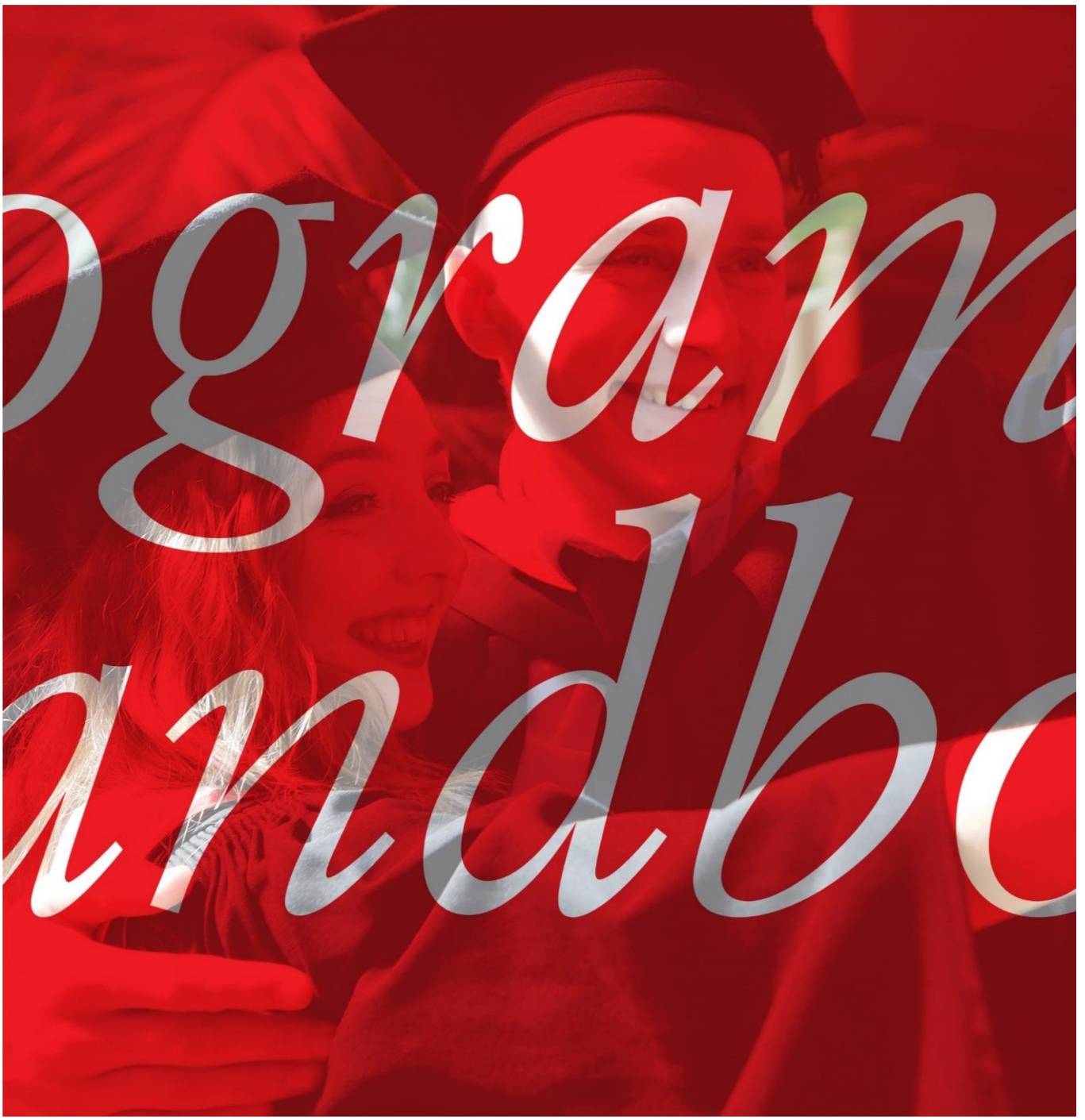
Programme Handbook 2018-19

Web Technologies and Digital Media

WTM-2018



WELCOME

Welcome to Blackpool and The Fylde College and to the Web Technologies and Digital Media (WTM-2018) 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	WTM-2018
Programme Title	Web Technologies and Digital Media
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 Foundation Degree in Science	Foundation Degree (240 credits)	Level 5	Lancaster University
LU Bachelor of Science with Honours (Top-up)	Honours Top-up Degree (120 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	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.	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.	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.	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.	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.
Qualifications that are available at this level	Higher National Certificates (HNC) Foundation Studies (FS) Diploma	Higher National Diplomas (HND) Foundation Degrees (FD) Diploma of Higher Education (DipHE)	Bachelor Degrees (BA, BSc) Bachelor Degrees with Honours (BA Hons.) Professional Graduate Certificates in Education (PGCE)	Masters Degrees (MA, MSc) Postgraduate Certificates and Diplomas Post Graduate Certificates in Education (PGCE)	Doctoral Degrees

PROGRAMME OVERVIEW

Web Technologies and Digital Media are pervasive in our increasingly connected lives, we share photos on Snapchat and Instagram, keep in touch via Facebook, spread sentiments on Twitter and watch videos on YouTube. Promotions for TV and Film include interactive audio / visual experiences, we can scan QR Codes to receive offers, with augmented reality we can see virtual creatures in our own world. These are the products of creative and talented people in the digital and creative industries and you could be part of this exciting and evolving sector. The digital and creative sectors are expected to need 1.2 million new UK jobs by 2022 with the UK Digital Strategy 2017 recognising that investment in this area is increasing, an area of key economic strategic importance. We are the first college in the UK to be accredited to Honours level by the British Computer Society and are continually updating our resources to remain at the cutting edge and industry focused, giving you the best opportunities to take advantage of continued growth in the digital and creative industries and increased demand for designer and developer roles locally, nationally and internationally.

On this programme, you will create beautiful and efficient websites using cutting-edge techniques to

display on a range of devices with many of the developments in areas of your own interest to further your creativity. This will include e-commerce sites and using a range of industry appropriate skills. You will capture and produce video projects applying digital post-production techniques and building interactive video experiences. You will create sophisticated web animations controlled by your own code, develop social network prototypes and browser-based applications. Alongside the significant practical content which will develop your portfolio, there is a focus on digital marketing, entrepreneurialism, market research, user experience design (UXD) and consideration of cyber security issues. Our cutting-edge curriculum, high quality resources, friendly and skilled staff and supportive environment will give you the best opportunities to excel in the digital and creative sectors. What could you create?

