TEC Partnership

Changing lives every day

BA (Hons) Special Effects Make Up and Prosthetics Design

2025

1. Programme Summary

Title of Programme	Special Effects Make Up and Prosthetics Design
Award Types	BA (Hons)
Contained Awards	Certificate of HE for successful completion of 120 credits at Level 4 Diploma of HE for successful completion of 120 credits at Level 5 Ordinary Degree or Pass Degree for completion of 300 credits at Level 6
Awarding Body	TEC Partnership
UCAS Codes	WL72
HECOS Codes	101361 (50%) 100706 (25%) 100592 (25%)
References used in the design of the programme	QAA Benchmark Statements 2019: Art and Design QAA Benchmark Statements 2024: Communication, Media, Film and Cultural Studies
Accrediting Professional or Statutory Body (if applicable)	N/A
Mode of study (full and part time)	Full time
Duration of study (in years)	3 Years Full Time
Number of weeks per academic year	31
Location of Delivery and Faculty	Grimsby Institute of Further and Higher Education HE Business, Arts and Media
Minimum numbers to start the programme	8

2. Entry Requirements

A portfolio is required of all candidates, demonstrating capability of work and interest in the Special Effects industry.

Standard offer

Applicants will require 64 UCAS points in a creative-related subject, or 60 Access-to-HE Credits (of which a minimum of 45 must be at Level 3). Applicants are required to hold English and Maths GCSE (or equivalent) at Grade C/4.

Non-standard offer

Non-standard entry is intended to support students who may not meet the standard academic entry requirements of a HE programme, normally level 3 qualifications which attract UCAS points (for instance A-levels or BTEC level 3 courses). An applicant must be able to demonstrate recent work/experience in the relevant sector, which would give them skills and knowledge comparable to applicants with Level 3 qualifications.

All non-standard applicants will be interviewed and set an appropriate piece of work (a workshop-based project in the interview will be required, testing abilities regarding workshop skills that will be used throughout the degree) and a judgement made taking into account their academic potential and relevant work/experience.

Recognition of prior learning

TEC Partnership encourages student transfers from other institutions. Applicants may be admitted with credit for prior certificated learning (RPcL) or work/life experience or other uncertificated learning (RPeL). Please refer to HE21 Student Transfer and the Recognition of Prior Learning. A portfolio of work will be required to evidence an informed interest in and appreciation of the subject area.

3. Degree Classification Weightings

The degree classification is normally awarded based on the weighted average (30/70) of the marks achieved at levels 5 & 6

4. Aims of the Programme

The BA (Hons) Special Effects Make Up and Prosthetics Design degree aims to provide a new, advanced learning experience through exploration of modern areas of industry technology and practices, such as 3D scanning, mould making, and printing. Academically, it will develop students' abilities to record their learning and apply self-reflection to constantly improve their working practices. Students will be encouraged to showcase their work at every opportunity, taking advantage of various local and national platforms as well as internal ones.

The course aims are:

- To develop make-up and special effects trainees/juniors who are confident and competent, to an industry standard, with products and techniques to enable them to work in film, television, theatre and linked areas.
- To provide a creative and collaborative environment in which core practical skills, transferable skills, confidence, professionalism and creative development are nurtured.
- To enable students to develop a wide range of thinking skills, practical and professional expertise, and transferable learning, including writing skills.
- To equip students with research skills and critical analysis so they can develop a design process which will produce both accurate to a subject/theme, and unique/original ideas.
- To prepare students to be innovative, flexible, adaptable and able to solve problems, both intellectually and practically oriented, in response to the changing professional environment.
- To provide a focus on experimentation and risk-taking, broadening students' perspectives on practice, and developing work in their specialist discipline.

The course will also allow for opportunities to collaborate across the 3 levels as well as other departments (film production, photography, performing arts, etc.). This will allow students to develop their professional and employability skills. With smaller class sizes, this enables more time and support for students with their tutors. We are continually in contact with industry connections to bring in new techniques and methods, as well as developing technology in the industry.

