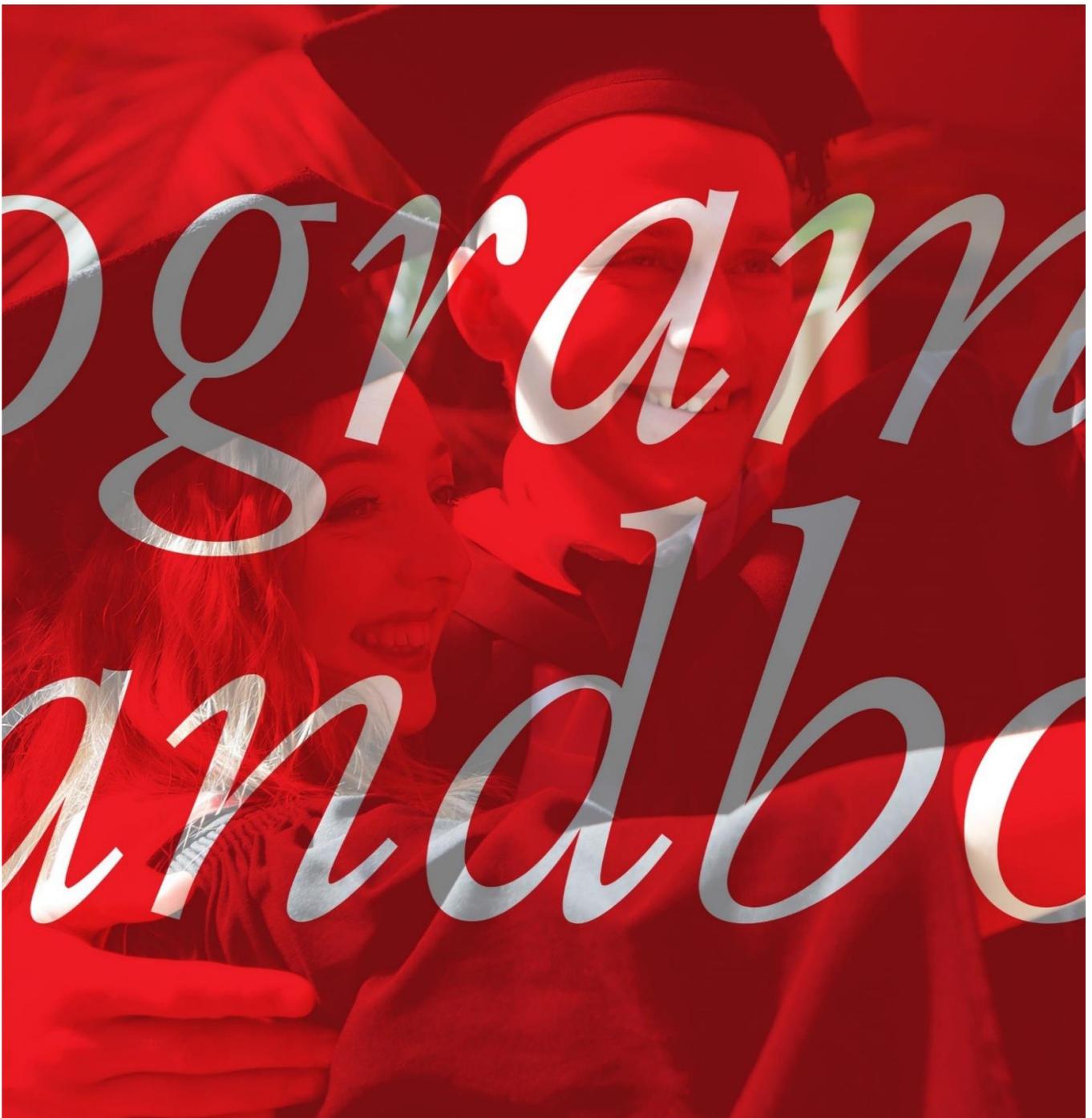


Programme Handbook 2018-19

Filmmaking

FLM-2019



WELCOME

Welcome to Blackpool and The Fylde College and to the Filmmaking (FLM-2019) programme.

This **Programme Handbook** aims to provide you with the key information you will need to settle into and get the most out of your programme of study here at the College leading to successful completion of your programme. It will provide you with an overview of the programme content, how individual modules are organised and delivered, how and when you will be assessed and how overall grades final results are determined. In addition there is information on the help and general support available to you as well as making it clear what you need to do if you should encounter any specific difficulties in progressing as planned on the programme.

There is also further information available in the **College Student Handbook** which includes guidance on term times, Travel to College, Attendance Expectations, College Facilities, Student Services, and Student Representation amongst other useful information.

It is strongly recommended that you keep both this **Programme Handbook** and the **College Student Handbook** readily to hand if you are to get the most out of the time you will have invested in participating in your valuable and hopefully enjoyable learning experience.

We appreciate that as students in order for materials to be fully accessible you may have a preference for a specific font size or colour of text/paper. To ensure that your needs are considered this handbook is available electronically.

GENERAL INFORMATION ABOUT YOUR PROGRAMME

Programme Code	FLM-2019
Programme Title	Filmmaking
Teaching Institution	Blackpool and The Fylde College
Professional, Statutory and Regulatory Body (PSRB) Accreditation	None
UCAS Code	
Language of Study	English
Version	1

Programme Awards			
Award	Award Type	Level	Awarding Body
LU Bachelor of Arts with Honours	Honours Degree (360 credits)	Level 6	Lancaster University

THE FRAMEWORK FOR HIGHER EDUCATION QUALIFICATIONS (FHEQ)

The Framework for Higher Education Qualifications (FHEQ) ensures the comparability of Higher Education qualifications in England, Wales and Northern Ireland. The framework describes the achievement represented by qualifications and the various awards which may be granted by a Higher Education provider with degree awarding powers. All students pursuing Higher Education programmes at Blackpool and The Fylde College are awarded qualifications aligned to the FHEQ upon successful completion of their programme.

Level	4	5	6	7	8
FHEQ Level	Certificate (C)	Intermediate (I)	Honours (H)	Masters (M)	Doctoral (D)
About this level of qualification	<p>Level 4 These qualifications are work-related (vocational) higher education qualifications. While bachelors degrees tend to focus on gaining knowledge, HNCs are designed to give you the skills to put that knowledge to effective use in a particular job.</p>	<p>Level 5 These qualifications are designed to equip you for a particular area of work – as well as giving you the general skills that are useful in any type of job. They're university-level qualifications, but are designed with work in mind, with the help of employers from that sector.</p>	<p>Level 6 These qualifications are designed to give you a thorough understanding of a subject. They help you develop your analytical, intellectual and essay or dissertation writing skills. You'll also have much more of a say about the direction your learning takes than you've had previously.</p>	<p>Level 7 These qualifications are of academic study. They can be research based, a taught course, or a mixture of both, and will take at least 12 months of full-time study to complete. You may also have to submit a dissertation at the end of your course.</p>	<p>Level 8 This level gives you the opportunity to undertake an original piece of research. It will usually take at least three years of full-time study to complete. Many doctorate courses lead to a qualification such as a Doctor of Philosophy – a PhD or Dphil.</p>
Qualifications that are available at this level	<p>Higher National Certificates (HNC)</p> <p>Foundation Studies (FS)</p> <p>Diploma</p>	<p>Higher National Diplomas (HND)</p> <p>Foundation Degrees (FD)</p> <p>Diploma of Higher Education (DipHE)</p>	<p>Bachelor Degrees (BA, BSc)</p> <p>Bachelor Degrees with Honours (BA Hons.)</p> <p>Professional Graduate Certificates in Education (PGCE)</p>	<p>Masters Degrees (MA, MSc)</p> <p>Postgraduate Certificates and Diplomas</p> <p>Post Graduate Certificates in Education (PGCE)</p>	<p>Doctoral Degrees</p>

PROGRAMME OVERVIEW

This BA (Hons) Filmmaking is intended for those with a passion for all things film. Over the three years you will develop the technical, analytical and creative skills to produce films which manipulate the form in a creative, informed and visually engaging way. The programme aims to provide you with the opportunity to develop the many skills required to make films worth watching. As well as the technical skills required such as filming and editing techniques you will learn about how stories are constructed, how to write scripts, you will analyse film texts and develop a deeper understanding of how film works to create meaning and connection with the audience, you will study its history and the practitioners within it. All of this will feed into your production work helping you to create work that is not only technically competent but that has something to say. You will produce short narrative films, documentaries and experimental music videos as well as having the opportunity at level six to explore who you want to be as a filmmaker with the production of your graduation film along with the knowledge, time and support to help you get started in your career.

In addition to the skills and knowledge developed to prepare you for a career in filmmaking, you will also develop a wealth of wider employability skills in communication, creative problem solving, project management and critical thinking. You will have the opportunity to take part in industry facing collaborative projects and engage with industry professionals giving you real insight into the reality of working within the field. You will work with Photography and Graphic Design students on a carousel module which introduces you to the fundamentals of these disciplines again broadening your skill set and also providing a greater network of peers and potential collaborations.

Creative Arts and Digital Industries provides an environment of support and encouragement to all of our students with a focus on developing the individual as a creative problem solver. Smaller class sizes mean that you have regular access to industry standard equipment both within session and from our stores through our booking system. These small class sizes, unique to Blackpool and The Fylde College, also mean that you have greater access to your module tutors and the Programme Leader meaning that additional support is available when required. At the end of three years you will have developed the skills, knowledge and experience required to take you to your next step in life, whether post-graduate study or employment, with confidence, a greater understanding of what kind of impact you want to make on the world and the tools to make it happen.

PROGRAMME AIMS

-To produce practitioners of film arts with intellectual and technical expertise, appropriate for film and moving image arts practice within the contemporary film and moving image industries and associated creative sectors.

-To provide a creative and collaborative environment in which core technical skills and creative development are nurtured to enable students to become accomplished producers, directors, cinematographers, editors, scriptwriters and sound designers.

-To provide students with the opportunity to produce individually and collaboratively authored original work to professional standards

-To provide students with an environment that allows them to cultivate a pro-active and reflective approach to learning and practice

-To equip students with the intellectual tools and techniques required to deal with issues systematically and creatively

-To prepare students to be innovative and able to solve problems, both intellectual and practice oriented

-To provide a focus on experimentation and risk taking, broadening students' perspectives on practice and developing work in their specialist discipline

PROGRAMME LEARNING OUTCOMES

Level 6

Upon successful completion of this level, students will be able to:

1. Explain the central role that communications, media, film and cultural agencies play at local, national, international, global levels of economic, political and social organisation
2. Discuss and critically analyse the history and context of film production in order to develop understanding of the technical evolution of the medium
3. Critically apply research practices, procedures and traditions in order to critically evaluate their strengths and limitations

4. Apply independent and informed critical judgement to consider critical, ethical and analytical views other than their own
5. Critically evaluate communicative, cultural and media processes in order to examine policy, ethics and the wider context in which filmmakers work
6. Utilise technologies, production processes and procedures from a critically informed perspective
7. Critically analyse communicative situations and cultural practices in order to produce comparisons and connections
8. Critically analyse and evaluate texts, genres, aesthetic forms and cultural practices
9. Critically analyse argue and debate through oral, written and other alternative forms of communication
10. Analyse the diversity of approaches to understanding communication media film and culture in both historical and contemporary contexts

PROGRAMME STRUCTURE & ASSESSMENT OVERVIEW

Pathway	Module	Level	Credits	Coursework	Practical	Written Exam
Stage 1: Year 1						
All	CADI401: Engaging the Archive (Mandatory)	4	20	100%		
	CS401: Thinking and Making (Mandatory)	4	20	67%	33%	
	FLM401: Film Theory and Analysis (Mandatory)	4	20	100%		
	FLM402: Preparing to Film (Mandatory)	4	20	100%		
	FLM403: Filming Techniques (Mandatory)	4	20	50%	50%	
	FLM404: Editing Sound and Video (Mandatory)	4	20	100%		
	FLM405: Collaborative Approaches to Creative Practice (Mandatory)	4	20	100%		
Stage 2: Year 2						
All	CADI501: Critical Perspectives (Mandatory)	5	20	100%		
	CS501: Research into Practice (Mandatory)	5	20	67%	33%	
	FLM501: Film History and Genre (Mandatory)	5	20	50%	50%	
	FLM502: Documentary Filmmaking (Mandatory)	5	20		100%	
	FLM503: Short Film (Mandatory)	5	20	25%	75%	
	FLM504: Music Video and Experimental Practice (Mandatory)	5	20	100%		
	GDM503: Animation and Moving Image (Mandatory)	5	20	100%		
Stage 3: Year 3						
All	CADI601: Independent Research Project (Mandatory)	6	20	100%		
	CS601: Independent Research Project (Mandatory)	6	20	100%		
	FLM601: Planning and Pre-Production for Graduation Film (Mandatory)	6	20	70%	30%	

FLM602: Professional Practice (Mandatory)	6	20	80%	20%	
FLM603: Graduation Film (Mandatory)	6	40	100%		
FLM604: Exhibition and Industry (Mandatory)	6	20	30%	70%	

WHERE WILL I STUDY?

