Level 5 Professional practice |
| Dr M Carlile | Protein biochemistry | Introduction to protein biochemistry | Level 4 Physiology |
| Dr P Carter | Formulation design, inhalers | Formulation technology | Level 4 Formulation, Level 5 Formulation Level 6 Formulation and Project |
| Dr C Chaw | Nano-particulate delivery, micro-emulsions | Delivery of advanced cosmetic preparations | Level 5 Formulation Level 6 Formulation and Project |
| Dr S Childs | Analytical Chemistry | Chemical stability of ingredients and actives | Level 4 Chemistry Level 5 Formulation stability |
| Mr M Coulson | Sports science | Body image | Level 5 Professional practice |
| Dr S Darby | Protein biochemistry | Industrial processing and delivery of advanced cosmetic preparations | Level 4 Physiology |
| Dr K Dodou | Transdermal and topical delivery, cosmetic formulations, rheology, advanced delivery systems, skin disorders | Formulation technology Delivery of advanced cosmetic preparations Rheological evaluation of cosmetic products Skin disorders | Level 4 Formulation, Physiology, Regulation Level 5 Formulation, Manufacture and Quality Control, Professional Practice, Dermatology Level 6 Formulation and Project |
| Dr A Elkordy | Niosomes, liposomes | Delivery of advanced cosmetic preparations | Level 5 Formulation Level 6 Formulation and Project |
| ? | Statistics | Statistics | Level 4 Regulation Level 5 Quality Control, |

| | | | |
|----------------|-------------------------------------------|--------------------------------------------|----------------------------------------------------------------------|
| | | | Level 6 Quantitative research |
| Dr S Myers | Organic chemistry, Spectroscopic analysis | Chemistry; Analysis of materials for QC/QA | Level 4 Chemistry |
| Dr A Nathubhai | Spectroscopic analysis | Analysis of materials for QC/QA | Level 5 Manufacture and QC |
| ? | Microbiology | Microbiology and microbiological stability | Level 4 Physiology Level 5 Formulation |
| Dr L Williams | HPLC and GC analysis | Analysis of formulations | Level 5 Manufacture and QC, Professional Practice Level 6 Project |

In addition the individuals identified who will be ATs for this course will provide research influence that is wholly cosmetic focussed as well as related professional practice.

SECTION D: EMPLOYABILITY

35. How will the programme prepare me for employment?

The programme gives you the opportunity to develop skills which you can use in the future. Some skills are more specific than others to the subject area, or to a particular type of activity, but all skills can be applied in a range of employment situations, sometimes in quite unexpected ways. The skills which this programme is designed to develop are listed below.

- *how the programme meets particular vocational demands*

The provision of Cosmetic Science education does not have an accrediting body in the UK. At the moment there are only 2 other UK Universities providing degrees on cosmetic science and this lack of cosmetic science education has been raised by the industry which, on the other hand, is rapidly evolving and expanding.

The Cosmetics Industry is represented by the Cosmetic, Toiletry & Perfumery Association (CTPA). CTPA “acts as the voice of the UK industry”, and represents “all types of companies involved in making, supplying and selling cosmetic and personal care”. <http://www.ctpa.org.uk/>

It also supports education in cosmetic science by working closely with the Society of Cosmetic Scientists (SCS) (<http://www.scs.org.uk/>) and by endorsing Cosmetic Science programmes.

In addition the International Fragrance Association (IFRA) is the regulatory body defining the Standards and Code of Practice that apply to the formulation and manufacture of perfumes. <http://www.ifrauk.org/>

The programme leader, Dr Kalliopi Dodou, is already a member of the Society of Cosmetic Scientists (since February 2015) and she had initial discussions in March 2015 with the SCS, CTPA and IFRA, alongside a range of cosmetic companies and cosmetic scientists in relation to the development and marketing of this course. In addition she identified several ATs for the course.

- *how employers are involved in the development of the programme, and which ones they are*

As mentioned above, the CTPA, IFRA, and cosmetic industry in the UK have provided advice during the design of this programme. A workshop was organised (23rd July 2015) with industrial partners to help in the development of the final programme structure. We also use an industrial liaison committee to help monitor and drive change within the course. This group also act as informal ambassadors for the course.