There are various roles in the industry, from working in workshops, on set film work, teaching, the medical sector and even dental training. Typical progression routes are Masters, PGCE, self-employment, industry employment or freelance work in the medical field, workshops, films and theatre. There are also opportunities to set up businesses taking commission work, retailing prosthetics, fan merchandise products or offering private and commercial services.

5. Programme Learning Outcomes (FHEQ)

No.	Programme Learning Outcomes *By the end of this programme, students will be able to:*	Subject Benchmark Reference
1.	Critically evaluate a range of techniques and materials appropriate for working practices.	AD: 4.4 i, ii, iv, 6.4 iii, 6.8 v CMFCM: 4.4 xi, xiii, xiv,4.5 i, ii, vi, 4.7 ii, iv, xi, xii, xvii, xviii 4.8 i, ii, vi 4.9 ii, v, xi, xvii 4.10 vi
2.	Work independently and collaborate using an array of communication, organisation, problem-solving solving and practical skills.	AD: 6.6 SM i, ii CE ii G/TWSS i SCP i, ii RIS I, 6.8i, 6.9ii, 6.10 RIS iv 6.10 CE iv CMFCM: 4.4 ix, xii, xiii, 4.5iii, iv, vii, x 4.8 iv, vii, x 4.9 xv, xx 4.10 iv, v, vii, x
3.	Illustrate relevant techniques and the use of equipment to an industry standard.	AD: 4.4 i, ii, iv, xv 4.5 x. 4.7 xiv, 4.9 xv 6.4iii, 6.7. 6.8 iii CMFCM: 4.4xv, 4.5x, 4.7xiv, xvi, 4.9xv
4.	Develop and critically analyse research, ideas and concepts, alongside reflective practices, to produce fully realised, presented and executed projects to an industry acceptable standard.	AD: 6.4 i, iii 6.8 i, iv. 6.10 RIS i, ii CMFCM: 4.4 ii, ix, xiii 4.5i, xii x, 4.7 ii, xi, xiv, xvi, 4.8 i, vi, xii, 4.9 x, xiii, xvii, 4.10 iii, vii, xii
5.	Demonstrate the ability to manage workloads, set timescales and meet deadlines within contexts of ambiguity and uncertainty outside of their comfort zones.	AD: 6.6 SM i, ii 6.10 SM i, ii PQ i CMFCM: 4.5x, xi, 4.8iv, x, xi 4.10 x, xi, xiii
6.	Demonstrate the skills needed to be resourceful, ethical and entrepreneurial, including critical thinking, time management, problem solving and communication.	AD: 4.4i, 6.4ii, 6.6 GWi 6.6 SM i, ii; SCP I, 6.8i, iv, 6.10 SM I ii, CE iii, PQii CMFCM: 4.4 vi, xx 4.5 ii, vii, x, xi, xiii 4.7 ii, iv, ix, x, xii, xxi 4.8 i, iv, vii, xii 4.9 ii, v, vi, viii, xi, xvi, xx 4.10 iv, vi, vii, x, xiii
7.		AD: 6.4 I 6.5iii, iv 6.6 SM i, ii SCP I, ii. 6.9ii, 6.10 CE v

	Understand and apply the principles of employability and establish an individual/professional identity appropriate for industry.	CMFCM: 4.4 xiii 4.5vii, xiii 4.7 xxi, 4.8 xiii 4.10 x, xiii
8.	Apply a systematic understanding of specialist knowledge and skills within special effects make-up to communicate ideas and outcomes.	AD: 4.4 i, ii, iv CMFCM: 4.4 vii, ix, xx 4.5 vii, xiii 4.7 viii, ix 4.8 vii, 4.9 vii 4.10vii
9.	Design and produce special effects make-up applications to a brief, in a safe and competent manner, with an awareness of specialised product compatibility.	AD: 4.4 i, ii, iii. 6.4i, 6.4iii, 6.5 iii. 6.6ii, 6.8 i, iii, iv, v CMFCM: 4.5 iv, x, 4.7 viii, 4.8 iv, x, xi, xiii 4.9 iii, vii, xiii, xv 4.10 x, xi, xiii
10.	Apply research, critical thinking and experimental analysis to special effects make-up, prosthetics and related projects, including ethical, cultural and equality considerations.	AD: 6.5 iii. 6.6 CE i, ii, 6.10 CE ii, iii, iv, v. RIS i, ii. PQ i CMFCM: 4.4 iii, vii, viii, xiii xvii, xx 4.5 v, vi 4.7 v, viii, x, xii, xiv, xviii, xxi 4.8 i, iv, v, vi 4.9 ii, vii, x, xiii, xvi, xx 4.10 v, vii, x, xi
11.	Select and utilise a range of software packages to an industry acceptable standard in the production of special effects artefacts.	AD: 4.1, 4.3, 4.4 I, ii, iii, 6.3, 6.4 I, ii, iii, iv, 6.5 I, ii, iii, iv, v, 6.8 i, iii, 6.11 CMFCM: 4.4 ii, x, xiv, xv 4.5 iv, v, x, 4.7 iv, xiv, xvi 4.8 iv, v, vii, viii 4.9 x, xiii