This programme may be studied at the following location:

B&FC University Centre

The majority of higher education courses are delivered at our University Centre in central Blackpool, within easy reach of student accommodation, shops, restaurants, bars and the promenade. This multi-million pound complex provides higher education students with a dedicated campus, with the major teaching and support facilities conveniently converging in an attractive central courtyard. The open-plan Central Hub houses a refectory, chill-out zones and the central learning resource centre. A unique and important addition to the Centre is our Gallery, housing works by both our own students and independent artists.

GETTING STARTED

At the start of your course, your tutors will guide you through an initial induction which is designed to ease you into university life and higher level studies. Activities generally focus on helping you to find your feet, make friends and plan your studies. It can also traditionally be the time when students get to let their hair down and familiarise themselves with both the College and the local area before getting down to the more serious business of studying.

Our annual Freshers' Fair is a fun, vibrant event and a great chance to find out more about what's on offer locally, with representatives from the B&FC Student Union, Higher Education Learning Mentors (HELMs) and our Disability team including the Disabled Students' Allowances, access arrangements and reasonable adjustments. Local attractions, restaurants, health and fitness centres, clubs, bars and more will also be there. Support organisations and charities are represented too, along with B&FC's own clubs and societies and sports teams.

COURSE OPTIONS

There are no optional modules in this programme

STUDY WORKLOAD

We typically deliver the programme over three full days per week over a 32 week year, comprising two 16 week semesters.

At level four you will be expected to attend classes for around 11.5 hours per week, at level five this will drop to around 9.5 hours and at level six will drop again to 7.5 hours per week. This drop is to account for the increased autonomy expected of you as you develop as a student. In addition to attending university for taught sessions you will be expected to undertake independent study. This will increase from around 26 hours per week at level four to 30 hours per week at level six as you become more autonomous. Independent study could be comprised of reading texts, watching relevant film and working on assignments and is intended to support your achievement on this programme..

Your programme of study will include progress tutorials to support you with both your academic work and to address any personal issues that might be preventing you from achieving on the programme.

LEARNING AND TEACHING

The programme delivers a range of skills and knowledge required to develop you as a filmmaker. Because of the nature of the subject the delivery will be dynamic and include an array of different activities designed to keep you engaged, with different approaches to teaching and learning appropriate to the different skills and knowledge you are required to acquire.

There will be practical sessions where you will acquire the skills required to film and edit. Demonstrations will be given before allowing you to practice and hone the skills you will need to produce high quality film work. These practical sessions will be informed by theoretical and analytical understanding of film form and the different ways the camera and lighting as well as differing editing techniques can be used to create meaning.

Workshops will also be used to develop a confidence in the technical skills delivered in practical sessions. You will be given different scenarios to respond to using your developing skills and putting what you have learned into practice. Workshops will also be used to give you the time to work on assignments with peer and tutor feedback informing this process. Within these workshops you will have 1:1 tutorials to give formative feedback and to discuss any issues.

Traditional lectures will be delivered on subjects such as film analysis, codes and conventions of documentary, music video and short film as well as for the critical studies module which will explore critical approaches to visual arts. In these sessions, you will be expected to take notes and to engage with the content of the lectures.

Seminars will be used to discuss the content of the lectures and to ensure that you are given the best opportunity to understand the content delivered. In these seminars, the tutor will lead a discussion and assess understanding. You will be expected to participate in these discussions. An environment of support will be encouraged in these sessions with students expected to ask questions about any areas about which they are unclear as this is usually to the benefit of the rest of the class.

Independent Learning

All higher education programmes are designed so that you are able to progressively develop independent learning skills and aptitudes. Learning independently is a key skill of all graduates when they enter the work place and one which we aim to develop further during your time with us.

As you begin your programme you will be more intensively supported to develop the skills of learning and learning how to learn. As you progress you will be given the opportunity to apply these skills and to manage your own study time and activities with the goal of becoming a truly independent learner ready to get the most out of graduate employment opportunities.

Your Personal Development planning activities are a key component in developing these independent learning skills and with support from your tutors, support mentors and peers can help you to organise and structure this aspect of your learning and development

WORK BASED AND PLACEMENT LEARNING

You will be encouraged to engage with industry at all levels through client lead briefs and work experience opportunities. There is no work placement required as part of the course, but students are required to demonstrate that they have engaged with employer activities at Level 6 (this can be a combination of volunteer placement, case-study, live brief, developing entrepreneurship opportunities or commissions) as part of the Professional Practice module. There is an annual foreign trip that all students are encouraged to attend. Trips to New York have been a feature.

Whilst work-based learning is not a mandatory part of this degree, the programme is designed to embed and develop a range of transferable and graduate skills that will prepare you for employment opportunities in a range of academic, creative and digital professions. These include skills in spoken, written and visual communication, the ability to manage collaborative and independent projects, creative problem solving, an in-depth knowledge of the ways in which contextual factors influence academic and creative practice, digital and academic literacy and entrepreneurship. In order for you to succeed in a competitive graduate market, we want to embed professional skills and experiences that

will enhance your qualifications and CV whilst studying with us. This approach has led to a high proportion of our alumni getting the jobs they want soon after graduating and we hope that your time with us will lead to this success too.

GRADUATE SKILL DEVELOPMENT

To ensure that we prepare you for your career in an exciting and competitive industry relevant to the broad skillset you will possess when you graduate, our focus on developing and refining graduate attributes through teaching, learning, assessment and engagement with a wide range of peers, employers and other stakeholders, is a key part of this programme's design. Below is an overview of how we seek to embed and develop these graduate skills and attributes:

A commitment to lifelong learning and career development:

As a programme that aims to develop students who are active participants in their educational journey, namely, those who have been given the skills to engage in and lead enquiry, project and problem-based learning, it is hoped that this culture of student autonomy, community working and seeking and making connections will instil a commitment to lifelong learning through progression to post-graduate and continuous professional development in the workplace.

Collaborative teamwork and leadership skills

As stated, the ethos of collaborative practice is central to this programme's appeal and is a highly useful attribute for graduates who are embarking on careers where multi-disciplinary skills are in demand. This is why many of formative and summative assessments are dependent on group work, both within the programme and across curricula. This helps you to develop skills in being a member of a collaborative team, and also helps with leadership skills, as you are able to delegate, switch roles, negotiate and truly enhance your communication skills.

Personal and intellectual autonomy

Personal and intellectual autonomy is the ultimate aim of this programme. Having developed the technical skills required for filmmaking at Level 4, you are increasingly encouraged think creatively and to develop your work in a way that reflects your areas of interest and creative expression.

Ethical, social and professional understanding

Studying Filmmaking from the range of perspectives considered on this course helps to foster an awareness of ethical, social and professional understanding. This is achieved through ethical considerations around the production and consumption of creative work, the ethics of documentary filmmaking with regards to representation.

Communication, information and digital literacies

Communication is skill that is developed throughout this programme. As a medium of communication, the study of film is one that intrinsically considers how best to communicate with an audience. Through the process of filmmaking you will be required to work closely with a number of people in highly stressed situations, this will help you to develop diplomatic communication strategies and will also teach about the importance of clear communication. As part of your studies you will also develop presentation and pitching skills as well as being able to communicate academically in essay format.

Global citizenship

Throughout this programme, global citizenship is a framework for learning that is promoted in class through contextual studies into the creation of film texts. The humanities focus of this degree allows you to reflect on a wide range of approaches to texts, ideologies, situations and conditions, encouraging you to evaluate and re-evaluate your global citizenship.

Research, scholarship and enquiry skills

As a Filmmaking graduate, you will be required to undertake research of all kinds including background research of the subject of your documentary film, practical research for any of your practical assessments and also the academic research required to complete academic essays including the dissertation at level six. In addition, you will be encouraged to share your scholarly practice in small group settings, across programmes, at college-wide events and even external events, which will significantly contribute to your employability and confidence as an emerging specialist in your subject.

Enterprise and entrepreneurial awareness and capabilities

On this degree, as well as developing a credible and confident voice in academic and creative practice, you will learn how to direct and amplify these skills to engage in entrepreneurial practice and skill building that will prepare you for careers in freelance writing, self-publication, as well as providing strategies to set up a successful business.

ASSESSMENT

Assessment on the programme is designed to ensure that you are given the best opportunity to succeed. This is achieved by utilising a range of assessment methods including reports, essays, exams, presentations and pitches, responses to briefs, production of films and evaluations. In some assessments, you will be assessed on your ability to critically analyse film texts, demonstrating your understanding of film form and how meaning is made. In others, you will be assessed on your technical abilities in applying the skills you have developed to filmmaking projects. You will have the opportunity to reflect and evaluate how practical projects have gone and what you would change if you could go back and how you apply what you have found to your next project.

The requirements of the assessment will be explained to you in detail and there will be opportunities to clarify what is expected to ensure that you know how to approach the work. You will also receive formative feedback during 1:1s where your tutor will go through with you areas where your work can be improved to ensure that you are producing work the best of your ability.

Assessment Methods

Some assessments may already be very familiar, such as essays, exams, and reports. However, in higher education there are a great many varieties of assessment depending on the subject, the level and the type of course. Our higher education courses often integrate academic and work-based learning so assessment may include aspects of personal reflection, portfolio building and case studies. Here's a bit more detail about some of the more common types of assessment:

Essay

An essay is an answer to a question in the form of continuous, connected prose, usually with a word limit. Often these are set by the tutors but you may also be asked to formulate your own question with the tutor's help. Essays test your ability to organise your thinking, discuss, evaluate, analyse, summarise and criticise. They also test your skills at making essay plans and reaching a robust conclusion or decision.

Assignment or brief

An assignment or brief is a learning task that allows you to cover a fixed section of the curriculum predominantly through independent study. Different methods of presenting the results can be used dependent on the nature of the task - a report (oral or written), a design solution, a newspaper or magazine article, a video, a poster, a research bid, a book review, a contribution to a debate, etc.

Group project or assignment

This is where either an assignment or project is undertaken by groups of students working collaboratively, helping to develop team working skills and other graduate attributes. In some cases, particularly where the same thing happens in industry, there are particular assignments that can by definition only be achieved in a group. Such assessments will incorporate mechanisms which allow the tutor to assess the contribution of individual members of the group or team in order to allocate individuals with a personalised assessment grade.

Exams

Exams can take a variety of different forms, with the most common sort being done under timed and observed conditions to ensure it is the student's own work. Exams test your ability to think critically, to respond in a structured way to a question and to plan on the spot as well as your knowledge and understanding of the subject. Some of the most common types of exams are:

- 'Seen' where the questions to be answered are given at a pre-specified date beforehand. The intention is to reduce the need for 'question-spotting', to reduce the anxiety and to increase the emphasis on learning
- 'Open-book', where you will have access to specified texts and/or your notes. the intention is to reduce the emphasis on memorising facts, to reduce anxiety and allow more demanding questions to be set
- 'Unseen' where you don't know what the questions are until you sit the exam. Arguably these make you focus on the whole syllabus because anything may appear on the paper
- Multiple choice exams where you simply select from a bank of potential answers. These also assess your decision making skills

Logs and Portfolios

These are an increasingly popular kind of assessment, and involve a collection of all sorts of evidence of your work (often including others' testimony about your work, and feedback you've collected). Portfolios are intended to be a measure of the work of the 'whole candidate', rather than just particular aspects of the candidate's work. They also measure your ability to organise a collection of evidence, in a readable, navigable way. Not least, they test your ability to stick to deadlines with a big, multifaceted job.