- *how the skills gained will help students when applying for graduate jobs and what sort of jobs you would expect graduates to be able to go into.*

Students will gain research, professional, transferable and employability skills during their studies. These skills will be integrated throughout the programme and will gradually build & develop from Stages 1 to 3. This integration is evident in the module learning outcomes as well as the programme learning outcomes. Detail of how these develop through the stages is highlighted in section 31 of this document.

The cosmetic industry, consultancy and regulatory bodies will be the main employability destinations of the graduates.

Employment options within the Cosmetic industry (<http://www.scs.org.uk>) include:

- Research
- Perfumery
- Product, Process and Packaging Development
- Manufacturing
- Quality Control and Assurance
- Product Evaluation and Safety Testing
- Microbiology
- Sales & Marketing
- Purchasing

For information about other opportunities available to our students who study on campus, click [here](#).

36. Particular features of the qualification (optional)

Students will be encouraged to join as student members of the SCS and attend the lectures or events of the society.

37. Professional statutory or regulatory body (PSRB) accreditation.

| | |
|-----------------------------------------------------------------|---|
| PSRB accreditation is not relevant to this programme | ✓ |
| PSRB accreditation is currently being sought for this programme | |
| This programme currently has PSRB accreditation | |

The programme is currently accredited until: **N/A**

The relevant PSRB(s) is/are: **N/A**

The terms of the accreditation are as follows:

N/A

The programme is recognised as:

The programme is recognised by the Society of Cosmetic Scientists

The programme is accredited dependent on:

N/A

Accreditation gives graduates

N/A

There are programme-specific regulations relating to the following. Details are given in the programme regulations:

| | |
|-----------------------------------------------------------------------|---|
| The modules to be studied | ✓ |
| Pass-marks for some or all modules and/or parts (elements) of modules | ✓ |
| Requirements for progression between one Stage and another | ✓ |
| Placement requirements | ✓ |
| Attendance requirements | ✓ |
| Professional practice requirements | ✓ |
| Degree classification | ✓ |
| Other | |

Interim or exit awards are not accredited.

SECTION E: PROGRAMME STRUCTURE AND REGULATIONS

Use [Programme Regulations Form](#), for questions 39 and 40

SECTION F: ADMISSIONS, LEARNING ENVIRONMENT AND SUPPORT

41. What are the admissions requirements?

The University's standard admissions requirements can be found in the [university regulations](#). Programme-specific requirements which are in addition to those regulations are given below.

Entry requirements are 112 UCAS points from a minimum of two A Levels or equivalent (for example 1 x AVCE double award) including chemistry (minimum of a C grade). We do not accept General Studies AS or A Level.

We accept a maximum of 6 points from Level 3 Key Skills qualifications.

We also require three passes at GCSE grade C or above, which must include Mathematics and English Language, or a minimum of Level 2 Key Skills in Communication, Application of Number. If you have studied for a GCSE which has a numerical grade then you will need to achieve a grade 4 or above.

Other acceptable qualifications:

BTEC National: 112 points from a BTEC Certificate or Diploma, which must include chemistry.

Access Courses: We would require successful completion of an Access to Higher Education course that is accredited by the Quality Assurance Agency, our typical offer is for 112 points, which must include chemistry. We would also require a minimum of grade C in GCSE in Mathematics and English Language or the equivalent as part of your course.

Scottish Highers: Our typical offer is for 112 points, which must include chemistry.

Irish Leaving Certificate: Our typical offer is for 112 points, which must include chemistry.

Entry from a University of Sunderland Foundation Year

| | | |
|--------------------------------------------|------------|-----------|
| Can students enter with advanced standing? | Yes | No |
|--------------------------------------------|------------|-----------|

If yes, to which Stages?

| | |
|---------|---|
| Stage 1 | ✓ |
| Stage 2 | ✓ |
| Stage 3 | ✓ |

If yes, with what qualifications?

Students may be permitted to enter with advanced standing by Accreditation of Prior Learning (APL) or through an approved articulation or progression route. Such prior learning may be certificated or experiential or a combination of both. In such cases students are awarded credit for experience gained elsewhere. The approved processes by which entry with advanced standing may be permitted are described in the Academic Quality Handbook. 1.2.2 Advanced standing may be given for credits within one Stage of a programme or for a whole Stage or for credits across more than one Stage. However, students may not receive advanced standing for more than two-thirds of the credits for his/her target award. 1.2.3 The limit of two-thirds of the credits for the target award does not apply if a student is seeking to convert a Sunderland Ordinary degree to an Honours degree - see regulation 6.5.2 below. 1.2.4 If a student has already gained a named target award at the same level as, or a higher level than, the target award towards which he/she is seeking entry with advanced standing, he/she may not use this to gain credit. However, if a student has gained an exit or interim award towards the target award, he/she may use that towards a target award at a higher level. Similarly, if a student has gained individual credits without gaining a named award, he/she may use those to seek advanced standing towards a target award at any level.