Key elements of the programme include:

- You will use industry standard languages and platforms for web design and development including: HTML5, CSS3, JavaScript / jQuery / Node.js, PHP, MySQL, C# / ASP.NET, SQL Server, XML, XSD, XSLT, WordPress
- You will examine and test websites and digital content in a range of different delivery platforms and technologies for example Android, iPhone, iPads, tablets and smart devices
- You will be encouraged to be creative and develop projects within areas of your own interest including interactive video experiences, web animations, graphical work, e-commerce platforms and social network prototypes
- You will explore evolving career opportunities in the digital and creative sectors including Social Media Manager, and User Experience Designer by analysing industry trends, marketing in the digital and creative sector and entrepreneurialism
- You will gain general software engineering skills including working with databases, sharing data between distributed components of applications, requirements gathering, producing technical designs and working to established development methodologies and developing and testing interfaces all of which increase the range of careers you can pursue both in and out of web technologies and digital media
- You will build a portfolio including websites, web applications, web animations and interactive video experiences, internet app techniques and social network prototypes, providing to employers and clients evidence of your abilities and aptitude for key development roles
- You will work in team projects and individually, building collaborative and problem solving skills which will enhance value to future employers and develop yourself both personally and professionally
- You will analyse organisational structures in the industry and development teams, and build entrepreneurial skills so if you wish to set yourself up as a freelance developer you will be well placed to do so and create your own opportunities

PROGRAMME AIMS

Aims FdSc:

- To provide students with a range of web development and digital media cognitive abilities and skills including analysis of systems, software and code.

- To develop skills in web application development; including design, implementation and testing; enabling students to formulate decisions and develop web applications and apps.

- To foster creativity in digital media production, preparing students for working in interdisciplinary teams and producing innovative content.

- To support collaborative teamwork and leadership skills through team-based development projects working to industry-standard practices.

- To support students in building a commitment to lifelong learning and career development through industry-focused scenarios, work placements, career focussed tutorials, and personal and professional development planning.

-To build students' communication, information and digital literacy skills using a range of assessment approaches in web development and digital media.

Aims BSc (Hons):

- To develop knowledge and skills to enable students to formulate managerial and strategic decisions in the development web applications and digital media.

- To provide the opportunity to accurately deploy established techniques of critical analysis and enquiry in web development and digital media.

- To develop conceptual understanding that enables students to devise, develop and sustain arguments, using ideas and techniques from research and the wider subject discipline.

- To enable students to manage their own learning and to make use of scholarly reviews and primary sources.

- To build students' ethical, social and professional understanding in web development and digital media within a global context.

PROGRAMME LEARNING OUTCOMES

Level 5

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

1. Investigate and discuss industry relevant technologies and theories utilised in the design, development and testing of digital media products.
2. Analyse the social, legal and ethical aspects of the design, development, testing and evaluation of digital media products and implications of their use in contemporary society.
3. Calculate and apply geometry, vector-based, trigonometric, and other techniques in 2D spaces in a range of digital media applications.
4. Produce appropriate documentation which analyses the design, development and testing of digital media products, which considers particularly the relationship between these stages and their impact on the final product.
5. Communicate information in a variety of formats to a range of audiences using a range of media that evidences both academic and digital literacy skills.
6. Work effectively as an individual and as a member of a team undertaking critical self-appraisal to support continued professional development, employability, lifelong learning and transferrable digital and academic skills.
7. Analyse, design, develop and test digital media products, applying industry-relevant concepts, principles and practices to solve appropriate problems.

Level 6

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

8. Propose solutions, ideas, concepts or arguments both collaboratively and independently continually applying critical judgement while exercising relevant techniques and transferrable skills throughout the production of digital media products.
9. Utilise convergent and divergent thinking to produce effective solutions to relevant, contemporary industry-related problems through observation, investigation, speculative enquiry and visualisation.
10. Critically appraise the impact of professional, economic, social, environmental, moral and ethical

issues involved when designing, developing, testing and evaluating digital media products, applying professional, ethical and legal practices.

11. Undertake critical self-appraisal and manage own learning and development identifying the need for continuing professional development and lifelong learning.

12. Produce work including problem identification, analysis, design, development, testing and critical evaluation of an intricate digital media product, demonstrating the reasoning behind the proposed solution and the relationship between the different stages of the development life cycle.

PROGRAMME STRUCTURE & ASSESSMENT OVERVIEW

Pathway	Module	Level	Credits	Coursework	Practical	Written Exam
Stage 1: Year 1 Stage exit award: LU Certificate of Higher Education (Awarded by Lancaster University)						
All	BFC402-I: Academic and Digital Literacy (Science) (Mandatory)	4	20	50%	50%	
	SOE421: Mobile Graphics and Animation (Mandatory)	4	20	100%		
	WTM401: Markup Languages and Styling (Mandatory)	4	20	100%		
	WTM402: Database Concepts and Communication (Mandatory)	4	20	100%		
	WTM403: Video Production Fundamentals (Mandatory)	4	20	100%		
	WTM404: Scripting Fundamentals (Mandatory)	4	20	100%		
Stage 2: Year 2 Stage exit award: LU Foundation Degree in Science (Awarded by Lancaster University)						
All	BFC502-I: Work Based Research Project (Mandatory)	5	20	80%	20%	
	WTM501: Developing Video Experiences (Mandatory)	5	20	100%		
	WTM502: Content Management Systems and Plugins (Mandatory)	5	20	100%		
	WTM503: Advanced Scripting and Animation (Mandatory)	5	20	100%		
	WTM504: Dynamic Website Development (Object Oriented) (Mandatory)	5	20	100%		
	WTM505: Digital Media Marketing (Mandatory)	5	20	60%		40%
Stage 3: Year 3 Stage exit award: LU Bachelor of Science (Honours) (Awarded by Lancaster University)						
All	CMP601: Dissertation (Mandatory)	6	40	100%		
	CMP602: Human Computer Interaction (Mandatory)	6	20	60%		40%
	CMP603: Developing Rich Internet Applications (Mandatory)	6	20	100%		
	CMP604: Entrepreneurial Management and Project Control (Mandatory)	6	20	60%		40%
	WTM601: Social Network Developments (Mandatory)	6	20	100%		

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

This programme has specialised modules with foundations set to provide progression in depth within the area of Web Technologies and Digital Media. Therefore, there are no optional modules. Upon completion of the programme, there will be opportunities to take other modules or commercial opportunities on an individual basis; charging and options for these may change annually, so please discuss with Computing.

STUDY WORKLOAD

Timetabling for our programmes in Computing is done to ensure that other commitments can be met, with most of our full-time HE programmes requiring one day and one evening of attendance. Where there are multiple groups, priority choice will be given to those with outside commitments, for example employment and childcare. There are many opportunities to work on assessments provided within our timetabled sessions however there will be formative and summative assessments set where you will be expected to complete work by a set deadline. Spending regular time on these activities will make this more manageable hence 'little and often' is an approach we take.

Most summative deadlines are set for Sunday night to enable weekends to be spent on finishing work. The expected volume of independent study is on average 152 hours per module, which equates to 9.5 hours per week. Often students find that this is a high expectation, however through engagement with our formative assessments and direction, building up work over time and improving skills, students find the workload manageable and succeed from a diverse range of backgrounds.

LEARNING AND TEACHING

We have various approaches to ensuring that course content is delivered in the most effective way

including: a wealth of multimedia resources so you can work at your own pace; supported workshops to aid you in coding, debugging, problem solving, and enhancing work; lectures, class discussions and analysis of case studies to introduce students to new concepts, theories and techniques, and to help in building your understanding of theoretical content; team projects worked to established development methodologies (Agile / Scrum) to build your collaborative working skills and increase your value to employers; clear building of academic skills, employability and graduate skills, with a focus on reflective practice to enhance your personal and professional development; and approachable and friendly staff with an open door policy and individualised support so that students and employers can feel welcome and comfortable in asking questions, gaining feedback and making progress

The content is regularly updated to ensure that you are working with current software tools, coding practices and deploying to current platforms. There are specialist rooms containing high-spec machines and dual monitors to help you develop web applications and digital media in an industry relevant environment. We also have equipment and workings spaces for video production including a green screen.