6. Additional Outcomes Aligned to PSRB or Apprenticeship Standards

No.	Learning Outcomes	Reference
1.	N/A	

7. Graduate Attributes and Threshold Characteristics

Level 4

A student achieving level 4 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:

- The ability to visually communicate their ideas clearly, coherently and accurately.

- The ability to evaluate and apply key theories such as colour, composition, style, form and function.
- The ability to exercise some personal responsibility in time management, planning and evaluating the appropriateness of different approaches to problem solving.
- The ability to learn new skills within a structured environment.
- Understand the processes and methodologies for key aspects of specialist areas within the industry, such as concept design, 3D modelling, and manufacturing skills.

Level 5

A student achieving level 5 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:

- The ability to communicate their ideas effectively, allowing them to communicate with specialist and non-specialist audiences using a range of established techniques. The ability to analyse, evaluate and appropriately apply key theory such as colour, composition, style, form and function.
- The ability to exercise personal responsibility in time management, planning and evaluating the appropriateness of different approaches to problem solving.
- The ability to develop existing skills and acquire new competencies that will enable them to assume significant responsibility.

Level 6

A student achieving level 6 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:

- The ability to demonstrate a systematic understanding of key theoretical aspects at the forefront of visual creativity, including colour, composition, style, form and function.
- The ability to progress to a professional creative environment or onto post-graduate study.
- The ability to critically evaluate and appropriately apply key theories such as colour, composition, style, form and function.
- The ability to manage their own learning and make use of primary research to extend and apply their knowledge and to initiate and complete projects.
- The ability to exercise personal responsibility and decision-making in complex and unpredictable contexts with an appreciation of ambiguity, uncertainty and limitations.
- The ability to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

8. Programme Structure

Module Title	Core / Option	Credits	Level	Delivery
Anatomy Study	C	20	4	T1
Special Effects Make Up Artistry	C	20	4	T1
Casualty Simulation	C	20	4	T2
Life Casting, Mould Making and Workshop Skills	C	40	4	T2, 3
Character Transformation Techniques	C	20	4	T3
Digital Design	C	20	5	T1
Fundamentals of Prosthetics Creations	C	20	5	T1
Creature Design and Fabrication	C	20	5	T2
Prosthetics Design and Production	C	40	5	T2, 3
Initial Research Project	C	20	5	T3
Experimental Project	C	20	6	T1
Final Research Project	C	40	6	T1, 2
Industry Standard Project	C	40	6	T2, 3
Professional Practice	C	20	6	T3

9. Teaching and Learning Strategy

The teaching and learning strategy is a combination of tutor-led seminars/demonstrations, supported open workshops and work-related learning, with the emphasis on developing the student's professional and practice skills. Industry professionals will be invited to host workshops over the course, so that students can gain direct information from current professionals. Over the course of the programme, students are encouraged to take a more independent approach to their work and will be expected to work in a more collaborative manner both with their peers and on external projects. This reflects their growing knowledge, confidence, and professional approach to the subject matter.