Reports

There are many kinds of reports – laboratory ones, field-trip ones, business ones, and so on – each has its own conventions and preferred formats – your tutors will tell you more. Assessed reports measure your skills at finding out about, and adhering to, the expected report formats and conventions in your subject discipline. They also measure your ability to put forward an organised piece of writing, coming to conclusions, making suggestions for further work, and so on. They often test your skills at interpreting data, making sense of your findings, and so on.

Calculations and problem solving

Usually given in sets – with a deadline for tutor marking, or to bring along completed to a tutorial. These, unsurprisingly, tend to measure your ability to solve problems and do calculations.

Presentations

Lots of students worry about presentations – you normally build up to these as your course progresses and you'll be given lots of support and time to prepare. You may be involved in group or solo presentations, perhaps to some or all of your class, usually with the tutor present. Sometimes peer assessment is used. Presentations measure your ability to talk fluently about a topic, and to answer questions from the group. They also measure your skills at preparing visual aids (overheads, handouts, PowerPoint presentations) to support your presentation. On some courses there are very few presentations. However, in the workplace, more and more people have to be involved in them, so practising on your course is a very good way of developing your skills.

Self and peer assessment

There is strong evidence that involving students in the assessment process can have very definite educational benefits. Not so much a type of assessment like those already listed, this is something which can be done in conjunction with any type of assessment. The important aspect is that it involves the student in trying to apply the assessment criteria for themselves. This might include: a marking exercise on 'fictitious' or previous years' student work; the completion of a self-assessment sheet to be handed in with your work; 'marking' a peer's work and giving them feedback (which they can then possibly redraft before submission to the tutor); or really marking other students' work (i.e. allocating marks which actually count in some way) - a seminar presentation, for example, or a written product using a model answer. The evidence is that through trying to apply criteria, or mark using a model answer, you will gain much greater insight in to what is actually being required and subsequently your own work improves in the light of this.

When will I be assessed?

In the majority of courses you will be assessed throughout your course and you will receive on-going feedback to help you improve your future grades. This is sometimes called formative assessment and is designed to help you learn as you go through your course. Some formative assessment is quite informal; it may be your tutor asking specific questions in class, for example. Other types of formative assessment can include written reports, essays, tasks for seminars etc., some of which are handed in so that written feedback can be provided. You will also be assessed summatively. This just means that once or twice in each module or unit, often at the end, you will complete work that is then graded, where the mark counts towards your final qualification.

At the start of your course you will be given an **assessment schedule** which details the deadlines for all the modules you will be studying that semester. This will help you to plan your work effectively. Your tutors understand that you have lots of commitments so will always try to spread the assignments out as much as they can, although inevitably many will come towards the end of each semester.

How will my work be marked and graded?

The majority of your assessments will be awarded a letter grade as outlined in the table below. Some of your assessments may however be assessed by percentages, which are converted into an aggregation score. Some assessments may also be identified as pass/fail assessments. Such assessments must be successfully passed in order to pass the module, however the aggregate score for the module will be derived from other assessments which are graded. Overall, you must achieve an aggregation score of 9 or above to pass a module.

Further information is available at: <http://www.blackpool.ac.uk/he-regulations>

Category	Grade	Aggregation Score	Grade Description
Excellent Pass	A+	24	Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures
	A	21	
	A-	18	
Good Pass	B+	17	Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding
	B	16	
	B-	15	
Satisfactory Pass	C+	14	Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding
	C	13	
	C-	12	
Weak Pass	D+	11	Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure
	D	10	
	D-	9	
Marginal Fail	F1	7	Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulation
Fail	F2	4	Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions
Poor Fail	F3	2	Attainment of intended learning outcomes appreciably deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation
Very poor Fail	F4	0	No convincing evidence of attainment of any intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary

What if I experience circumstances which mean I will not be able to complete an assessment?

The Personal Mitigating Circumstance (PMC) procedure gives you the opportunity to inform the College of serious medical or personal circumstances, which you believe, has affected your academic performance in an adverse way before the meeting of the Board of Examiners.

You may have had genuine and unavoidable circumstances that have affected your performance in coursework. These circumstances may have prevented you from being assessed or from submitting coursework on time. In all cases, it is important that you contact the HELM team at HELMinfo@blackpool.ac.uk to say that you are having difficulty completing work and are planning to apply for PMC.

A Personal Mitigating Circumstance Application Form must be completed by you and is available via the College website / Student Administration / Reception. It is your responsibility to complete and submit the form to the HE Student Administration Manager within 10 days of the assessment deadline.

You cannot request an extension to the assignment deadline date. Assignments must be handed in as soon as possible even if they are incomplete. If your PMC application is approved, you will be given an amended deadline and the opportunity to improve your work further.

For full details of this procedure please refer to: <http://www.blackpool.ac.uk/he-regulations>

What if I miss a deadline?

Managing your time effectively is a key graduate skill and you are therefore encouraged to plan your programme workload alongside your other commitments. If you fail to meet an assessment deadline, it will be penalised. Work submitted up to three days late will receive a penalty of one full grade and zero (non-submission) thereafter.

Deadlines are normally set on Mondays and Fridays to avoid the third day occurring at a weekend. Where the third day does fall on a weekend, students will have until 10 am on Monday to hand in without receiving further penalty. The penalties associated with the late submission of percentage coursework are outlined in the academic regulations for your programme.

For more information, please refer to: <http://www.blackpool.ac.uk/he-regulations>

What happens if I fail a module?

Most students pass their work, but if your mark for an individual module is less than the minimum pass grade you will be referred on that module. This means that you will have to be reassessed in the relevant work, however a second attempt will be subject to a penalty as specified within the academic regulations for your programme.

Where Personal Mitigating Circumstances are approved, this will typically prevent any penalties being applied and usually allow the work submitted to be marked as a first attempt.

Moderation

All work that you submit for assessment is marked by your module tutor. A suitable sample is then selected to be moderated by another tutor. This is to ensure that the mark awarded is reliable and not just the judgement of one marker. All of the work you submit is retained by the College to assist our external examiners in the quality assurance of your programme. This may mean that the results you receive during the year may change and should therefore be considered provisional.

External Examiners

Every higher education programme has its own External Examiner whose role is to support the academic staff team in ensuring that the standard of your programme of study is comparable to other programmes in that subject discipline. The External Examiner will confirm that the work that you have produced is of a standard that is expected and identifies any issues that the academic staff team needs to take into account to continually improve the programme. The External Examiner also feeds back on the key strengths that make your programme a really effective and valuable learning experience.

External Examiner reports for your programme can be requested by emailing highereducation@blackpool.ac.uk

Board of Examiners

Once a module is complete, the marks for all assessments are compiled together to create an overall module mark.

The module board of examiners sits at the end of each semester to consider modules in scope. Your overall marks for the year are considered by a programme board of examiners that will make recommendations regarding your progression between levels, reassessment and eventually the award of your qualification. The majority of programmes within the college run an academic year between September and June. Reassessment work will therefore normally be completed during the summer months and submitted by the end of July (the precise date is set by the board).

The board of examiners sits again prior to the start of the next academic year in September where the results of any summer reassessment work will be considered.

Where programmes fall outside of the standard academic year, the timing of the board identified above may vary, however the general process remains the same.

PARTNERS FOR SUCCESS



The Partners for Success framework has been developed from our considerable achievements and successful review outcomes in supporting students and ensuring that they are provided with the best possible opportunities to engage fully with their learning experience and the full life of the college. It outlines how staff, students and the wider college community work to provide a seamless network of support to enable all students to achieve their potential.

Studying at University level can mean quite a life change, particularly if you have to move away from home, juggle study with work or have caring responsibilities while studying. You may also be returning to study after a period away and feel unsure exactly what to expect. Most students new to higher level study also comment on the fact that it can be quite different to their previous studies.

Our central aim is to enable all students to become confident and competent independent learners and achieve to the maximum of their potential through the development of their academic skills, personal well-being, literacies and professional employability attributes.

- We will work in partnership with all stakeholders, students, staff and others to ensure and assure personal change and development through mutual expectations, mutual agency and clear communications.
- We will provide students with a network of support to enable their development and achievement of their personal, academic and professional goals

Key partners in your success are:

- Your Progress Tutor and the programme delivery team
- Careers team
- Student Support and Wellbeing including HE Learning Mentors (HELMS)
- Learning Resource Centre teams

- Student Union
- You!

Your Progress Tutor and the programme delivery team

Here at Blackpool and the Fylde College every student is entitled to receive tutorial support on their programme of study. Tutorials are an important learning activity; they give you the opportunity to engage in dialogue with your tutor on matters of academic progress as well as personal and pastoral issues which may impact on your learning experience.

The benefits of tutorials are that they help you to individualise your learning on programme and to receive constructive feedback on your work specifically and progress generally. Tutorials are an essential component of the B&FC Partners for Success framework which aims to enable your personal and academic development, and maximize your opportunities for success, through coordinating the range of support services available to you through your progress tutor. Tutorials can help you to critically engage with your subject in a way that you may not be able to do in lectures and other forms of learning. Your tutors will encourage creativity and originality of thought that will help you to gain a better understanding of the subject discipline helping you to achieve your potential and experience high levels of success.

You can ensure that you get the most out of tutorials by:

- Proactively seeking out information before the tutorial to prepare yourself for the discussion and dialogue
- Actively engaging in discussion with your tutor.
- Using the tutorial opportunity to ask questions of your tutor and engage in critical discussion.
- Receiving feedback and using this to plan your next piece of work or setting personal and academic targets for future learning activities

The Careers Team

University Centre

Located in the Foyer, ground floor, South Building

Tel. 01253 504474

Bispham Campus

Located opposite the main Reception area in the Hub

Tel. 01253 504298

Student Advisors

Student Advisers provide you with confidential and impartial information on a range of areas, and work to matrix quality standard to ensure excellence of support, advice and guidance to all our Students and prospective Students. Quick-query interviews usually last approximately ten minutes. For example, you might want to ask about job vacancies, for help with preparing for an interview, or advice on financial assistance etc. If you have a more complex query the Student Adviser will make a mutually convenient appointment with you for a longer interview. Careers Information Advice and Guidance and financial Help Group sessions also take place throughout the academic year.

Student Advisers also provide a drop-in service at all Blackpool and The Fylde College Campuses, so you don't need to book an appointment to see an Adviser.

Financial Help and Support

Student Administration can provide you with information and advice on access to help with transport, childcare and HE bursaries.

The Careers Team can help you if you find yourself in financial difficulties and will also help with advice and guidance regarding student loans.

Accommodation

Our Student Advisers can help you find student accommodation and provide advice on costs, and other expenditure i.e. rent bond, gas, electric, TV, phone, travel etc.

Careers Information, Advice and Guidance

The Careers Team are all highly qualified in careers information, advice and guidance and can help you with UCAS applications for entry to Higher Education, with making decisions about progression to other courses, job application, CV preparation and interview techniques alongside career and further training pathways and opportunities. Our team of professional Student Advisers are available to help you with all aspects of your career planning and decision-making, such as:

- Making decisions about your future career
- Planning your job search strategy
- Curriculum Vitae (CV) writing
- Getting relevant work experience - including volunteering
- Making applications and preparing for interviews
- Researching postgraduate study options

At Blackpool and The Fylde, our careers service extends far beyond helping you to pinpoint your ideal career. The emphasis is on tailoring a 'careers package' to your particular aims and aspirations that gives you the skills and experience needed to make you highly employable from the moment you graduate.