Credits gained by advanced standing are not given a mark or grade, and may not be used in the calculation of a degree classification or similar summative grade such as a distinction - see regulation 6.5.1.

The University has a process by which applicants whose experience to date already covers one or more modules of the programme they are applying for may seek Accreditation of Prior Learning (APL). Full details can be found [here](#) but if you think that this may be relevant to you, please contact the department which offers the programme you are interested in.

42. What kind of support and help will there be?

a. *in the department:*

All students will receive a University e-mail address which will enable communication with staff to help answer queries quickly or to arrange appointments when face-to-face interaction is sought or necessary.

Each student will be assigned a personal tutor from University staff, who is responsible for pastoral care and academic issues. Contact between students and tutors may be by telephone, e-mail or post. Communication within modules will be available using CANVAS. This provides a forum for discussions both between staff and students, and between students. CANVAS is also used to post documents about the programme and additional learning materials for downloading by the student. Studies advice will be given by the Programme Leader, Module Leaders, and Personal Tutors, as appropriate.

Advice on study skills are given early in the programme. Students are encouraged to liaise with the programme team closely throughout their period of study. Remedial support for students who fail module assessments will be provided by the module leader. Advice on answering questions and

undertaking individual assignments will be provided in the module guides. However, students will have access to staff for further advice as, and when, necessary.

Placements

This programme includes an optional year in industry. During the placement year each student will have an industrial tutor and a University supervisor.

b. in the university as a whole:

The University provides a range of professional support services including [health and well-being](#), [counselling](#), [disability support](#), and a [Chaplaincy](#). Click on the links for further information.

43. What resources will I have access to?

| | | | | | |
|-----------|---|---------------------------------|--|---------------------------------|--|
| On campus | ✓ | In a partner college | | By distance learning | |
|-----------|---|---------------------------------|--|---------------------------------|--|

On campus

| | |
|-------------------------------------|---|
| General Teaching and Learning Space | ✓ |
| IT | ✓ |
| Library | ✓ |
| VLE | ✓ |
| Laboratory | ✓ |
| Studio | |
| Performance space | |
| Other specialist | ✓ |
| Technical resources | ✓ |

The City campus has a modern, newly refurbished range of teaching and learning facilities, including 2 large lecture theatres (Murray library and Forster building), seminar, PBL and IT rooms.

The Sciences Complex has had significant investment over the past 6 years with £5.5 million investment into Phase 1 of the Sciences Complex redevelopment that opened in September 2010. This provides high quality teaching and learning facilities and social learning spaces for staff and students. The building also includes multi-disciplinary science laboratories including new equipment for drug discovery, pharmaceuticals and health related sciences.

In February 2011, a new integrated industry-standard Analytical Services Lab and scientific imaging suite was opened by Sir Professor Robert Winston, as well as an attractive landscaped public realm space which hosts part of a new university square.

The Faculty has invested over 700K in Pharmaceuticals over the past 5 years and this area will also benefit from the Phase II developments of the Sciences complex which will produce pharmaceuticals teaching and research laboratories that are state of the art. There will be further investment in equipment in pharmaceuticals of approx. £350K.

Information about the University's facilities can be found [here](#).

44. Are there any additional costs on top of the fees?

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| No, but all students buy some study materials such as books and provide their own basic study materials. | ✓ |
| Yes (optional) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are additional costs for optional activities associated with the programme (see below) | |
| Yes (essential) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are essential additional costs associated with the programme (see below) | |

45. How are student views represented?

All taught programmes in the University have student representatives for each Stage (year-group) who meet in a Student-Staff Liaison Committee (SSLC) where they can raise students' views and concerns. The Students' Union and the faculties together provide training for student representatives. SSLCs and focus groups are also used to obtain student feedback on plans for developing existing programmes and designing new ones. Feedback on your programme is obtained every year through module questionnaires and informs the annual review of your programme. Student representatives are also invited to attend Programme and Module Studies Boards which manage the delivery and development of programmes and modules. Various Faculty committees, particularly Faculty Academic Experience Committee, Academic Development Committee and Quality Management Sub-Committee also have student representation. This allows students to be involved in higher-level plans for teaching and learning. There is a parallel structure at university level on which students are represented by sabbatical officers who are the elected leaders of the Students' Union.