Students will also be encouraged to engage with an open workshop approach to learning; they will be timetabled 2-3 days a week, but encouraged to be on site outside their timetabled lessons and will experience a professional open workshop approach to their projects with ongoing contact with the teaching team and their peers. This is flexible as they will not expect to be on site 5 days a week, due to health and safety, students will be required to complete more practical work on site (mould making, fibreglass, etc).

Key to this approach is allowing the students room to work in an industry environment. 0C01, 0C02 and 0C04 are exclusively the workshops used for practical lessons and open workshop times. 0C05 will also be shared with ceramics for a sculpting studio.

Level 4 introduces students to HE. Students are expected to demonstrate relevant skills and competencies, but learning at this level is largely directed by the teacher.
Students should be developing:

- knowledge of the underlying concepts and principles associated with their area(s) of study
- an ability to evaluate and interpret these within the context of that area of study.
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

Level 5 reflects continuing development from Level 4. At this level, students are not fully autonomous but are able to take responsibility for their own learning with some direction.
Students should be developing:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed.

Level 6 is characterised by an expectation of increasing autonomy in relation to study and developing skill sets.
Students should be developing:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at the forefront of defined aspects of a discipline.
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline, including conceptual understanding that enables the student to devise and sustain arguments, and/or to solve problems, using ideas and techniques.

10. Support for Student Learning

The needs of disabled learners are taken into account in the design of all learning programmes.

Students will be screened at induction to identify those with individual learning support needs. TEC Partnership has well-established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition which is required.

Each student is entitled to one tutorial per trimester with the programme leader to discuss individual issues relating to both modules and the programme overall.

In addition to study skills embedded in the programme, TEC Partnership provides an Academic Achievement Service. The Academic Achievement Service will work with students to support them in the development of their study skill abilities and includes interventions such as support towards the use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, and analytical and critical writing skills.

11. Quality and Standards Indicators

The programme will follow the QA standards of TEC Partnership. The programme has been written with reference to appropriate external reference points.

TEC Partnership undertakes a number of scheduled internal periodic and thematic reviews throughout each academic year to assure itself of the quality and standards of its provision.

External Examiners reports are received by the HE Quality Office and a copy forwarded to the relevant academic area at TEC Partnership. TEC Partnership requires action plans to be created for any actions recommended as a result of student, tutor, moderator or External Examiner comments. These are reported to our HE Committees. TEC Partnership also monitors External Examiner reports, and these are reported on through faculty self-evaluation and enhancement documents, the quality enhancement report and the External Examiner's institutional analysis report.

Annual course reviews (AMRs) will take place in line with the requirements of TEC Partnership and actions planned to rectify any weaknesses and further develop the quality of the provision. These AMRs are moderated internally by the Curriculum Manager (or equivalent) and then submitted to the HE Quality Office to ensure key sources, such as External Examiner reports, are fully reflected upon before being published and also to reduce variability in the quality of information presented.

12. Methods for evaluating and improving the quality of learning.

All students will have the opportunity to comment on the quality of the learning experience on each module. Staff will also be expected to complete module evaluations for each module that they deliver. This feedback must be analysed by the module leader and the results fed into the annual monitoring

report, faculty self-evaluation document and subsequent year's module handbook. Programme and module leaders must give consideration to modifications to improve the delivery of any module, and this should be recorded in the annual monitoring report and carried forward for minor or major modifications as appropriate.

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

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

Further, TEC Partnership facilitates the Student Senate, which consists of student representatives from each HE department. The Student Senate meets on a monthly basis and its remit is to:

- Consider matters relating to the student experience within Higher Education.
- Enhance the Student Voice within TEC Partnership's Higher Education strategic and operational agenda.
- Provide feedback on areas of good practice.
- Put forward suggestions for the development of Institutional policy and strategy.
- Enhance the student learning experience by promoting academic and research events and cultural events on campus.
- Increase student engagement in all aspects of Higher Education quality processes.

13. Management of Ethical issues within the programme.

Unless specified otherwise (for example, within specific assessment outlines), copyright for all works produced by students within the programme must reside within the students themselves, thus ensuring that students may, as they progress through the programme, gather a portfolio of work of which they retain full ownership. However, there may be instances in which students will be expected to allow TEC Partnership to publish or exhibit their work without financial gain, in order to celebrate good practice or promote the programme.