That's why all our degrees have a strong employment focus, with opportunities to try out your chosen career area, learn skills that employers are specifically looking for and practice interview and assessment techniques with representatives from industry. We also run an online job shop, backed up by a highly trained team of staff dedicated to making your career goals a reality.

You may be starting your course already clear about what you want to do when you graduate or you may not be sure at this stage. Our experienced and professional team of careers student advisers offer careers and progression advice to guide you towards making the right decisions about your future. Choose from e-guidance, telephone and face-to-face interviews within a small and supportive environment. We also offer pre-course advice and guidance. Underpinning all of this is a vast range of careers library resources together with access to internet-based resources, video resources and computer-aided guidance packages.

Enhancing your Employability

The opportunity for you to develop your graduate skills and attributes is built into all our courses to ensure you graduate not just with subject knowledge but with the ability to embark on your chosen career and hit the ground running. Our programmes also provide an opportunity to discover more about your chosen career area through visits from external speakers and trips to local employers and industry. Some programmes even contain a workplace learning module, where you'll get to spend time with an employer, putting your knowledge into practice and gaining valuable employability skills at the same time.

Getting Ready to Graduate

About a year before you're due to graduate we will invite you to take part in our graduate employability workshops, covering topics such as making the right career move, effective applications and successful interviews. In addition, local employers run mock interviews and facilitate role-play scenarios for students, which replicate the assessment centre experience for newly qualified graduates. These experiences are vital for developing an awareness of your strengths (and playing to them) and gaining an understanding of what graduate recruiters are looking for. Some of our students have even been offered a permanent position on the strength of them.

Student Support and Wellbeing

The Student Support and Wellbeing team will enable you to gain different approaches and techniques to reach your full potential independently through a range of study support and wellbeing strategies. Support offered includes face-to-face on a one-to-one basis, in a workshop or remotely via telephone and online. The team is based at the University Centre and provides support across all campuses Monday to Friday from 8.30am to 4.30pm. Appointments can be made outside these times by arrangement. Further information is available through the virtual learning environment, Moodle. Higher Education Student Support and Wellbeing Services include:

- Higher Education Learning Mentors (HELMs) email: helminfo@blackpool.ac.uk telephone 01253504494
- Disability Support: email dsainfo@blackpool.ac.uk telephone 01253504494
- Counselling Support: email referral only counselling@blackpool.ac.uk
- Wellbeing Support: email referral only wellbeingsupport@blackpool.ac.uk
- Support for care leavers, carers and students who do not have contact with their families: succeed@blackpool.ac.uk
- Safeguarding College Hotline 01253 504444 (9am to 5pm)

HE Learning Mentors (HELM)

The HELM team can support with aspects of student academic life, from settling into university life, helping you gain and enhance study and digital skills as well as to create your own health and wellbeing strategies to work as independent learners. Examples of some of the study skills development and enhancement that we can offer you include:

- Support in settling into Higher Education study, learn how to study effectively and improve your academic writing style.
- Academic literacy skills from grammar, sentence structure through to developing and enhancing expression, the use of language critical and reflective writing.
- Information skills development, such as research, applying theory to your practice / study and referencing.
- Other support includes effective study techniques, planning, structuring and polishing assignments, time management and organisation skills to work smarter not harder, in addition to revision and examination techniques.
- Digital literacy skills support for study
- Providing feedback on your writing style
- Support with Personal Mitigating Circumstances to help you get back on track and complete
- Keeping in touch support for Care Leavers and Carers
- Signposting to other Partner for Success services

In addition to individual support, HELMs deliver a range of study and wellbeing skills through workshops including the 'Flying Start' and 'Flying Further' programmes. These are designed to help you make the most of their course and complement the knowledge and information gained from your course. If you wish for the HE Learning Mentors to deliver a workshop for you and maybe some friends or your tutorial group, liaise with your tutor or direct with the HE Learning Mentors team.

For help, advice and information:

- Phone: 01253 504494
- Email: HELMinfo@blackpool.ac.uk
- Drop in: to the University Centre South Building Entrance

Disability Support

Disability services provide support for students with conditions that have a “significant, long-term and adverse effect” on their ability to carry out day to day activities and study. These can include on-going, long term or progressive medical conditions including mobility difficulties; mental-health conditions such as depression, anxiety, bi-polar; Autistic Spectrum disorders (ASD); Specific Learning Difficulties such as dyslexia or a sensory impairment such as visual or hearing impairments.

Examples of some of the support that we can offer include:

- Assessment for exam access arrangements such as use of a reader, a scribe, laptop, small group or separate room, assistive technologies and ergonomic devices such as an ergonomic mouse, supervised rest breaks, additional time allowance, and signed communication (please note that the final dates for approved exam access arrangements to be processed are 31st October for Semester 1 exams, and 28th February for Semester 2 exams).
- Support with gaining diagnostic evidence where appropriate.
- Information and guidance on Disabled Students' Allowances (DSA) and other funding, plus support with the application process.
- Support in implementing the recommendations from the DSA and any other reasonable adjustments appropriate for study.
- For further information on the DSA, visit: <https://www.gov.uk/disabled-students-allowances-dsas/overview>
- Liaison with curriculum areas regarding risk assessments.
- Guidance on accessibility. If you wish to check the accessibility of our facilities please visit <http://www.disabledgo.com/en/org-results/blackpool-and-the-fylde-college/college-view-all-venues>
- Signposting to financial support to cover any disability-related needs

For help and information:

- Phone: 01253 504494
- Email: dsainfo@blackpool.ac.uk
- Drop in: to the University Centre South Building Entrance

Wellbeing Support

There is a wealth of wellbeing opportunities at B&FC including:

- HeartMath, a computer programme designed to help you relax your body and mind for more effective study.
- You can borrow designated laptops with the HeartMath programme uploaded from the Loop at Bispham, University Centre and Fleetwood campuses.
- Mindfulness and resilience building techniques
- Tips to stay healthy
- Counsellors who offer short term non-emergency support and the opportunity to talk over something that may be causing you concern, is upsetting or distressing you and having a negative effect on your academic work, as well as your enjoyment of College life.

Please visit the Wellbeing area on Moodle for more information and guided self-help. For appointments please email wellbeingsupport@blackpool.ac.uk

Visit the Contemplation rooms for a place to practice HeartMath, for quiet meditation, prayer or just ‘time out’.

The Contemplation rooms can be found at:

- Bispham Campus - C307 - Third Floor Room - Cleveleys Building
- University Centre - SB130 - Second floor Room - South Building
- Fleetwood Campus- Room A33 Ground Floor- Halls of Residence
-

To use the contemplation rooms, visit the main campus reception and sign for the room key and HeartMath sensor. (We are unable to offer the HeartMath facility in the Fleetwood Contemplation room)

Need help now?

B&FC Safeguarding - If you feel unsafe or at risk at College contact your tutor or the Student Direct Safeguarding College Hotline: 01253 504444 9am to 5pm. If you require advice or assistance about disclosing a safeguarding concern you should discuss this with your Progress Tutor or any member of staff.

If you feel you are at risk of harm to yourself or others and need immediate help, contact the National Health Services (NHS) such as your GP or alternatively ring 111 as soon as possible, if you are in an emergency situation ring 999 or go to Accident and Emergency (24 hour) Victoria Hospital Whinney Heys Rd, Blackpool, FY3 8NR and request a mental health assessment.

Alternatively go to your nearest Walk in Medical Centre:

- Whitegate Health Centre, Blackpool, FY3 9ES
- Fleetwood Health & Wellbeing Centre, FY7 6HP

Need to Talk?

The Samaritans offer a 24 hour all year confidential external support service for well-being, stress, debt, loneliness, work, family and personal issues.

- Freephone 116 123
- Texting facility: 07725 90 90 90
- Email: jo@samaritans.org
- Web: <https://www.samaritans.org/branches/samaritans-blackpool-fylde-and-wyre-branch>
- Drop in 16 Edward Street, Blackpool, FY1 1BA (usually until 9.00pm)

Other support network outside college hours includes the Mental Health Helpline telephone: 0800 616171

SUCCEED is Blackpool and The Fylde College's package for Higher Education care leavers, carers and students who do not have any contact with their families.

The Children (Leaving Care) Act 2000 defines a Care Leaver as someone who has been in the care of the Local Authority for a period of 13 weeks or more spanning their 16th birthday and is under the age of 25 years at the start of a HE study programme.

A Young Adult Carer is defined as carers between the ages of 18 and 25 who care, unpaid, for a family member who, due to disability, chronic/terminal illness, mental health problem or an alcohol or drug addiction/dependency cannot cope without their support.

Care leavers and carers are able to apply for the B&FC Access Scholarship to help pay for their studies. You may also be eligible to apply on the grounds of estrangement if you have not had verbal or written contact with both of your biological, adoptive parents or your only living parent for a significant period of time and your estrangement is irreconcilable.

<http://www.blackpool.ac.uk/support/funding/bursary>

- In addition to financial support, the SUCCEED package offers regular one-to-one support with a named HELM and regular contact to help you stay on track. For more information on support and eligibility, please contact Hannah Emery at succeed@blackpool.ac.uk

LEARNING RESOURCE CENTRE TEAMS

Whichever campus you study on, the Learning Resource Centres (The Loops) will play an important part in your studies. Our flexible learning spaces can provide you with a mixture of computer, group work and quiet study areas. You should make maximum use of this facility to log-on to a PC, access printing and copying facilities or ask the Resource Advisers for help and advice.

You will have access to a wealth of information through a wide range of physical and online resources such as e-books and full text journal databases giving 24/7 support for your academic work. Our search tool, Discovery, is linked to every course page of the college's VLE - Moodle. Our online catalogue - <https://libcat.blackpool.ac.uk> - is also available 24/7 allowing you to check reading lists, reserve titles, renew borrowed items and provide direct links to the titles in our extensive eBook library. We can also provide material from other libraries through our inter library lending scheme.

Our teams are always happy to offer help and advice. They have in-depth knowledge of your subject area and can support you in finding good quality research material, as well as developing your IT and research skills through one-to-one sessions. Interactive support materials are available through the Learning Resources area on the virtual learning environment, Moodle. More information about The Loops, including the opening hours for each centre, can also be found on the [college website](#)

Term time opening hours

The Loop at UC

Monday – Thursday 8.30 – 21.00

Friday 8.30 – 17.00

Saturday 10.00 – 15.45

Email: CentralLoopLRC@blackpool.ac.uk

Telephone: 01253 504414

The Loop at Fleetwood

Monday - Thursday 8.30 – 20.00

Friday 8.30 – 17.00

Saturday 10:00 – 15.50

Email: lrcfle@blackpool.ac.uk

Telephone: 01253 504714

The Loop at Bispham

Monday – Tuesday 8.30 – 17.00

Wednesday 8.30 – 20.00

Thursday - Friday 8.30 – 17.00

Email: lrcbis@blackpool.ac.uk

Telephone: 01253 504290

Self-issue / return facilities are available in the Bispham, Fleetwood and University Centre Loops. There are drop-in IT-based facilities with networked computers (including Macs in the Loop at UC) and wireless laptops, colour printing and scanning facilities. In addition, the Loop teams can help you get connected to the Wi-Fi and other college systems. Help with IT issues is available through an online HelpDesk.

You can access computing and copying facilities at any campus, if this is more convenient for you when engaged in independent study, but the majority of course specific materials will be located in the Loop on the campus where your course is based.

You will find the essential texts for your course available in the library stock and these are regularly updated. Relevant journals and online resources are purchased on an annual basis. For all Higher Education courses you will have access to online reading lists via the Rebus software. These online reading lists directly link you to the core eBooks and print resources in the library catalogue, thus enhancing their accessibility.

Following an initial Welcome Tour of your local Loop, your tutor will arrange for us to work with you in

follow-up in-depth sessions on key skills such as effective searching of online resources and referencing. Induction sessions are also provided at the start of your programme to help you find your way around technology in the college. Additional one-to-one tutorials are available to all students. LRC support is supplemented by a range of interactive resources on Moodle.