In addition, we review and adjust our teaching practices to best suit particular group dynamics and feedback that is received during module delivery to ensure that you have the best experience.

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

At Level 5, students are required to undertake 100 hours of work based activity related to the programme. Work Placements are managed by an appointed Workplace Co-ordinator within the curriculum area who maintains liaisons with employers, performs visits and logs required documents such as insurance. Students are encouraged to seek out their own placements and preparation for this begins in the second semester of Level 4. Some placements require DSB checks and the forms are produced and collated by the Workplace Co-ordinator to ensure they are processed in good time. Should a student not be able to locate a placement themselves, the Workplace Co-ordinator will arrange interviews with employers. If there is difficulty in getting students placed then we can place internally with our m. In timetabled sessions, delivery includes generation of CVs, examination of professional guidelines and legislation plus also discussions and reflections of the application of course skills to a workplace context; these are then logged by the students electronically in a reflective format.

We are in liaison with multiple industry figures and this provides opportunities for live briefs, supported projects, checking of real-world scenarios for assessments and improving our curriculum.

GRADUATE SKILL DEVELOPMENT

These are the skills that you will develop as a graduate to prepare you for your career and how this programme helps you develop these:

- **A commitment to lifelong learning and career development**
    - Personal and professional development planning throughout the programme so that you can plan for career and skills development including post-graduate study or career

opportunities

- **Collaborative teamwork and leadership skills**
  - Team based projects working to established methodologies (Agile / Scrum) will aid you in communicating with team members, assuming leadership roles where appropriate, managing group dynamics and working collaboratively towards common goals
- **Personal and intellectual autonomy**
  - We support your development of independence in academic and practical skills through the levels of the programme, culminating in the self-managed Dissertation project where you will be responsible for managing your own extended project
- **Ethical, social and professional understanding**
  - Mapping of course content to British Computer Society criteria for Chartered IT Professionals ensures you have industry recognition from the UKs computing professional body
- **Communication, information and digital literacies**
  - You will develop your use of digital resources such as searching, blogging, messaging, use of wikis and collaborative environments and cloud storage which are valuable in all industries
- **Global citizenship**
  - Localisation concerns for interfaces will be covered so you can build an awareness of how to operate effectively in a global industry
- **Research, scholarship and enquiry skills**
  - The Dissertation will be led and managed by you in an area of your own choosing including significant research and development with limited supervision; this will enable you to independently research unfamiliar concepts effectively
- **Enterprise and entrepreneurial awareness and capabilities**
  - The Entrepreneurial Management and Project Control module will analyse in detail entrepreneurial traits and case studies and you will be applying business planning skills so that if you wanted to become a freelance developer or create your own digital media start-up then you will be well placed to do so and create your own opportunities

ASSESSMENT

We provide regular formative assessment opportunities giving you the chance to submit drafts and practice tasks to gain feedback to improve. We employ digital submission and feedback so that you can refer back to previous assessments to reflect upon progress and build confidence for future assessments. Assessments include a mix of written reports, design documentation, maths quizzes, created assets, source code / web application demos, reflective writing and other methods will be employed in coursework so you have a wide range of skills both academic and practical. Graded assessment submissions are balanced throughout the academic year so that you can manage their workload effectively. Written exams will include application of theories to given scenarios and analysis of case studies; targeted revision and mock exams will aid you in preparing for these.

The assessments will include development of work which you can use to build a portfolio; this will include a responsive web app in HTML / CSS / JavaScript; development of a rich internet application; an interactive video experience; interactive web animation; and a social network prototype. The Dissertation will include a development in an area of your own choice which could take advantage of a number of evolving digital media technologies.

Design and development assessments will include open-ended elements so that you can creatively pursue areas of interest.

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

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.

BFC402-I: Academic and Digital Literacy (Science)
Level 4 - Mandatory

Module Abstract

This module will support the development of your academic and digital literacy skills which are not only the key features of successful undergraduate study but will contribute to your achievements across all other modules in your programme. You will, as you work through the module, be expected to; develop knowledge of digital software to improve how you work with digital and traditional information sources and to enhance your Information Communication Technology (ICT) computer skills.

The module will introduce you to strategies for locating, interpreting, evaluating and manipulating information to support academic study. You will review academic stimulus material in order to integrate information from traditional and digital sources. You will interpret statistical data to produce information in both written and graphical forms and apply statistical analysis techniques to explore relationships and significance. A key component of academic and digital literacies is to research and enquire digitally and present and record information professionally and ethically appropriate to your subject discipline. You will also develop critical reading and thinking skills which will be applied to your assessed work in all your modules. You will work with data sets applying mathematical constructs to work with data and representing data through graphical formats.

This module will use the subject content of another module delivered in that semester to support the development of academic and digital process skills which are directly relevant to your studies. This will not only help reinforce knowledge in your chosen subject discipline but will equip you with graduate abilities that are transferable for scientists, computer scientists and engineers and will be an asset to your future employability. It is expected that as you work through the module you will develop your confidence in and ability to use digital sources and academic literacy techniques to enable you to study and learn effectively in your subject discipline context.

Learning Outcomes

1 Use digital devices, applications and services to identify digital and information needs, solve problems and assess information sources

2 Produce written communications and verbal presentations appropriate to audience and level of complexity

3 Locate, interpret, evaluate, manipulate, share, present and record information professionally and ethically

4 Reflect on own skill levels and identify further learning needs to support future studies and enhance transferable skills for employment

5 Analyse data sets applying statistical analysis techniques to produce graphical representations of data

Indicative Content

Academic Writing
- Conventions
- Terminology
- Paraphrasing
- Summarising
- Reports / Essays
- Referencing

Ethical Research and Practice
- Confidentiality, anonymity, secure storage, vulnerable participants, netiquette

Secondary Research
- Use of digital and traditional tools for discovery; open access journals
- Referencing and in text citation, plagiarism, reliability and validity of sources
- Comparison, contrast and critical evaluation
- Critical reading and note making

Data Collection
- Working with raw datasets, cleaning and processing
- Spreadsheet tools

Data Analysis
- Statistical analysis Mean, median, mode, standard deviation, correlation
- Accuracy, precision, error and uncertainty
- Reporting data (graphical methods, tabular grouped vs ungrouped etc.)
- Interpreting data (confidence intervals and p values

Reflective Practice and Writing
- Models of reflection

Critical Reflections
- Academic formality voice / academic, personal and prof

SOE421: Mobile Graphics and Animation
Level 4 - Mandatory

Module Abstract

App Developers need to work with interfaces in a range of resolutions across a range of devices. Whilst on larger projects they may be relying specifically on interface designers and artists, they will still need to ensure that the interfaces display as intended across platforms. With this in mind, this module introduces students to key 2D graphical concepts, including vector and raster graphics, image scaling / interpolation, working with screen vs. print media and compression / file types. Industry standard tools for graphics creation and manipulation will be introduced and core skills developed in producing a range of graphics to meet particular scenarios and tested on multiple devices.