Work submitted for assessment will comply with TEC Partnership's published guidelines for the ethical approval of research projects (HE14). All involved will be asked to sign model release forms as part of each assignment where such information is applicable; those who decline will not be eligible to participate.

Students will be made aware at the beginning of the course that they will be dealing with situations that can be distressing, and any work to be displayed or exhibited will need full ethical approval.

All students will be expected to get ethical approval when conducting projects that are self-directed. It is expected that final year undergraduate research and practical projects will be submitted for authorisation or approval. It is also expected that dissertation/project proposals should be such that either authorisation may be made at the local or Institutional level. Any research project undertaken by students which involves human or animal participants or human subjects must have received

ethical approval. This may be given at 'local' and or 'Committee' level, depending on the nature of the research proposal. In the case of the final research project, each student will be assigned a supervisor. The supervisor will be able to supervise adequately any ethical issues during the project.

14. Management of Work Based Learning Opportunities

N/A

15. Resources needed to pass the programme.

Students will purchase a make-up kit at the start of the course from one of our suppliers (this might change year to year according to which supplier is the most cost-effective), which will contain make-up-based products, tools, and basic supplies to complete their modules. In addition, the course has a levy fee, which is paid each year by learners to contribute towards workshop materials and products that they will be using throughout the academic year. This cost will be calculated each academic year, depending on inflation costs

16. Resources supplied to the student.

- Fibreglass room with particulate and fume extraction
- Make-up/Application room
- Sculpting Room
- Tools and Equipment - power tools and hand tools
- Flocking Machine
- 3D Printers - a Resin and a filament
- 3D designing software
- Stan Winston Subscription
- Adobe Creative Suite
- Access to open workshop time
- Access to a specialist technician

17. Curriculum Map

Key: WBL – Work-Based Learning, WRL – Work-Related Learning, Comp – Compensation Y or N. P – Partially achieved learning outcome, F – Fully achieved learning outcome

Module Name	Level	WBL/WRL	Module Leader	Assessment and Weighting	Comp	1	2	3	4	5	6	7	8	9	10	11
Anatomy Study	4	N/A	Hayley Young	Visualisation Practical Project and Logbook – 100%	N	P	P	P		P	P				P	P
Special Effects Make Up Artistry	4	N/A	Chris Pope	Essay – 100%	N				P	P					P	
Casualty Simulation	4	N/A	Hayley Young	Practical Assessment and Reflection – 50% Injury Portfolio and Character Background Profile – 50%	N		P	P		P	P	P	P	P	P	
Life Casting, Mould Making and Workshop Skills	4	N/A	Chris Pope	Reflective Journal and Outcomes – 100%	N	P	P	P	P	P	P		P	P	P	
Character Transformation Techniques	4	N/A	Chris Pope	Practical Assessment and Reflection– 60% Portfolio and Character Background Profile – 40%	N		P	P		P	P	P	P	P	P	P
Digital Design	5	N/A	Chris Pope	Presentation – 100%	N		P	P	P	P			P		P	P
Fundamentals of Prosthetics Creations	5	N/A	Hayley Young	Practical Application – 60% Production Diary - 40%	N	P	P	P	P	P	P		P	P	P	
Creature Design and Fabrication	5	N/A	Chris Pope	Physical Creation – 60% Industry Standard Portfolio – 40%	N		P	P		P		P	P		P	
Prosthetics Design and Production	5	N/A	Chris Pope	Practical Application– 60% Production Diary – 40%	N	P	P	P	P	P	P		P	P	P	
Initial Research Project	5	N/A	Hayley Young	Written Proposal including Bibliography – 100%	N					P		P			P	
Experimental Project	6	N/A	Chris Pope	Practical Outcome – 60% Presentation - 40%	N	F	F	F	F	F	F		F	F	F	F
Final Research Project	6	N/A	Peter True	Research Project - 100%	N					F				F	F	
Industry Standard Project	6	N/A	Chris Pope / Hayley Young	Substantial Practical Outcome – 80% Exhibition – 20%	N	F	F	F	F	F	F		F	F	F	F
Professional Practice	6	N/A	Hayley Young	Promotional Portfolio – 70% Individual Presentation – 30%	N					F	F	F			F	