The services provided by the Learning Resources Centre will be an integral part of the Induction Programme for this course.

Information Technology Resources

Being able to access resources and materials to help you on your course when you need them is very important. Moodle is our virtual learning environment, and contains lots of key information about your course and is accessible 24:7. As part of your induction we will make sure you are able to make the most of this resource.

As a student at Blackpool & the Fylde College you will be provided with a web-based Microsoft Office 365 account. This account provides anytime, anywhere access to a suite of Microsoft programmes including Outlook email and web-based versions of Word, Excel and PowerPoint. You also get access to your own online storage area so you can download, edit and save your college work wherever you are.

Included in your Microsoft Office 365 account is access to our MyDay portal. The portal provides you with access to your calendar (including timetables), email and links to Moodle and eTrackr. Timetable data is updated every hour so you can see all room changes. It is accessible from a web browser and as a mobile device app on Apple and Android devices. MyDay will be launched automatically whenever you login into a College desktop computer.

To find your course materials, log-on to Moodle, the College's virtual learning environment. Moodle contains lesson notes, multimedia materials, quizzes, forums and lots of different tools to help you achieve your academic goals. You may submit your assignments through Moodle and receive online feedback from your tutors. Moodle also provides easy ways for you to communicate with your tutors and fellow students using messaging, chat rooms and forums. You can access your Office 365 and Moodle accounts by logging into one simple webpage MyDay which also contains useful college information, news and links:

<https://blackpool.mydaycloud.com/dashboard/home>

Induction sessions are provided to all students at the start of their course to help you find your way around technology in the college. 'The Loop' LRC's are located on each campus. You can pop into The Loop and log-on to a PC, access printing and copying facilities or ask the Resource Advisers for help and advice.

STUDENT UNION

The Students' Union (SU) at B&FC is *your* union. It's made up of students that *you* elect each year, who listen to the student voice and respond to *your* wants and needs. The SU represents students on a range of issues, including equality and diversity, education and social activities, with the aim of ensuring your time here is as interesting and enjoyable as possible.

As a student at Blackpool and The Fylde College, you are automatically free members of the Students' Union and you are encouraged to play an active role. Our Students' Union is actively engaged in student affairs at local and regional levels so there are opportunities for you to become involved in various campaigns and fund-raising activities. Our aim is to work for the good of the student community and to take an active interest in the development of all students. As such the Union represents the students on a number of academic and College committees where student involvement and comment is welcomed.

The Union provides the framework and financial backing for students to organise trips and events, which can be a great way to broaden your interests and meet new people. With a wealth of information, our Students' Union can also advise you on places to go and things to see and do.

If you need to get in touch, you can contact your Student Union Sabbatical Officer by phone or email.

B&FC Student Union Sabbatical Officer

Tel: 01253 504 517

Email: studentsunion@blackpool.ac.uk

BEING A PARTNER IN YOUR OWN SUCCESS

Higher education is as much about personal change and development as it is about subject knowledge and skills development. By facilitating your development we enable you to take responsibility for your own learning. Students who are fully informed about the opportunities available to them, but who are also aware of their responsibility to engage with those opportunities, are more likely to make effective use of services and resources (QAA Quality Code Chapter B4). It is important that you take advantage of every opportunity to facilitate your success, and to creatively engage with the knowledge you encounter, constructing and reconstructing your own understanding. We will support you to set clear goals, reflect on your progress and develop key graduate skills.

ABSENCE REPORTING

If for whatever reason, including ill health, you are going to be absent from College then you will need to ensure that you make contact with us to discuss how we can support you. This is particularly important if your absence could have a significant effect on your assessment requirements. Should this be the case then you will need to consider the College Personal Mitigating Circumstances procedure the full version of which is available at the link below.

<https://www.blackpool.ac.uk/he-regulations>

Any personal mitigating circumstances, such as ill health, which may have affected your studies or performance in assessments and examinations, would need to be submitted to the HE Student Administration Manager mitigating.circumstances@blackpool.ac.uk formally by you with supporting evidence, e.g. a medical certificate, following the procedures and in accordance with the deadlines laid down in the College's Personal Mitigating Circumstances Policy.

In the event that you are unable to attend an examination because of illness or other unforeseen circumstances, you must immediately inform your programme leader before the start of the examination. If you are absent from the whole or part of an examination because of illness, a Personal Mitigating Circumstances application form together with a valid medical certificate or other appropriate independent documentary evidence must be forwarded to the HE Student Administration Manager normally within ten working days of the examination.

SAFEGUARDING

Safeguarding supports students in 'Being Safe and Feeling Safe'. If you feel unsafe, in danger of harming yourself or at risk whilst at College contact the Student Direct Safeguarding College Emergency Hotline: 01253 504444 9am to 5pm. Alternatively at any time visit your GP or local Walk in Medical Centre or Accident and Emergency (A&E) unit at the Hospital.

Other support networks also available outside College hours include the NHS crisis telephone: 0300 365 0300, the Mental Health Helpline telephone: 0800 616171 or the Samaritans 24 hours a day on the local contact number of 01253 622218 or on the national number 0845 790 9090.

If you require advice or assistance about disclosing a safeguarding concern you should discuss this with your Progress Tutor or any member of staff.

STUDENT IDENTITY CARD

You must wear your ID badge at all times whilst on College premises. Access to College facilities is dependent on Students having their ID badge. You will also be asked to show your ID badge when sitting exams. You will be challenged if you are not wearing your badge when on College premises. This is to help students and staff feel safe in College.

FOOD ON CAMPUS

When you want to take a break for refreshments on campus, you're well catered for. At the University Centre's Central Hub refectory, **Café Grads**, you can sit down and tuck into a proper meal or just grab a bite and relax in one of the chill-out areas. A **Starbucks** outlet has also just opened in South Building.

A similar-style refectory, **Retreat**, is available at our Bispham Campus or if you fancy a little treat there is also a range of freshly made sandwiches and smoothies in the **Grab and Go** and a **Starbucks**. At the Fleetwood campus the **Refectory** offers traditional breakfast, a wide range of hot food, sandwiches, snacks and beverages. Visit <http://www.blackpool.ac.uk/facilities/shops> for more information. At all our campuses, there are also plenty of vending points providing snacks on the go.

Get off to a great start every morning! All Blackpool and The Fylde College students are entitled to a free healthy breakfast.

SPORTS FACILITIES AND COLLEGE TEAMS

Sports facilities are mainly based at the Bispham Campus where there is a sports hall, an all-weather floodlit sports pitch and a well-equipped gym, **Inspirations**, with Fleetwood also having some facilities. We have numerous College teams, both men's and women's, with other available sports ranging from volleyball and five-a-side football to table tennis and canoeing. To find out more ask your progress tutor.

ENRICHMENT

Enrichment is about providing you with opportunities to bring your learning to life, developing your range of interests, meeting new friends and growing as a person. Some activities will be related to your area of study whilst others may not be directly linked.

Curriculum-based activities

Whilst studying your chosen subject at College, you will have the chance to see how your subject works in real life and apply that insight to your studies. We also aim, during your programme of study, to develop your employability skills and interview techniques. To provide this valuable enrichment, your programme may feature such activities as guest speakers, trips into industry and overseas visits, 'real life' assignments, competitions, work experience and work placements (some of which can lead to permanent positions).

Extra-curricular activities

College is also as much about the social side as it is about learning. At Blackpool and the Fylde College we offer a vast range of activities, from discounted theatre trips to lunchtime sports activities and book club. Activities are free to everyone enrolled on a course and in most cases, there's no need to book. For more information about what's on, view our enrichment booklet online or available in hard copy from the Careers team.

Fee-based activities

For those of you who wish to engage in a further range of activities there are fee-based sports activities. For full details please see our online [Sports Facilities](#)

The Sports Team can also organise one-off fitness activities, such as trips to Manchester's Chill Factor for skiing or outings to Grizedale Forest for mountain biking. For more information please contact the Sports Centre staff on 01253 590829. Don't forget, that the Students' Union may be able to help with funding too.

GETTING INVOLVED IN THE QUALITY OF YOUR PROGRAMME

At Blackpool and the Fylde College we believe that you are a member of our higher education and College community and as such your views and experiences are extremely important to us. We want to work in partnership with you to ensure that your experience is the best that it can be both for you and others who study with you. To this end we work hard to engage all students in dialogue about the quality of their learning experiences. You can engage by providing useful feedback on your experiences of modules through Module Evaluation Questionnaires, through being an elected course representative attending student forums and college meetings and through surveys such as the Student Perception on Course (SPOC) surveys and the National Student Survey (NSS).

ACADEMIC APPEALS

An academic appeal is a procedure which allows you in certain circumstances to ask for a review of a decision relating to your academic progress or award. You can ask for a review of a decision by one of the following:

- A Board of Examiners, both Module and Programme Boards.
- A Personal Mitigating Circumstances Panel
- An application to the College
- An Academic Malpractice Panel

It should be noted that students may only appeal against a decision if they can show that they satisfy one or more of the grounds detailed in the academic regulations. The appeal process cannot be used to challenge academic judgement or appeal simply because you disagree with the marks you have been given.

An academic appeal is different from a complaint so appeals and complaints are looked at under different procedures. A complaint is dissatisfaction about the provision of a programme or academic service or facility or any other service provided by the College.

Students studying either a:

- **Blackpool & The Fylde College Programme**
- **Lancaster University Validated Programme**
- **Liverpool John Moores Validated Programme**
- **Scottish Qualifications Authority Programme (SQA Higher National)**
- **BTECHigher National Programme**

To lodge an academic appeal, you must do so by submitting your appeal within 10 working days of the publication of your results or decision of a panel either by writing to the HE Academic Registrar, Bennett Avenue, Blackpool, Lancashire, United Kingdom, FY1 4ES or by email to: appeals@blackpool.ac.uk

The Academic Appeals regulations and application pro-forma can be found on The Blackpool & The Fylde College website <https://www.blackpool.ac.uk/he-regulations>

COMPLIMENTS, COMPLAINTS AND FEEDBACK

Blackpool and the Fylde College welcomes feedback from all its students and is committed to improving the quality of the services it provides; we are committed to openness and transparency by providing well publicised and accessible information on how to give feedback or make a complaint.

Compliments, complaints and feedback will be dealt with courteously, fairly and objectively.

We hope that you will never have cause to do so but if you wish to raise a complaint (or you wish to compliment us or provide feedback) please take a look at our Compliments, Complaints and Feedback Procedure which is located on our website here: <https://www.blackpool.ac.uk/college-policies>

GRADUATION

Our annual higher education awards event is a spectacular occasion, representing the culmination of masses of dedication and hard work, and the gateway to an exciting and rewarding future. The graduation ceremonies will take place at the Winter Gardens and Opera House, 97 Church Street, Blackpool, Lancashire, England FY1 1HL.

Your graduation day may seem a long way off now, but you will be there quicker than you think! Blackpool and the Fylde College's Awards Ceremonies are a part of the celebration of your achievement and we hope you will be able to attend. You will need to budget for the cost of guest tickets, academic dress and photography. Awards Ceremonies are held each year at the Winter Gardens. If you attend the Awards Ceremonies we publish the names and awards of all graduates in the Awards Ceremony booklet and in a graduation supplement in the local press. If you do not wish your name to appear, you must contact Student Administration to inform us. We will print the name we have recorded for you on your degree certificate, so it's important that you tell us in advance of any spelling or other changes. After we have printed the certificate we will not be able to change it for you.

This is a very special day for all our graduates and their friends and families and is a marvellous opportunity to share and celebrate your academic achievement and accomplishments.

MODULE OUTLINES

The following module outlines provide you with a brief overview of the modules and their contents, together with the intended learning outcomes and the recommended reading lists.