Building on these concepts, the module will also examine basic digital animation principles for mobile devices that can be used in a range of contexts (e.g. start screens, loading and games). This will be based on industry relevant tools that export animations to a range of devices and resolutions and testing will be conducted on these devices.

Learning Outcomes

1 Compare and contrast vector and raster graphics, file types and compression, exploring the similarities and differences in working with screen and print media

2 Investigate interpolation algorithms and assess the implications for scaling of graphics across multiple devices

3 Demonstrate use of a range of tools and techniques in graphical creation and manipulation packages, utilising colour schemes

4 Apply typography in a suitable manner for a range of screen and print media

5 Create a range of assets that would be used in corporate imagery utilizing both raster and vector packages for screen and print media

6 Construct animated sequences to a brief using suitable packages for mobile devices using a variety of techniques

7 Test animations on a range of devices, reflecting upon the processes undertaken

Indicative Content

Vector / Raster graphics:
- Bitmaps / pixels vs. paths / curves
- Scalability / resizing
- Print vs. Screen media (resolutions / dpi / CMYK/RGB)

Interpolation Algorithms:
- Nearest neighbour / Bilinear / Bicubic / Bicubic Smoother / Bicubic Sharper

Use of graphical tools and techniques:
- Photoshop / Illustrator
- Layers / gradients / effects / selection tools / exporting / transformations
- Colour schemes / RGB/HSL / complimentary and contrasting colours

Typography:
- Serif / sans-serif
- Text paths, spacing, kerning
- Fonts

Asset creation:
- Buttons, logos, interface elements, concepts, edited photographs
- Screen, print, multiple devices (dpi-based mip-mapping)

Animation:
- Edge Animate / Construct 2
- Layers, key-frames, tweens, IK chains
- Easing, dependencies / events, timing

Testing:
- Multiple devices, resolutions, orientations
- Logging, evidencing, fixing

WTM401: Markup Languages and Styling
Level 4 - Mandatory

Module Abstract

An attractive website front-end is a necessity for modern businesses to ensure that clients are attracted to their company and can engage well with content. For modern web designers, this includes ensuring that a clients' needs are met, that the site is responsive for use on a range of devices and sites are tested and optimised. Websites also need to be accessible to a wide audience who may have different accessibility needs and aesthetics need to be balanced with usability. Front-end designers also need to consider evolving technologies and compatibility with multiple browsers.

In the module, you will explore design and usability principles and engage in a requirements gathering exercise preparing you for dealing with live clients and their needs. You will then produce designs for client approval applying the principles explored to ensure that needs are met. Following this will be the construction of websites using the latest mark-up and styling tools and techniques ensuring the construction of a website that includes modern multimedia features, responsive displays that work across a range of browsers and devices, and both attractive and accessible appearance. From this experience, you will test the site in a range of contexts and analyse further the structures and approaches used in front-end web design. This will give you the range of skills necessary to go further into the development of attractive, functional, responsive and contemporary websites.

Learning Outcomes

1 Design a responsive website to meet specified requirements ensuring clarity and agreement in expected outcomes

2 Justify design choices in relation to user experience principles, accessibility and responsive design techniques

3 Develop a responsive website front-end using contemporary mark-up, and style languages, applying mathematical principles to ensure responsiveness

4 Apply a range of advanced HTML and CSS features including media, layout, graphical, animated elements, styles for multiple states and transitions

5 Test responsive site on a range of devices using a standard testing plan

6 Discuss development experience comparing tools, techniques and languages used to alternatives

7 Explain the Document Object Model, CSS Box Model and mark-up validation services with reference to related browser support for developers

Indicative Content

Requirements gathering:
-Clarification / presentation of alternative options / negotiation of scope / specific details

Design techniques:
-Storyboarding (wireframes / visual mock-ups) / estimation of layout positions
-Consideration of different resolutions / graphic design practice / colour schemes

UXD / Accessibility:
-User Experience Design / User Centred Design
-Tognazzini principles of interaction design / interaction design fundamentals

Responsive Design:
-Media Queries / device resolutions / percentage and em values
-Design patterns / 'Hamburger' menus / grid layouts
-Ensuring consistency with client approved designs

HTML5 Elements:
-Video / Audio / Nav / ul / li / Main / divs
-Links / paragraphs / headings / meta tags
-Anchors / tables

CSS3 Techniques:
-Classes / ids / pseudo-classes
-Rounded corners / border images / gradients
-Transitions / different element states / media queries
-Fixed background images / overflows / responsive design / responsive images
-Syntax / speed / o

WTM402: Database Concepts and Communication
Level 4 - Mandatory

Module Abstract

The design of this module is in the practical exploitation of the features of SQL in a manner that is implementation neutral and portable across web and application platforms which can support development of more complex web and software systems in higher levels of the programme.
This approach will provide you with a toolkit of techniques to design, constrain, control and interface with SQL platforms in order to produce important (and marketable) skills of data store design, connectivity, and access to potential customers for commercial exploitation of electronic sales platforms.

The skills learned earlier in the course will be extended and developed in demanding and complex practical exercises and techniques, and significant extension of debugging and testing techniques to ensure reliability.

This blend of skills will require the introduction of programming skills with data design and manipulation skills. In addition to these practical skills there are allied, and challenging academic content including professional standards of planning, and the evaluation of both design / process and product will develop students to be prepared for more advanced programming and web manipulation at higher levels of the programme, as well as having a direct commercial relevance.

Learning Outcomes

1 Design a relational database to a given scenario, creating full documentation, justifying compliance to 3NF and avoidance of anomalies
2 Investigate security concerns related to storing of user's details, including legal issues, and how these could be addressed through basic security mechanisms
3 Implement a relational database design in a suitable relational DBMS and interface with it using a server-side language, allowing for CRUD operations to be performed with testing logged
4 Implement reporting features using SQL functions and features; joins, 'like' operators, date and time functions with testing logged
5 Discuss relational database creation and testing, relate to the wider context, comparative DBMS approaches and where ACID principles would appropriately be applied
6 Create well-formed XML, validate with a schema and transform into a specified output format
7 Explain document format modelling, comparing and contrasting document data formats evaluating their usefulness in different contexts

Indicative Content

Relational database modelling:

-Update, Delete, Insert Anomalies
-Entities / attributes / relationships (optionality / cardinality) / keys / normalisation
-Data types, length

Security concerns:
-Data Protection / economic impact of data breach
-Hacks / rainbow tables
-Authentication / permissions
-Password hashing, salting

Implementing relational databases:
-MySQL / phpMyAdmin
-Data Definition / Data Manipulation with SQL

Interfacing with relational databases:
-PHP / server-side languages, MySQL libraries, connection methods
-Data structures for CRUD operations
-Variables, conditional statements, loops
-Modular development

SQL Operations:
-NOW(), LIKE, wildcards, aliasing, concatenation
-JOINs (left, right, inner), enforcing relationships

Transactions:
-ACID principles, concurrency, scalability, recovery
-Avoidance of dirty reads / lost updates, deadlock, livelock

Alternative database solutions:
-Document Databases, NoSQL

Document formats:
-XML / XSD / XSLT, well-formedness, validity

WTM403: Video Production Fundamentals
Level 4 - Mandatory

Module Abstract

Audio visual experiences are a prevalent part of contemporary digital media and a crucial part of digital marketing strategies for modern businesses. Therefore, the ability to capture, produce, post-process and distribute video media is an essential skill for modern web technologies and digital media development. This includes working on low budgets to capture original footage and produce professional content to attract viewers / users / customers.