18. TEC Partnership Graduate Attribute Mapping

Fortitude and Criticality	Assessment References	Module References	To be covered in tutorial
Adaptability to changing situations		All modules need to be able to adapt to changing situations as there are many different variables that can go wrong, such as, materials, equipment and chemicals. Therefore, all modules contain learning and support to overcome and adapt to any situations that arise.	
Being productively disruptive		Throughout Casualty Simulations, Character Transformation, Creature Design, The Experimental Project and the Industry Standard Project modules group discussions take place where peers review each other's work to generate new ideas and offer constructive feedback and find possible solutions.	
Resilience	In Lifecasting, Mouldmaking and Workshop Skills students need to reflect within their journal their ability to adapt and overcome difficulties when creating their multiple moulds		
Preparing for unknown futures	The Professional Practice presentation and portfolio requires students to show their knowledge, from contacting industry employer's and further research, with regards to planning their career or further learning paths.		

Finding alternative solutions to problems		Anatomy, Lifecasting, Mouldmaking and Workshop Skills, Casualty Simulations, Theory of Special Effects Make Up Artistry, Character Transformation, Prosthetics Design and Production, Digital Design, Creature Design and Fabrication, Experimental Project and the Industry Standard Project modules all require finding alternate solutions to any issues or problems that arise	

Teamwork	Assessment References	Module References	To be covered in tutorial
Human interaction skills	The assessments for Theory of SFX, Initial Research Project, and Professional Practice are presentations that require students to develop communication, presentation and interaction skills. Life-casting, Mould-making and Workshop Skills, Casualty Simulations, Character Transformation, Fundamentals of Prosthetics Creation, Prosthetic Design and Production, and Creature Design and Fabrication require students to apply prosthetics to a model for their assessments, therefore good practices and communication skills with models and others are mandatory		

Leadership and followership skills	In Fundamentals of Prosthetics Creation and Prosthetics Design, and Production, students work with each other to make prosthetics in a team, requiring both leadership and followership roles.		
Project development and/or management	Professional Practice require students to research areas they wish to pursue to develop. Initial Research Project, Final Major Project, and Final Research Project are self-directed and as such need individual project development and management is imperative for the outcomes		

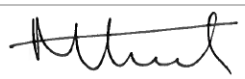
Presentation	Assessment References	Module References	To be covered in tutorial
Confidence in communication	The assessments for Theory of SFX, Initial Research Project, and Professional Practice are presentations that require students to develop confidence in arguing their ideas and for pitching their presentations		
Digital skills and adaptability	Students will be assessed on digital skills in the Digital Design Module. Logbooks will also be assessed on layout and presentation		
Timekeeping	The Experimental Project and the Industry Standard Project are assessment of good time management		

	skills to ensure work is completed in a timely manner		
Self-presentation		The Theory of SFX, Initial Research Project, and Profession Practice modules teach the students to present their ideas and arguments	

Personal Values	Assessment References	Module References	To be covered in tutorial
Professional attitudes and values		Professional Practice and the Final Major Project promote professional attitudes and values throughout the module	
Ethics and morals		Ethics and morals are taught throughout the degree in every module with consideration such as product ingredients, subject matters and viewership.	
Self-Care and Care of others	Self-care and care of others is present in all modules including, Lifecasting, Mouldmaking and Workshop Skills, Casualty Simulations, Character Transformations, Fundamentals of Prosthetic Creation, Prosthetics Design and Production, and Creature Design and Fabrication. These modules assess students on applying applications in a safe and competent manner		

The completed validation document must be submitted electronically to HEQA@tecpartnership.ac.uk for final approval.

19. FAP Use only.

Signature of the Chair of the Full Approval Panel	
Date	02/06/2025
Signature of the Chair of HE Curriculum, Quality and Standards	
Date	
Date approved by HE Curriculum, Quality and Standards	

20. Revision history

Version	Details of Major Modification	Date of Approval
1		
2		
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4		
5		
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