CADI401: Engaging the Archive Level 4 - Mandatory

Module Abstract

The Engaging the Archive module aims to provide Level 4 students with an introduction to critical thinking that is built on the acquisition and application of key research methods and skills. Students will be able to apply the research methods to an externally located subject specific archive in order to unpick vital issues, explore curatorial perspectives, assess theoretical or technical developments, and engage with the work of key influencers and emerging debates. The module informs the practice based aspects of the students' main programme and provides a supportive approach to the development of research skills and subject specific interests. It provides opportunities to encounter and experiment, presenting work and ideas in verbal and written form that aim primarily to develop peer discussion and making connections between research and creative practice. The module is delivered by specialists in contemporary and historical Creative Arts contexts.

Learning Outcomes

- 1 • Describe the significance of 'the archive'.
- 2 • Record and reflect on the development of research methods used on the work of others.
- 3 • Apply research techniques to the study of a subject specific archive.
- 4 • Identify a link between a subject specific archive and own creative practice.
- 5 • Explain the purpose of selected research methods.

Indicative Content

Indicative Content

- Introduction to critical thinking
- Research skills
- Key influencers on subject specific analysis (technique, industry developments, key issues)
- Context and creative practice
- Visual and data analysis
- Study of the archive within creative practice
- Presentation skills
- Curatorial Perspectives

Visits: the student cohort will normally be involved in at least one educational visit to encounter and experience a subject specific archive first hand.

Seminars will be used as forums for applying the research skills to a chosen body of creative work through debate and discussion that can feed into other areas of practice, for example, visual, digital and/or performance.

CS401: Thinking and Making Level 4 - Mandatory

Module Abstract

The Thinking and Making module aims to provide engaging, stimulating and challenging critical themes and examples from arts perspectives. The course facilitates your development of critical and creative practices and skills including verbal, written communication.

The module informs the practice based aspects of the programme at all levels and provides supportive approach to the development of research skills and personal interests. It provides opportunity to encounter and experiment, presenting assignments that aim primarily to develop peer discussion and making connections between theory and practice the module is delivered by specialists in contemporary and historical Creative Arts contexts and is also enriched by a programme of practitioner lectures in which processes of thinking and making are explored and elaborated.

Learning Outcomes

- 1 Identify some key ideas related to communication in the Creative Arts.
- 2 Give examples of the influence of cultural and historical context upon specific areas of creative arts.
- 3 Define ways in which audience and spectatorship are important.
- 4 Carry out and research through group work and independent enquiry
- 5 Interpret visual and textual sources.
- 6 Present ideas through verbal and written methods.

Indicative Content

Context of exhibition (e.g. site specific, virtual, physical, environmental) including visits to exhibitions and sited work.

Visual and / or performance communication in relation to audience (e.g. spectatorship, semiotics, appropriation, narrative, reception, Berger, Mulvey, supporting theories)

Cultural awareness and contexts (e.g. historical context, visual humour, representation, gender, stereotypes)

Foundations of academic research and presentation (worksheets, presentation, essay)

FLM401: Film Theory and Analysis Level 4 - Mandatory

Module Abstract

In order for you to produce film work that is sophisticated and accomplished, it is imperative that you have a good understanding of how films are interpreted or 'read'. This module will introduce you to the language used in film analysis to explore and dissect how filmmakers from a range of movements have implemented film production techniques to communicate with and manipulate their audiences.

This module will equip you with the skills to analyse and research film theory, other secondary sources and spectatorship, which will inform other modules on the programme that require critical thinking. These links with other modules will allow you to apply the knowledge acquired here in practice in a range of academic and creative projects.

Learning Outcomes

- 1 Identify and analyse the ways in which filmmakers use macro and micro features to make meaning.
- 2 Analyse the relationship between producers and audiences regarding the ways in which films texts are encoded and decoded.
- 3 Apply theories and secondary research to support analysis of film texts.
- 4 Evaluate the usefulness of analytical and theoretical approaches to reading films.

Indicative Content

- Audio-visual analysis.
- Narrative concepts and theories.
- The codes and conventions of genre.
- Analysis of micro features – mise en scene, cinematography, editing, sound and performance.
- Polysemic readings of texts, including active and passive spectatorship.
- Research techniques to support analytical practice.
- Accurate referencing.
- Written and spoken analysis.

- Academic writing conventions.

FLM402: Preparing to Film Level 4 - Mandatory

Module Abstract

This module will introduce you to the various aspects of pre-production planning that need to be undertaken before filming can take place. This includes both creative and practical elements.

Creatively, you will be introduced to story design and scriptwriting as well as communicating your ideas visually in mood boards and storyboards. You will consider all elements of production design including costume, props, location, hair and make up and colour palettes. This will require research into the practical considerations of the script such as setting and time period as well as thinking creatively about how these practical elements can be enhanced to reflect the mood and themes of the proposed film.

Practically you will learn how to prepare for a production by scouting for locations and performing recces as well as assessing risk and ensuring that you are protecting yourself from legal and ethical ramifications. You will perform location recces and be made aware of the elements that require consideration such as access and electrical points. Risk assessment documentation will also be explored and approaches to ensuring that any risk on set is considered and accounted for. Legal precautions such as release forms for location and actors as well as discussion of ethical considerations will be discussed to ensure that you are aware of your rights and responsibilities as a filmmaker.

This content and skills learnt in this module will prepare you for both the Filming Techniques and Editing Sound and Video modules.

Learning Outcomes

- 1 Explain and justify the different elements of pre-production
- 2 Produce pre-production documents relating to production design
- 3 Justify creative decisions informed by research
- 4 Complete practical pre-production documentation

Indicative Content

Story design

Script formatting

Storyboarding

Creating mood boards

Risk Assessment

Location scouting

Legal and ethical considerations

FLM403: Filming Techniques Level 4 - Mandatory

Module Abstract

This module will follow and build on the Preparing to Film and Film Theory and Analysis modules . From the Preparing to Film module you will start to implement the pre-visualisation material onto film such as following storyboards and using locations. To support this activity you will perform recces and risk assessments. You will also utilise the knowledge and skills acquired in the Film Theory and Analysis module by replicating scenes you have studied to create a feeling, mood or expression.

You will learn how to use the camera, sound recording and lighting equipment with time spent building your competence and confidence. You will go through the principles of composition, shot types and aesthetics of camera placement and movement to achieve responses. You will gain lots of practice and learn how lighting can affect the feel and meaning of a shot or scene. You will interact with sessions on audio capture and learn an appreciation for the importance of sound in film and how it can heighten and inform your audience. You will learn how to manipulate the equipment to convey meaning with confidence and creativity.

Interactive workshops will provide you with opportunity to capture studio and staged content using single and multiple cameras, 360 and action camera filming.

Learning Outcomes

- 1 Use film cameras, audio recording equipment and lighting equipment.
- 2 Manipulate equipment to create meaning in film output.
- 3 Assess and evaluate the effectiveness of lighting techniques.
- 4 Identify the ways in which cinematography can be used to create meaning.

Indicative Content

Shot composition

Shots types & Angles

Camera Movement

Camera Operation

Studio Lighting

Manipulation of natural light sources

Audio capture

Foley recording

FLM404: Editing Sound and Video
Level 4 - Mandatory

Module Abstract

This module delivers the underlying principles of digital editing, with a focus on skills acquisition. Essential competencies will be developed with focused expertise on digital video and audio editing for film and mobile devices using specific and relevant industry software and workflow. Your knowledge and understanding will be developed through investigation and practical workshops that focus on edit

preparation, formats, techniques, conventions and software.

Editing is a formative process that allows for creative and aesthetic decisions alongside technical application. You will explore the historical practice of editing, incorporating the understanding of technological changes in editing into your work. Experimentation will involve investigating narrative formats, Montage, 360 degree film, Effects and Techniques to achieve alternative outcome and audience affect.

Preparation for editing begins with reflective practice in module FM401 and in FM403 with the sourcing of high quality digital footage and sound, with the developmental logging within that module feeding directly into DPF103. In this module, you will prepare appropriately for an edit, sourcing and storing appropriate material with clear evidence of how you 'housekeep' an edit workflow. You will be assessed for essential competences and expected workflow practice in one time based assessment. The module is practical workshop based with individual and peer editing expected

Learning Outcomes

- 1 Produce and present edited products
- 2 Communicate ideas and convey narrative meaning visually through the editing of video and audio.
- 3 Evaluate the editing process, incorporating subject specific terminology.
- 4 Edit video and audio employing post-production skills and techniques

Indicative Content

Editing Fundamentals

Editing Preparation & Workflow

Editing Tools and Techniques

Continuity and Montage Editing

Foley and Sound Design

Colour Correction and Grading

Export and Distribution

**FLM405: Collaborative Approaches to Creative Practice
Level 4 - Mandatory**

Module Abstract

This module will explore the relationship of filmmaking to graphic design and photography. The module will introduce the ways in which, as a filmmaker, you will need to use photography and graphic design to create solutions to creative and communication problems. The module will also introduce you to other students who are studying these companion disciplines encouraging collaborative working which mirrors industry practices. Strategies for effective collaboration will be discussed to support this process.

You will work with moving image, analogue photography and darkroom processes and digital and screen based design. As you progress through the module you will acquire a working knowledge of graphic design and photography and how these related disciplines integrate, complement and enhance filmmaking practice. The experience of this module will help you to understand the role of both your

own and other disciplines in the production of creative and communications media and will support your development and provide a solid foundation for subsequent modules on the programme.

Learning Outcomes

- 1 Apply techniques of framing and composition to filmmaking outcomes that incorporate graphic design, photography and/or digital imagery, in the capture and creation of digital imagery.
- 2 Apply traditional and contemporary techniques to image making across film, photography and graphic design.
- 3 Create files and organise storage of images and assets utilising compression techniques.
- 4 Identify, assess and evaluate equipment required to produce film work that use photography and/or graphic design.
- 5 Compare contrast and evaluate the concepts and production techniques in filmmaking that use graphic design and photography.

Indicative Content

Introduction to additional topic areas within the wider context of art and design

Introduction to the application of creative and effective solutions to a range of media

Processes and practice of print-making, life-drawing, photography and moving image

Exploring the nature of materials, form, layout and production techniques within a range of environments

Selection and appropriate application of process/processes in the creative solution to a creative problem

Theories and models of collaborative practice

CADI501: Critical Perspectives Level 5 - Mandatory

Module Abstract

The Engaging the Archive module aims to provide students with an introduction to critical thinking that is built on the acquisition and application of key research methods and skills.

Students will be able to apply selected research methods to an externally located subject specific archive in order to unpick vital issues, explore curatorial perspectives, assess theoretical or technical developments, and engage with the work of key influencers and emerging debates.

The module informs the practice based aspects of the students' main programme and provides a supportive approach to the development of research skills and subject specific interests. It provides opportunities to encounter and experiment, presenting work and ideas in verbal and written form that aim primarily to develop peer discussion and making connections between research and creative practice. The module is delivered by specialists in contemporary and historical Creative Arts contexts.

Learning Outcomes

- 1 • Analyse creative work through a range of critical perspectives.
- 2 • Research into the relevance of selected contexts of creative perspectives.
- 3 • Evaluate the contexts of creative perspectives.
- 4 • Apply research techniques to verbal and written work.
- 5 • Investigate the relationship between creative work and critical perspectives.

Indicative Content

- Contemporary issues in relation to creative practice and its contexts (e.g. environment, science, gender, technology, authorship)
- Contemporary critical theory, methods and approaches (e.g. postmodernism, post structuralism, post colonialism, feminism, psychoanalysis, post-internet, landscape studies)
- Research methods and techniques (evaluation and analysis)
- Informing, evolving and locating creative practice through research and critical theory

CS501: Research into Practice Level 5 - Mandatory

Module Abstract

The Research into Practice module supports the development of research interests and projects contributing to the development of independent, critically aware practitioners in the School of Creative Arts. The module presents contemporary issues and diverse theories in the wider contexts of Creative Arts for debate and analysis.

The module explores how contemporary practitioners are working across many different Creative Arts disciplines and also with scientists, ecologists and others, building partnerships to innovate and also to sustain professional practice. The Research into Practice Module builds on key theories of authorship and communication in the creative arts that have been identified at level four with more focus on debates and analysis in relation to some key contemporary issues in the Creative Arts. The course will present and explore a range of significant theories and critical approaches to practice, with focus on analysing diverse points of view and exploring debates and interpretations.