In this module, you will script and storyboard a short video production using industry techniques and plan the shooting of source clips, with consideration of lighting, location, audio capture and camera techniques. You will then capture the planned footage and produce the video using industry standard software and techniques, applying post-production techniques and ensuring accurate audio synchronisation. The exporting of the video into suitable formats for digital distribution is a final step you will perform before reflecting on the process and exploring alternative approaches and improved practices for future video production. Intellectual property and copyright are explored throughout the pre-production and post-production process as a fundamental part of this module.

Learning Outcomes

1 Utilise industry standard planning tools and techniques to develop a comprehensive proposal for a short video product.

2 Justify planning work in relation to professional products and practices, intellectual property, copyright and legal obligations.

3 Capture original video and audio content applying best practices in managing production.

4 Apply industry standard post-production techniques within a suitable video editing environment.

5 Develop a short video product that is suitable for online distribution which does not infringe on any pre-existing copyright.

6 Discuss completed video products in relation to experience gained, tools and techniques applied, relation of the product to the intended proposal.

Indicative Content

Idea Generation and Inspiration:
-Inspirational Video content / Creativity Workshops

Scripting and Storyboarding:
-Scripting Standards / Storyboarding formats / Styles of storyboarding

Copyright and Intellectual Property:
-Legal and Ethical issues / Cases and lawsuits

Video Capture:
-Lighting / Tracking / Shots and Impact / Subject and Focus

Audio Capture:
-Sampling rates / Distortion / Levels and Balance / Popping

Post-Production [Video]:
-Cutting / Multi-layer editing / Transitions / Overlays / Lower Thirds

Post-Production [Audio]:
-Mastering / Cross-fading / Balance

Video Output and Distribution:
-Output format / Codecs / Industry recommendations

Reflective Practice:
-Self-Criticality / Problem Solving Techniques / Reflection on good practice
-Recommendations for future practice

WTM404: Scripting Fundamentals
Level 4 - Mandatory

Module Abstract

Building on from creating attractive website front-ends using contemporary mark-up and styling techniques, this module introduces client-side scripting and how interactive experiences can be shaped for users to make such interactions positive and engaging. It is important that web developers have a fundamental understanding of scripting languages and as such in this module you will explore fundamental programming concepts, how they apply in a client-side scripting context plus also how they transfer to other contexts preparing you for other aspects of development.

You will create attractive features for users such as interactive galleries, multimedia selections and playlists, updating content asynchronously like in social network news feeds, validating user input and many more standard and contemporary enhancements. This will be based on applying fundamental scripting techniques to established document structures. In addition, you will also explore scripting libraries, application programming interfaces and plugins that can provide enhanced functionality and

efficiency.

Learning Outcomes

1 Design a website front-end to meet specific functionality requirements providing technical designs to communicate program flow
2 Justify choices for functional design in relation to contemporary websites
3 Implement procedural programming concepts; use of modularisation and control structures, demonstrating good practice in producing maintainable code
4 Construct validation code for a range of user input utilising standard techniques, transporting validated data using AJAX
5 Apply scripting techniques to manipulate the Document Object Model and styling including interactions with media content, implementation of library features
6 Test completed site in a range of browsers, reflecting upon development process, debugging techniques and alternative practices
7 Explain how websites can be compiled as apps for mobile devices

Indicative Content

Technical Design:
-Pseudo code / activity diagrams / flow charts
-Required functions / inputs / outputs

Contemporary front-end functionality:
-Auto-scrolling / accessibility options / media manipulations / layout manipulation
-Input validation / gallery slideshows / lightboxes

Procedural programming concepts:
-Variables / conditional statements / loops / functions
-Event-driven programming / events / event handlers

Input Validation:
-String operations / bounding of values / regular expressions

AJAX:
-Asynchronous requests / debugging tools / handling of data

DOM / Style manipulation:
-Hierarchical navigation / tree structures
-SASS / scripted vs. style controlled visual features

JavaScript Libraries:
-jQuery / Node.js
-UI libraries / plugins

Testing / compatibility:
-Test logs / testing methods / debugging tools

Web Apps Compilation:
-Cordova / PhoneGap Build / middleware / app creation environments

Alternative practices:
-Scripted vs. styled control / Bootstrap / boilerplate template

BFC502-I: Work Based Research Project

Level 5 - Mandatory

Module Abstract

This module will provide you with the opportunity to explore current methodologies which underpin research activities; research design, data collection instruments and data analysis. You will be able to pursue a research interest which is related to your work context which will support your understanding of professional strategies, operations and activities in context. This is an investigative module which will develop your skills in ethical understanding, research conduct and practices and enable you to generate conclusions which are evidence based. You will be supported to use your academic and digital literacies to research secondary published data relevant to your chosen area of investigation as well as collecting primary data sensitively and ethically in the field. This module will support you in developing the research and enquiry skills required for lifelong learning, employability and further under and post graduate study.

Learning Outcomes

1 Plan, design and implement ethical secondary and primary data collection.
2 Analyse and reflect on secondary and primary data in order to draw conclusions.
3 Evaluate the process and outcomes of research activities.
4 Communicate the outcomes of the research project to selected audiences.

Indicative Content

Using secondary sources of data

Research proposals

Research paradigms – positivist, interpretivist, critical

Quantitative and qualitative data

Research designs

Sampling and generalisability

Ethical practice

Data collection instruments: Design, pilots, construction

Quantitative and Qualitative Data Analysis

Drawing conclusions from research

Communicating the outcomes of research

WTM501: Developing Video Experiences
Level 5 - Mandatory

Module Abstract

Interactive multimedia experiences incorporating video across a range of platforms is becoming increasingly ubiquitous and forms part of marketing campaigns, training packages and innovative media experiences. Interactive video experiences are also part of an initial wave of virtual reality apps

and have potential implications for entertainment, education and business. This module focuses on a team project to create such experiences integrating video production, front-end and full-stack web development skills and working to industry standard methodologies.

You will work with peers in agreeing a full plan for scripting, shooting, digital infrastructure creation, production, post-production, testing and deployment of a unique innovative interactive video experience. This will be managed according to industry standard methodologies and you will be required to act professionally in ensuring that your agreed tasks are completed for the benefit of the team towards a common goal.

Learning Outcomes

1 Utilise industry standard planning tools and techniques to develop a comprehensive proposal for an interactive video experience.
2 Develop a hierarchical set of defined decision points outlining the paths through the proposed interactive video experience justifying structural choices.
3 Design a small application or website to contain an interactive video experience as part of a collaborative team managing both project and safety risks.
4 Source existing and create original audio video content to be utilised within an interactive video experience.
5 Develop and test an interactive video experience, working as part of a multidisciplinary team to an industry-standard methodology applying suitable project management techniques.
6 Evaluate the developed interactive video experience relating the product to the intended proposal, reflecting on the collaborative practice.
7 Demonstrate the developed interactive video experience to an audience.