The University's student representation and feedback policy can be found [here](#).

In addition students will also be represented on a stakeholders group. This will meet twice a year and will include participants from industry. This group will meet to discuss developments in cosmetics Science and how they will impact/ have to be included into the curriculum.

Undergraduate programmes only:

Final-year students are also invited to complete a National Student Survey (NSS) which asks a standard set of questions across the whole country. The results of this are discussed at Programme Studies Boards and at Faculty Academic Experience Committee to identify good practice which can be shared and problems which need to be addressed. We rely heavily on student input to interpret the results of the NSS and ensure that we make the most appropriate changes.

Describe further features including office hours / open door policies, on-line facilities such as VLE discussion boards, programme questionnaires and anything else.

The School has an open door policy for students. Using this approach students can often see their tutor or other member of staff immediately or if staff are not available as quickly as possible. Students are also advised to inform staff (does not have to be their tutor – but could be a member of staff they are comfortable talking to) if they have problems. We use the VLE for all aspects of the modules –

module guide, module timetables, lectures, seminar material, and supplementary information are made available on the module page. In addition mock MCQ's and exam questions are posted on these. The VLE is often used to communicate with students about research seminars appropriate to the module as well as changes to the timetable. At the end of the module a module feedback questionnaire is handed out to students. We feedback to the students via the staff student committee and via timetabled sessions, any changes that have been made in response to comments.

SECTION G: QUALITY MANAGEMENT

46. National subject benchmarks

The Quality Assurance Agency for Higher Education publishes benchmark statements which give guidance as to the skills and knowledge which graduates in various subjects and in certain types of degree are expected to have. These can be found [here](#).

| | | |
|--------------------------------------------------------|------------|-----------|
| Are there any benchmark statements for this programme? | YES | NO |
|--------------------------------------------------------|------------|-----------|

The subject benchmark(s) for this programme is/are:

The Course (Cosmetic Sciences) is multidisciplinary (itself a benchmark) and lacks an independent benchmark. However the QAA benchmarks in Chemistry (2007) and Biology (2007) inform and guide course design.

The QAA also publishes a Framework for Higher Education Qualifications (FHEQ) which defines the generic skills and abilities expected of students who have achieved awards at a given level and with which our programmes align. The FHEQ can be found [here](#).

47. How are the quality and standards of the programme assured?

The programme is managed and quality assured through the University's standard processes. Programmes are overseen by Module and Programme Studies Boards which include student representatives. Each year each module leader provides a brief report on the delivery of the module, identifying strengths and areas for development, and the programme team reviews the programme as a whole. The purpose of this is to ensure that the programme is coherent and up-to-date, with suitable progression from one Stage to another, and a good fit (alignment) between what is taught and how students learn and are assessed - the learning outcomes, content and types of teaching, learning and assessment. Student achievement, including progress between Stages of the programme and degree classification, is kept under review. The programme review report is sent to the Faculty Quality Management Sub-Committee which in turn reports issues to the University's Quality Management Sub-Committee (QMSC) and Academic Development Committee (ADC). External examiners are appointed to oversee and advise on the assessment of the programme. They ensure that the standards of the programme are comparable with those of similar programmes elsewhere in the UK and are also involved in the assessment process to make sure that it is fair. They are invited to comment on proposed developments to the programme. Their reports are sent to the Deputy Vice-Chancellor (Academic) as well as to the Faculty so that issues of concern can be addressed.

All programmes are reviewed by the University on a six-yearly cycle to identify good practice and areas for enhancement. Programmes are revalidated through this review process. These reviews

include at least one academic specialist in the subject area concerned from another UK university. The University is subject to external review by the Quality Assurance Agency for Higher Education on a six-year cycle. Their review reports for Sunderland can be found [here](#). Further information about our quality processes can be found [here](#).

In addition a stakeholder committee (comprising people from the cosmetic industry, student representatives and senior members of the teaching team) will play a role in maintaining quality of the academic and professional training students receive. This group will also play a major role in updating the course with respect to changes in professional practice and regulation.