The module is delivered by specialists and researchers into areas of contemporary Creative Arts and is additionally enriched by a range of visiting practicing artists and research practitioners within the School. These will present and discuss links between theory, research and professional practice in the Creative Arts.

Learning Outcomes

- 1 Examine and relate the contexts of creative practice to specific questions.
- 2 Present and analyse debates and differences of opinion related to specific issues in the creative arts.
- 3 Research and analyse a range of ideas, from different sources of knowledge and theory, relevant to creative arts practice.
- 4 Use key ideas and theories related to the creative arts to develop own learning.
- 5 Provide analysis, questions and arguments through verbal and written presentation methods.
- 6 Carry out research through independent enquiry related to a chosen area of professional creative arts practice.
- 7 Propose independent research in written form.

Indicative Content

Contemporary issues in relation to Creative Arts practice and its contexts (e.g. environment, science, gender, technology, audience participation)

Contemporary critical theory, methods and approaches (e.g. postmodernism, post-structuralism, deconstruction, binaries, affect, virtual)

Research methods and techniques (evaluation and analysis)

Informing, evolving and locating creative practice through research and critical theory

FLM501: Film History and Genre Level 5 - Mandatory

Module Abstract

Building on the analytical techniques you learnt at Level 4, Film History and Genre will develop your awareness and appreciation of critical concepts and theoretical approaches pertinent to film analysis. Specifically, you will study aspects of film theory and criticism relating to genre and its perpetual evolution, its connections film history, the influence of cinematic movements such as The French, British and American New Waves, German Expressionism, Soviet Montage and Surrealism, as well as exploring discourses around representation and relevant cultural contexts and concepts such as feminism, Marxism and authorship.

Developing this knowledge will underpin and continue inform your production work and give you the skills to reflect critically and analyse your own creative practice. By having strong links between theoretical and practical assessments and projects, it is hoped that this module will help you to find and develop your voice and emerging identity as a filmmaker.

Learning Outcomes

- 1 Identify and analyse the ways in which genre codes and conventions convey a range of meanings.
- 2 Discuss the impact of critical concepts and historical contexts in relation to the ways in which they have influenced and shaped film production.
- 3 Analyse the relationship between texts and diverse audience responses.
- 4 Apply theories relating to genre or authorship and spectatorship.
- 5 Evaluate the usefulness of critical and contextual approaches to genre or authorship and film production.

Indicative Content

- The codes and conventions of genre and authorship.
- Audio-Visual analysis of texts.
- Historical and other cultural contexts and their impact on production.
- Influential film movements.
- Active and passive audiences.
- Polysemic readings of texts.

- Analysis of written and spoken forms.
- Connecting research and practice.

FLM502: Documentary Filmmaking Level 5 - Mandatory

Module Abstract

Documentary filmmaking is different from narrative film making in many respects but from a filmmaker's perspective the main difference is that the final film cannot be planned in its entirety before filming commences. It is possible to predict what interviewees might say up to a point but until the footage is captured it is impossible to know exactly it will be. The narrative and shape of the film is often revealed at the post-production stage rather than being planned out in detail at the pre-production stage.

This module will equip you with the skills to produce everything you need to put a documentary film into production. You will identify the various codes and conventions of the genre and be able to analyse how different documentaries convey their ideas and utilise storytelling techniques to engage the viewer. The history of the will be explored as will the creative possibilities available to documentary filmmaking. Philosophical issues of truth and representation will be explored, as will the techniques employed by producers to construct a reality for their viewers.

The legal and ethical considerations of documentary will be discussed giving you the knowledge and confidence to plan for your documentary film. Pre production documentation will be completed so that you are as equipped as possible. Once this has been achieved you will begin to gather a range of footage for your project. You will be encouraged to use a range of techniques found in documentary film including interviews, voice over, actuality footage and montage although a creative rather than a prescriptive approach will be encouraged.

By the end of this module you will be confident in approaching documentary filmmaking and will have produced a documentary film that utilizes the conventions in a creative way to communicate on a subject you are interested in.

Learning Outcomes

- 1 Originate a concept for a documentary film drawing on knowledge of genres and sub-genres and their codes and conventions.
- 2 Assess the legal requirements and ethical considerations relating to documentary filmmaking
- 3 Produce a documentary film that draws on the codes and conventions of the form
- 4 Apply knowledge of documentary film history and convention to produce a creative response to briefs

Indicative Content

History and development of documentary filmmaking

Codes and conventions of documentary film

Issues of truth and bias

Legal and ethical considerations

Planning for a factual programme

Pitching techniques

Research techniques

Pre-production documentation

Post-production techniques

FLM503: Short Film Level 5 - Mandatory

Module Abstract

The main focus of this module will be to create a short film that brings together the technical skills and understanding of film form provided by level four modules. You will also study the short film format and analyse the different approaches to the form and how this differs from feature film production. You will look into film festival programmes, the requirements for submission and film competition opportunities.

Pre-production techniques will be employed in the devising of a concept for a short film with time given to developing a script that is efficient and communicates the story creatively and succinctly. Production design will also be engaged with extensively to ensure that the project going forward has substance and clear intention. High levels of organisation will be needed for the practical elements of production to ensure filming goes smoothly including contingency plans.

During production you will be required to work as part of a team both on your own project and on those of your classmates. You will be required to work efficiently and creatively to achieve the objectives of the shooting schedule and ensure that everything is captured ready for post-production. This stage of filmmaking is the one that most requires a project management approach to the creative endeavour of filmmaking. You will be required to think on your feet while maintaining the creative objectives outlined in your pre-production.

You will be required to produce an edit of your short film and a reflection of how you found the process and whether you managed to achieve what you set out to achieve and if now how you would have done things differently

Learning Outcomes

- 1 Analyse the short film format and its context
- 2 Produce a short film that reflects an analysis of perspectives
- 3 Apply pre-production, production and post-production techniques
- 4 Evaluate the process of making a short film

Indicative Content

Short film format

Festival requirements

Ideas generation

Application of pre-production techniques

Consideration of cinematography while filming

Module Abstract

This module encourages creativity, investigation and abstract experimentation of visual imagery that is produced using unconventional techniques to push the boundaries of your own contemporary practice. Module FM501 and GD503 will influence and inform your research and encourage the production of media that offers diverse forms of communication and perspective.

You will be empowered to interrogate and evaluate abstract media productions and ask the questions 'If?' and 'Why?' when experimenting with form, traditional rules of exposure, composition and linear narrative formats. This module aims to broaden the application of your visual language and application of techniques and historical practice, supported by the work of visionaries and pioneers as diverse as Michel Gondry, Norman McLaren, David Fincher, Andy Warhol, Spike Jonze and David Lynch,

Participation in demonstrative workshops could include super slow-motion techniques, scratching and etching, reverse filming, animation techniques and audio experiments, and using equipment against its intended purpose. You will also consider alternative formats of distribution and projection, with considerations of 'moving image as art film', culminating in an online showcase and physical presentation/exhibition within the School.

Development, research and critical investigation are key to success in this module, with freedom given to bend and break rules. The intention is to break away from tired, traditional conventions to inform future narrative and practical projects, supported by workshops that will inform and inspire.

Learning Outcomes

- 1 Employ experimental approaches to media practices.
- 2 Experiment with technique to produce an innovative and creative approach to a media product.
- 3 Produce experimental output that intentionally subverts traditional conventions and practice.
- 4 Evaluate the success of products and their development, utilising critical feedback from a range of sources.
- 5 Apply experimental approaches to the music video format

Indicative Content

Experimental techniques (breaking conventions)

Rhythmic montage

Super slow motion, reverse capture

Rotoscoping

Chroma /Luma keying image manipulation

Graphic Animation

Experimental and Music Video Pioneers and visionaries

Project development and management (research, idea development, concept)

GDM503: Animation and Moving Image Level 5 - Mandatory

Module Abstract

The purpose of this module is to give you an insight into moving image and the core fundamentals required for successful motion graphic projects. You will develop a sustained approach to design, from initial concept through to development and final product. Focus will be given to both traditional and contemporary techniques such as stop motion and digital motion graphics applications. This blend of processes will enable you to select the right process for the concept. Within this level five module, there is an emphasis on co-operation, communication and experimentation with materials and techniques. It enables you to further develop specific skills that will help broaden your understanding of the application of visual language in a moving image context, extending conceptual thinking to longer, more complex projects.

Learning Outcomes

- 1 Discuss the evolution of traditional and contemporary animation techniques
- 2 Plan and storyboard animated work applying development techniques
- 3 Identify and justify choices made in the preparation of animated work in relation to creative processes and best practice
- 4 Produce digital animations using digital tools, exported in a distributable format
- 5 Utilise software in the creation of digital animations
- 6 Evaluate completed animations, reflecting upon the processes undertaken and the development of a personal creative signature

Indicative Content

Traditional animation techniques:
Flipbook, zoetrope, cel animation

Digital animation and motion graphics tools:
Adobe Animate, Premiere Pro, After Effects

Digital animation concepts:
Vector and raster scaling, keyframes, tweens, layers, IK chains, easing, dependencies / events, timing

File formats and compression:
GIF, HTML, Video (AVI / MP4 / MOV)

Distribution:
Stock libraries, online video platforms, multimedia devices

CADI601: Independent Research Project Level 6 - Mandatory

Module Abstract

The Independent Research Project facilitates the forging of critical and creative practices and skills together by synthesising theoretical approaches, critical, aesthetic and data analysis through a self-determined research project, initiated in level five, and culminating in a written dissertation at level six.

The module supports students in academic research into creative arts practice, critical analysis and the synthesis of the studio and written aspects of the programme culminating in a dissertation. It is expected that student dissertations will engage with the work of others and issues that underpin and inform their professional practice.

Independent Research Project culminates in a 5,000 - 6,000 word written dissertation.

Following the development of knowledge and skills of research and analysis facilitated at levels four and five, the Independent Research Project at level six involves students in formulating, researching and writing a dissertation on a subject proposed toward the end of at level five. Students will be aware of the practice of key transferable skills throughout the process including project and time management, career goals, professional practice and data analysis.

Students are encouraged to engage with concepts and issues that underpin and inform their area of professional practice. The dissertation will demonstrate in written form synthesis of aspects of practical and theoretical aspects of their programme. The Independent Research Project at Level 6 supports the development of research skills, analysis and evaluation into a focused enquiry that may also facilitate post-graduate level research within academia and industry, through continued emphasis on critical analysis and personal development planning.

Learning Outcomes

- 1 • Plan and implement a focused research investigation culminating in a written dissertation.
- 2 • Critically analyse connections between the research enquiry and a chosen area of professional and creative practice.
- 3 • Evaluate significant debates and theory identified and discussed in the research enquiry.
- 4 • Present ideas and arguments clearly and coherently in written form.
- 5 • Implement a professional approach to the management of an extended research study.

Indicative Content

Research ethics in practice.

Practice as research.

Research planning and time management.

Data analysis.

Dissertation structure.

One-to-one dissertation guidance.

Synthesis of research.

CS601: Independent Research Project Level 6 - Mandatory

Module Abstract

The Critical Studies course facilitates the Creative Arts Student's development of critical and creative practices and skills including verbal, written visual communication and skills of research and analysis across all levels of the degree programme. As you progress from level five to level 6 the CS course aims to support the development of your skills relating to research, theoretical approaches and critical analysis learnt and practiced at Levels Four and Five.

Level Six requires the furthering of critical studies skills through a self-determined research project, initiated in level five, and culminating in the Dissertation at Level Six. The Level Six Critical Studies

module engages you in research into creative arts professional practice, critical analysis and the synthesis of the studio and written aspects of the programme in the form of a dissertation; it is expected that your dissertation will engage with the work of others and issues that underpin and inform their professional practice.