Indicative Content

Idea Generation and Inspiration:
-Inspirational Video content / Creativity Workshops

Scripting and Storyboarding [Revisited]:
-Industry Scripting Standards / Adherence to professional practice

Decision Trees:
-Layout and Design / Decision Points / Content Mapping

Project Management:
-Agile / Scrum / Project Planning / Team Roles

Collaborative Team Roles:
-Roles of a Video Production Unit / Roles of a Development Team / Project Leader

Interactive Audio/Video Capture:
-Lighting / Subjective Camera / Shots and Story Impact / Eye-line Matching

Post-Production Techniques:
-Kinetic Typography / Motion Tracking / Matte Painting / Morphing

Interactive Application/Website Development:
-HTML 5 / CSS 3 / JavaScript / Device Compatibility

Evaluative Practices:
-Design process / Team dynamics and collaboration / Final product

Demonstration Protocols:
-Demonstration Practice / Audience Engagement / Product Knowledge

WTM502: Content Management Systems and Plugins
Level 5 - Mandatory

Module Abstract

Content management is a common feature of any dynamic website and over the years this has given rise to pre-built platforms that suit multiple common purposes such as WordPress, Drupal, Magento and many others. This enables experienced developers to rapidly construct functional web solutions to meet a range of client needs rather than 'reinvent the wheel' which would be needlessly inefficient. To take advantage of these benefits, developers need to have an understanding of content management systems (CMS), how to customise them to meet clients' needs, how to extend their functionality through use of plugins and development of custom extensions to solve challenges raised by bespoke requirements.

In this module you will design and develop an e-commerce site using a specific CMS and building a high-quality solution to meet specific agreed requirements. You will implement plugins including RSS feeds and shopping carts as well as develop your own plugin using the CMS language. In addition you will explore plugin and theme marketplaces and explore the commercial opportunities CMS development can provide. You will then evaluate your development and reflect upon the experience, using this as a basis to evaluate a range of CMS platforms and hosting solutions.

Learning Outcomes

1 Design an e-commerce website justifying choices in relation to good practice in e-commerce design
2 Develop an e-commerce website using a content management system using suitable plugins, applying access control features
3 Implement content syndication to output an RSS feed from a developed website
4 Manipulate an existing design template within a content management system
5 Construct a custom plugin for a content management system
6 Test and evaluate completed site with comparison to contemporary e-commerce sites
7 Evaluate a range of content management systems and hosting platforms

Indicative Content

E-commerce Design:
-E-Commerce practices / metaphors and idioms / content taxonomy
-Linear and non-linear navigation / heuristics
-Visual designs / technical designs

CMS Development:
-CMS administration / CMS architecture
-PHP / MySQL / CSS / HTML / JavaScript

Access Control:
-Privileges / password policies
-Registration and login / administration

Design templates:
-CSS / themes / shared stylesheets / page-specific styles

-Marketplaces for themes

Plugin construction:
-PHP / MySQL / selecting, manipulating and presenting data
-Marketplaces for plugins

Testing and evaluation:
-Standard test logs
-Visual testing / functionality testing
-Browser support / device support

CMS technologies:
-Drupal / WordPress / Joomla / Magento
-Model – View – Controller (MVC)
-Hosting platforms / pricing and platform support

WTM503: Advanced Scripting and Animation
Level 5 - Mandatory

Module Abstract

The most engaging websites and apps have interesting animations, interactive elements and events based on timing, scrolling or input. Programmatically controlled animation has been around since the early days of the web and Flash players however is more commonly applied using JavaScript in modern productions owing to cross-platform support. Some of the best developer portfolios apply these techniques, as do browser games, promotional websites for films, games and television series, and is becoming a more common feature, albeit subtly, on more traditional company websites.

In this module you will explore the underlying mathematical concepts that apply in controlling animation automatically in code. You will calculate paths, trajectories and motion for a range of interactive and animated elements and be able to design for movement of interface components. You will develop an online portfolio applying a range of these techniques to showcase your work using cutting edge visuals to uniquely position yourself in the market. This is a highly creative and technical module that you will shape through experimentation and calculation building on the range of skills you have developed throughout the programme and preparing you for more advanced interdisciplinary challenges in the future.

Learning Outcomes

1 Calculate geometry manipulation in 2D space to support animations using trigonometry, vector operations, unit circle concepts
2 Model mathematically basic Newtonian physics in 2D space including trajectories
3 Design an interactive animated e-portfolio storyboarding key animated elements and states
4 Develop an interactive animated e-portfolio applying mathematical principles to programmatically control animation
5 Construct code to handle input and timing events to manipulate interface views and animations, demonstrating good practice in producing complex maintainable code
6 Produce a reflective development log identifying techniques applied, problems encountered, solutions implemented
7 Evaluate completed e-portfolio development with comparison to contemporary animated websites

Indicative Content

Vector operations:

-Cartesian co-ordinates, length (trigonometry / Pythagoras)
-Normal / unit vectors, dot product, cross product

Modelling 2D manipulations:
-Trajectories / parabola: SUVAT equations, gravity, velocity (general Newtonian physics), plotting trajectories
-Translate, Scale, Rotate

Designing for animation and interactivity:
-Storyboarding indicating motion / states
-Diagramming input handling

Programmatically controlled animation:
-Conditional statements / loops / functions / animation APIs
-Maths operations / angles (rads / degrees) / bounding / maths libraries
-Working with vector graphics and animated gifs

Event-handling:
-Events: keyboard input / mouse input / scrolling / timing
-Drag and drop / scaling / rotations / movement

Problem-solving techniques:
-Debugging / developer consoles / output of key values
-API references / developer forums

Evaluation of animated sites:
-Web developer portfolios / video game and film advertising
-Device / browser support

WTM504: Dynamic Website Development (Object Oriented)
Level 5 - Mandatory

Module Abstract

There are multiple web development paradigms for dynamic sites. In addition to content management systems where development is built upon existing platforms and in contrast to procedural programming where the dynamic features have more of a 'scripting' approach, object-oriented web development frameworks provide the most control for large-scale bespoke web development. Object-oriented web frameworks are used widely in modern web apps, especially those which integrate with internal business systems. The widespread use of the model-view-controller (MVC) pattern has clear benefits for larger projects enabling teams to split their focus into specialist areas and work in parallel and this approach has matured to become a prevalent standard.

In this module you will design the visual and technical elements of a full directory website including database designs for this context to build together all the skills from previous web development modules. You will work with contemporary design patterns such as MVC and work with object-oriented frameworks such as ASP.NET using C#. Using these you will build a fully functioning database-driven website to meet your own bespoke designs. Following this you will reflect upon the development experience and all the web development approaches you have taken thus far so you are best placed to choose the right tools for the right job.

Learning Outcomes

1 Design a database-driven website including full database design, annotated visual documents and appropriate programming designs
2 Create an appropriate database in a suitable DBMS that maps to coded models with established

data types

3 Demonstrate modular development through use of object-oriented concepts

4 Manipulate data from a database and display results using a structured architecture allowing for categorization, searching, filtering and paging of results

5 Document the development process including problems encountered, debugging techniques, solutions discovered

6 Compare, contrast and evaluate the differing approaches to creating database-driven websites including procedural and object-oriented code

Indicative Content

Database Setup:
-Entity Relationship Modelling / SQL Server vs. MySQL types
-Data types / relationships

Structured Development Frameworks:
-Model View Controller / MVC Frameworks
-Separation of application logic

Object-Oriented Concepts:
-Classes / methods / properties / libraries
-Inheritance / polymorphism / encapsulation
-Namespaces / types

Accessing the database:
-Connection strings / LINQ / SQL syntax / results sets
-IQueryable / IEnumerable types / multi-dimensional arrays

Implementing the component parts of a structured architecture:
-MVC / C# / Models / Views / Controllers
-Routing functions

Constructing a database-driven website using object-oriented concepts:
-Handling input / POST / GET
-Input validation
-Manipulating models and views via controllers

Web development paradigms:
-Procedural vs. Object-Oriented
-PHP / MySQL / C# / ASP.NET / SQL Server
-Design patterns and frameworks

WTM505: Digital Media Marketing
Level 5 - Mandatory

Module Abstract

Digital media is an important core component of any modern marketing strategy. For example, a film release is now accompanied by apps, interactive websites, social media campaigns, targeted advertising and multi-channel content. In addition, the role of Social Media Marketing Manager is one of the fastest growing in creative and digital industries. Therefore, it is important to be well-versed in the language of marketing, to be able to research and analyse existing markets, plan for market penetration, construct short, medium and long-term strategies and ensure that digital strategies take full advantage of modern communication media.

In this module, you will analyse an existing market by performing primary local market research and

cross-referencing this with national trends. From here you will build a full marketing strategy applying market research and analysis techniques, constructing a digital strategy mindful of search engine optimisation (SEO), social media marketing, targeted advertising and multi-channel communication. Following this you will prepare to analyse a case study identifying areas of good practice, areas for improvement and suggestions for enhancements to existing marketing practices.

Learning Outcomes

1 Investigate target markets undertaking primary research, analysing findings to support a contemporary digital marketing strategy

2 Produce a rationale for the creation of a theoretical digital media related business justified through relevant market research, considering economic and social issues

3 Develop a marketing strategy for a theoretical digital media relevant business justified using industry standard documentation

4 Produce a digital media marketing campaign for a digital media relevant business, including search and social media strategies

5 Evaluate an existing marketing strategy for an existing business utilising industry relevant tools and techniques

6 Recommend potential opportunities which an existing business could utilise in improving their marketing strategy justifying choices using standard analysis techniques

Indicative Content

Market Research Introductions:
-Target Market / Segmentation / Types of Research / Interacting with Industry

Understanding Business Practices:
-Leadership / Business Structure / Objectives

Ethical, Economic and Social Issues:
-Global / Regional / Local Contexts

Data Analysis:
-Mean / Median / Mode / Thematic Analysis / Trends and Buying Behaviours

Marketing Strategy:
-Marketing Mix / Boston Matrix / SEO Strategies / Advertising / Branding

Digital Media Marketing:
-Range of Social Media Platforms / Audience Generation and Engagement

Marketing Campaigns:
-Local / Regional / National / Medium Utilised – Digital/Traditional

CMP601: Dissertation
Level 6 - Mandatory

Module Abstract

The aim of the dissertation is to provide students with an opportunity to pursue an in-depth project related to their programme with a focus on both secondary research and primary application. This is where the underpinning knowledge, practical skills and higher-level cognitive abilities developed over the course of programme are combined as students pursue an area of interest in an independent fashion with limited supervision.

All computing dissertation students are to undertake a suitable complex development / implementation and documentary evidence is required including analysis, design, testing, and data collection; this will be based upon independent secondary research that supports the goals of the project and any reasonable expectations of hypotheses / research questions in the problem domain.

The choice of topic is to be agreed with the academic team to ensure that it is valid within the context of the programme and contains sufficient challenge without being unfeasible in scope. This will be determined through a Project Proposal and Ethical Approval phase in line with the college's Ethical Approval procedure. This will include an outline of the primary development / research to be undertaken; where human participants are involved (for example in user testing) then appropriate safeguards are to be approved before any work can continue.

From here, a suitably extensive literature review is to be conducted into the main themes of the topic chosen to ensure that the development / implementation to be undertaken is feasible, sufficiently complex, will confirm / add to the academic body of knowledge, and that wider implications of the development / implementation are considered. Following this, a description of the problem domain (including any hypotheses / research questions) will be produced to then lead into a detailed Methodology considerate of validity and reliability. The findings / results analysis will analyse the outcome of the activity leading to conclusions and recommendations.

This will then be presented in the form of an academic poster presentation with demonstrations of work undertaken where appropriate and feasible to do so.

Learning Outcomes

1 Conduct secondary research, evaluating classic and contemporary literature and work of others
2 Identify an area of research and development and formulate a research proposal incorporating ethical principles
3 Plan and carry out a programme of work with limited supervision producing an implementation or product supported by appropriate analysis, design, evidence of functionality and testing
4 Critically analyse and present results and findings obtained by use of the implementation or product
5 Communicate the nature, rationale and outcomes of the work to specific audiences
6 Critically reflect upon the dissertation process, critically evaluating the achievements and outcomes

Indicative Content

Ethical Research:
- "Do no harm", confidentiality, anonymity, secure storage, vulnerable participants, safeguards

Scoping Research and Development:
- Preparing proposals, ensuring relevant content investigated, ensuring feasibility within constraints (resources / time / expertise)

Project Planning and Self-management:
- Writing aims and objectives / SMART targets
- Work Breakdown structures and critical path
- Gantt Charts and risk analysis
- Logbooks / reflective blogs

Secondary Research and Literature Reviews:
- Referencing; reliability and validity of sources
- Cross-referencing for conflict / agreement from a range of sources

- Breadth vs. Depth
- Comparison, contrast and critical evaluation
- Developing and consolidating themes, writing conclusions

Description of Problem Domain:
- How to provide context for solution development
- Hypotheses and Research Questions

Methodology:
- Reliability / Validity
- Analysis methodologies, strengths, weaknesses and rationale
-

CMP602: Human Computer Interaction
Level 6 - Mandatory

Module Abstract

The importance of Human Computer Interaction (HCI) in guiding the design of front-end portals is becoming increasingly important to the success of the Internet business and organisations which wish to ensure easy and inviting access. HCI is also an important consideration in the design of handheld devices, games and embedded systems for controlling machinery. Models of interaction will be covered allowing students to apply popular theories and identify the many methods of interaction possible between human and machine via an interface. Analysis of this and exploration of the theories will allow informed choices to be made at the point of interface design allowing for intuitive control from a user's perspective.

Students will also look into improving the user experience and usability of an interface as well as other characteristics through a range of interface design choices and will be asked to justify and reflect upon the choices made at each stage of the design process. The various evaluation methods and their strengths and weaknesses will be explored to imbue students with a deeper understanding of how best to test an interface for wider public acceptance.

The module will be particularly concerned with gathering user requirements. These then can inform decisions made in conjunction with theories applied and effectiveness evaluated against this defined criteria. This module is an essential accompaniment to any development module where interaction is required and will enhance production of any software or device.