Learning Outcomes

- 1 Plan and implement a focused, researched investigation, culminating in a written dissertation.
- 2 Devise and explain connections between the research enquiry and a chosen area of professional and creative practice.
- 3 Formulate questions and evaluate significant debates and theory related to the dissertation enquiry.
- 4 Relate the enquiry to a range of relevant contexts: including current creative, theoretical, political and cultural concerns, giving relevant historical background.
- 5 Present ideas and arguments clearly and coherently in written form.
- 6 Implement a professional approach to the management and presentation of learning: attending meetings and submitting drafts where required; conforming to academic, ethical and presentation standards as stated within the module and College regulations.

Indicative Content

Critical enquiry and analysis

Consolidate and synthesise research into theory and practice

Expectations of the dissertation (approaches, content, word count, deadlines, format, referencing)

Critical approaches to developing an enquiry for the research project.

Support of dissertation processes (research, written, structure)

FLM601: Planning and Pre-Production for Graduation Film Level 6 - Mandatory

Module Abstract

This module is a precursor to the Graduation Film Production and will link with the Independent Research Project in CS. Here you will have the opportunity to synthesise what you have learnt so far on the programme in the production of a film that reflects your intentions as a filmmaker. This module will focus on research and ideas development with the intention of developing a film idea that is well researched in terms of background supportive information and a consideration of stylistic elements including production design, cinematography and editing. Once you have undertaken your research and development you will spend time writing your script.

To ensure that your film is ready to start the production process in semester two you will complete all aspects of pre-production both practical and regarding pre-visualisation material. You will be required to develop a clear rationale for your graduation film practically, visually and for what you want it to say and how you want to say it.

Learning Outcomes

- 1 Synthesise theoretical film knowledge and apply to the development of an innovative film project

- 2 Evaluate creative choices when approaching the preparation of a film project
- 3 Analyse both theoretical and creative approaches to film production
- 4 Propose an original and innovative response to briefs

Indicative Content

Story development

Creation of pre-visualisation material

Research; both practical and to inform stylistic choices

Practical pre-production processes

FLM602: Professional Practice Level 6 - Mandatory

Module Abstract

This module will reiterate the legal and ethical aspects pertaining to filmmaking in a business context giving you a thorough understanding of legislation, intellectual property and your rights and responsibilities as filmmakers. The module will focus on where you want your career to take you and through thorough research of the opportunities, both locally and nationally, you will be better prepared for employment. You will have the opportunity to explore the areas of the film industry you wish to enter and be supported in finding the best ways to promote yourself in that area including the setting up of an online identity where appropriate.

You will evaluate your entrepreneurial effectiveness and reflect on the best course of action to further develop this. You will take into account the legal and ethical considerations of future employment opportunities and the best ways to present yourself in that arena.

Learning Outcomes

- 1 Compare and contrast areas for professional practice derived from theoretical and industrial research into the creative and digital sector.
- 2 Create a strategy for career development based on research into specific job roles and the needs of the creative and digital sector.
- 3 Identify and evaluate the legal and ethical considerations relating to the sector.
- 4 Critically analyse and evaluate research and strategy in relation to relevant theoretical models and professional codes of practice.

Indicative Content

The importance of multi-platform practice for creative careers.

Techniques to develop academic, creative and digital literacy for graduate employment.

Building and refining your personal and professional identity.

Exploring job roles and how to make the most of your transferable skills.

Theoretical approaches marketing and advertising and their practical application for self-promotion.

Professional communication using traditional and non-traditional forms.

Effective social media practice, web communication and portfolio building.

Industrial research and finding gaps in the market.

Case studies of creative practitioners.

Critically evaluating your work to create a mind-set of continuous reflection and improvement.

FLM603: Graduation Film **Level 6 - Mandatory**

Module Abstract

This module will require you to work autonomously in applying the pre-production work you have created in semester one in the production of a graduation portfolio that reflects your abilities and identity as a filmmaker. You decide what you produce with the support of a clear rationale, one that considers who you are as a practitioner and what you want your work to communicate. The portfolio can take the form of a single short film or documentary, a series of music videos or a combination of these.

As a 40 credit module you will have the time and opportunity to explore techniques and implement innovative approaches to filmmaking. You will work with your pre-production documentation from the FLM601 create a graduation portfolio that reflects your abilities as a creative filmmaker.

Learning Outcomes

- 1 Critically evaluate and apply theoretical film knowledge to the execution of an innovative film portfolio
- 2 Critically evaluate creative choices made in the execution of film and/or creation of a film portfolio
- 3 Produce a film and/or film portfolio which evidences technical proficiency in cinematography
- 4 Produce a film and/or film portfolio which evidences technical proficiency in editing techniques

Indicative Content

Application of narrative structures

Use of storyboarding

Application of pre-visualisation material

Securing locations

Research into stylistic elements to inform

FLM604: Exhibition and Industry **Level 6 - Mandatory**

Module Abstract

This module focusses on the exhibition of film and how this can support the exhibition of your own work. Exhibition is an important aspect of film, as without it your work will not be seen. You will explore

the different options for exhibition that have been used throughout history up until the exhibition strategies employed today and innovations in this area. You will use this information to inform your strategy of exhibition best fitting your work.

You will also identify and engage with networking events as well as arranging networking events yourself. You will analyse exhibition of film in the locality and analyse the different routes towards getting your own work shown. You will work with local film communities to build working relationships that will help you after graduation.

Attendance at film festivals and visits to local independent cinemas will be encouraged to raise your awareness of film related activities that could be opportunities for engagement. You will be required to reflect on these experiences and identify how they relate to your own practice.

Learning Outcomes

- 1 Exhibit work which incorporates decisions made about audience and programming
- 2 Justify and critically evaluate the effectiveness of exhibition strategies implemented
- 3 Critically analyse, historical, contemporary and innovative exhibition strategies
- 4 Critically evaluate, historical, contemporary and innovative exhibition strategies

Indicative Content

Audience theory

History of film exhibition

Programming

Demographics

Festival submission and requirements

Communication theory

ADDITIONAL COSTS

There may be additional costs to consider such as optional educational visits and photocopying/printing.

EQUIPMENT REQUIREMENTS

You will not be required to purchase any additional equipment to undertake this programme as the college has resources available to students. However, there may be some opportunities that will not be a requirement of the programme but will be available to students at an additional cost.

STUDENT PROTECTION PLAN

1. An assessment of the range of risks to the continuation of study for your students, how those risks may differ based on your students' needs, characteristics and circumstances, and the likelihood that those risks will crystallise

Blackpool and the Fylde College (B&FC) has been providing high quality career focussed education for over 125 years; the risk that B&FC is unable to fulfil its obligations and duties to you is very low because our financial performance is consistently strong. B&FC provides a range of services to a

diverse student population and this economy of scale provides security that our financial position presents low to zero risk of non-continuation or closure.

The risk of campus closure is very low because B&FC has a rigorous business planning process that ensures that all our resources are matched against curriculum need. Whatever programme you are studying you can be assured that it is fit for purpose, meets the needs of industry and aims to secure long term sustainable employment. This level of planning and forecasting mitigates any risks associated with course or campus closure. In addition, new courses or those due for refreshing and updating through revalidation, conduct significant levels of market research ensuring curriculum and resources are fit for purpose, informed by employers and are subject to the highest level of scrutiny.

B&FC delivers highly specialised courses including honours degrees, foundation degrees, higher national diplomas and certificates all of these are co-created with employers. The risk that B&FC will no longer deliver courses at a specified campus is very low and as a mixed economy provider our economies of scale provide you with the added security that continuation of study will not be adversely effected.

The risk that we are no longer able to deliver material components of a course is low because courses are designed to be taught by integrated teams of academic staff who have levels of expertise matched against modules and levels, each module has at least two convenors attached thereby mitigating risks of dependency on individual members of staff. The breadth of provision at B&FC, where academic teams may deliver across multiple programmes and levels, provides highly effective continuity of service. This mitigates reliance on individual team members. In some areas where there are highly specialised skills, Marine Biology for example, we engage with a range of professional bodies, The Environment Agency and The Institute for Marine Biology for example, this provides an added layer of security to mitigate against any local skills shortage.

2. The measures that you have put in place to mitigate those risks that you consider to be reasonably likely to crystallise.

In the unlikely event that we were unable to deliver a course at a specified campus, where possible, the provision would be relocated to another campus and appropriate transport would be provided for you to ensure your studies would not be interrupted. The flexibility of our estate makes relocation the most likely and positive outcome.

It may be that over time, a course in a specialised programme may be superseded by newer provision, and together with declining recruitment may need to close. Such instances are anticipated through highly effective curriculum planning and arrangements are made to ensure that all students currently enrolled to the programme continue to receive the teaching and learning opportunities that enable them to succeed. If B&FC were unable to continue to deliver courses in such circumstances, we have a commitment to 'teach out' the existing programme. This means that we commit to ensuring your course of study will be completed within the time scale specified at enrolment.

Many programmes are designed with shared pathways and modular components, this provides enhancements to the student experience and mitigates against the negative impact of small group sizes. There have been instances where programmes have continued with small group numbers and in these cases the overall student experience has been positively sustained. Highly effective business planning ensures this delivery model is sustainable.

In the highly unlikely event that B&FC were unable to deliver material components of a course in any subject our breadth and depth of academic expertise would enable us to provide secure continuation of study. Our partnership organisations would be an additional support in this regard and would extend our existing highly effective recruitment processes. One of our core values is to place the student at the heart of all we do and this value ensures you are a respected partner in all learning activities.

3. Information about the policy you have in place to refund tuition fees and other relevant costs to your students and to provide compensation where necessary in the event that you are no longer able to preserve continuation of study.

B&FC is in a strong financial position with significant fixed asset values. This means we are a financially stable organisation and in the highly unlikely event of a claim for non-continuation and associated compensation you can be assured that resources are in place to meet our obligations. If you are in receipt of loans from the SLC, in receipt of sponsorship or privately funded, refunds will fall within scope of the policy document attached.

In the unlikely event that significant changes to study locations are encountered, B&FC will provide you with flexible and appropriate arrangements to ensure that continuation of study is not adversely impacted. This may include the provision of bespoke transport arrangements between sites. Where possible a minimum of 5 weeks' notice will be given for any instances of relocation.

B&FC has a well-established bursary package: These are applied for and awarded annually. The eligibility criteria is specified in the link below. There is no precedent, within B&FC, for bursary payments being suspended without fault or breach of the terms and no instances of compensation claims in light of course closure or non-continuation.

The B&FC refunds and compensation policy is available through the College website.

4. Information about how you will communicate with students about your student protection plan

We will communicate the provision of the student protection plan to you and future students through the college website.

All published prospectus materials will include a link to this web site.

For new and existing students the plan will be included in all student handbooks and accessible through the virtual learning environment.

The student protection plan will be communicated to all staff through a programme of HE fora, including bespoke staff development sessions, conference activities and curriculum planning sessions. It will be considered through initial validation and revalidation events. Although B&FC may make improvements and minor adjustments to modules any changes which will trigger the student protection plan must be authorised by the Higher Education Academic Standards and Development Committee acting through delegated authority of the Higher Education Academic Board.

The student protection plan will be reviewed through a range of student engagement groups with formalised feedback from the Student Union. This will be managed through the normal quality cycle where the plan will be a standing agenda item on a Quality Assurance Meeting. This level of engagement will establish a partnership approach to the formation and review of the student protection plan with you as a key stakeholder.

Where possible you will be given a minimum of 5 weeks' notice, in writing, for material changes to your chosen course. The Directorate for Students will provide individualised support through 1:1 meetings to ensure effective support is in place. Heads of Curriculum will be available to support groups of students and the Higher Education Learning Mentors will provide an additional layer of support to ensure academic progression is not adversely affected. A minimum of three individual and two group meetings will be available during any transition period.

Independent advice will be delivered through the Student Union Executive and their elected representatives.

An open and transparent process of review will be conducted annually. Student representation

will be managed by the Student Union Sabbatical Officer and the Student Union President with a formal report submitted to the HE Academic Board for consideration. The partnership arrangements already in place at B&FC will add a layer of cooperation to this process.