Learning Outcomes

1 Critically evaluate novel and evolving application design, considering also international and cultural aspects in localisation and their design implications

2 Critically analyse the need for user, environment and requirements clarification

3 Design a product integrating Heuristic Principles/established evaluative frameworks using iterative design techniques and implementing user experience research

4 Critically analyse the role of User-Centred Design in the design and use of user interfaces

5 Appraise HCI Principles within real-world and mixed-reality environments

6 Critically evaluate the user experience of an interface

Indicative Content

Emerging technologies:
- Innovative interaction / input methods, development of interfaces (ribbon / metro, skeuomorphic vs. flat design), mixed-reality (Augmented Reality, Virtual Reality, Holographic interfaces)

Design principles:
- Heuristic frameworks / Golden Rules of Interface Design / MDA / Play
- Usability / learnability / level of user
- Metaphors / idioms / iconography
- Different devices / peripherals

Cognitive psychology:
- Short-term and long-term memory, recognitions vs. recall

UCD / UXD:
- User-centred and user experience design, best practices, user testing, persona / scenario creation

Real-world / mixed reality HCI:
- Ubiquitous embedded device interfaces, virtual reality interfaces, holographic interfaces

Iterative design techniques:
- Evaluation methods, observations, surveys, task analysis

CMP603: Developing Rich Internet Applications
Level 6 - Mandatory

Module Abstract

Rich Internet Applications (RIAs) are generally termed to be web applications that emulate the features and functionality of desktop applications. This can mean that the bulk of processing is done on a server to support thin clients, such as web enabled smartphones.
There are many platforms and frameworks for development of RIAs which brings to the fore a need to understand issues prevalent with cross-platform and distributed development. The environments for development would need to consider the audiences and their preferred access method.

Some development frameworks may include Adobe FLEX and AIR or indeed HTML / CSS / AJAX applications. In many cases a larger range of languages and data representation may be required. The development of an RIA in this module will consider the current market for development when selecting the development environment.

Learning Outcomes

1 Assign suitable development team roles for a cross-platform Rich Internet Application
2 Implement a cross-platform Rich Internet Application to a brief working as part of a development team
3 Construct and test fault tolerance mechanisms for a range of devices
4 Create and maintain a detailed development log
5 Critically reflect on development process including technical decisions and group dynamics
6 Compare and contrast languages and development environments for cross-platform Rich Internet Applications

Indicative Content

Development environments for RIA (FLEX / AIR, HTML5 / CSS3 / JavaScript, Silverlight)

Transparency (Fault tolerance, latency, offline / online operation, error-handling)

Platform support (Desktop, Mac, iOS, blackberry, Android, Windows Phone)

Design and development (designing for multiple resolutions / orientations, native APIs for devices)

Using languages (JavaScript, jQuery, XML, HTML CSS, PHP, MySQL)

Group Dynamics (Belbin / Tuckman / Lewin)

Team development methodologies (Scrum / Agile / Spiral)

Evaluating Rich Internet Applications

CMP604: Entrepreneurial Management and Project Control
Level 6 - Mandatory

Module Abstract

In creative industries there are many opportunities to enter the industry by freelance means, or indeed by setting up a new business. However, also in industry there will be tightly controlled projects. Whatever the outcome for graduates, they will need the skills to deal with either of the multiple possibilities they may be faced with.

This module will ensure that students have the knowledge and capabilities to set up their own small businesses and make a success out of these various outlets to increase their portfolios and enter the industry successfully through another route. This includes analysis of existing entrepreneurs and how they succeeded, discussion and evaluation of entrepreneurship theories and practices. There will be a significant focus on the processes involved in creating a business plan including how cash flow forecasts, risk management, and market research factor into presenting business plans for audiences who could potentially invest. Characteristics of the industry / sector that graduates may enter into are also explored in depth and in the context of global markets.

Learning Outcomes

1 Critically analyse theories and origins of entrepreneurship, and the impact on businesses
2 Critically evaluate the role of entrepreneurship in facilitating human and behavioural issues underlying business creation and development
3 Critically analyse historic developments of business operations, emerging trends in economic relationships, and entrance into target industries
4 Create a comprehensive business plan suitable for obtaining investment addressing legal, financial and taxation concerns
5 Critically apply project management techniques to plan in accordance with industry production timelines from concept to post-release for the target sector
6 Critically evaluate the core elements of project management, relevant documentation, project team structures and methodologies
7 Critically analyse the legal requirements, regulatory bodies and processes involved in shipping a product / providing a service in a target industry, in international contexts

Indicative Content

Entrepreneurship:
- Theories, impact on markets, facilitating human / behavioural issues underlying business creation, successful entrepreneurship, case studies

Historical contexts / emerging trends:
- Supply chains / stakeholder relationships, governance / funding / contracts
- Barriers to market entry, industry entry routes, SMEs, indie development, freelance, start-ups, networking, sector specific events
- Operating procedures / processes

- Market trends, domestic / international markets

Starting up a business:
- Business planning, market research, staffing / expertise, business services
- Funding / finance / grants, business support, networking
- Cash Flow forecasts, break even charts, income / expenditure, taxation / employer contributions (NI, Pensions, PAYE), interest
- Short, medium, long term planning
- Project management and legal

Risk management, Health and Safety, Data Protection

Insurance, Public Liability, Indemnity

Milestones, timescales, estimations

Social issues: loc

WTM601: Social Network Developments
Level 6 - Mandatory

Module Abstract

Social networks are embedded into our everyday lives and have become a preferred communication platform for many in the digital age. This has brought up high profile discussion on the benefits and dangers of such a pervasive online presence, with concepts of digital footprints, 'catfishing', cyberbullying and privacy featuring in contemporary media and political discourse. These issues are necessary for digital media professionals to have a deep engagement with as these platforms form a vital part of their day-to-day business. This has implications for the use of social media platforms, the design of social media marketing strategies and the development of social media platforms.

In this module, you will explore in depth cyberpsychological principles and analyse a range of case studies to identify where they may explain specific online behaviours. You will explore legal, social and ethical aspects on the use of social media platforms including digital footprints and social engineering as well as investigate high profile cases where prosecutions have taken place through misuse of social media. Issues of privacy and consideration of how news is disseminated, as well as potential responsibilities social network providers may face legally, will be analysed and evaluated. With these theoretical underpinnings, you will then develop a prototype social media platform applying best practices in interface design and creating spaces that meet certain requirements, including addressing privacy and sharing concerns whilst providing engaging social interaction opportunities.

Learning Outcomes

1 Analyse the issues concerned with cyber-psychology and social networking

2 Critically evaluate case studies on online social interaction and the implications of such with relation to cyber-psychology principles

3 Investigate privacy issues in social networking, concepts of digital footprints, social engineering, and legal issues

4 Develop a social network prototype applying good practice in visual and functional development

5 Produce a reflective development log justifying choices made against established practice, cyber-psychology principles and privacy concerns

6 Critically evaluate created prototype in comparison to established social networks

Indicative Content

Cyber-Psychology:
-Online disinhibition effect / toxic / benign
-Anonymity / solipsistic introjection / asynchronous communication
-Identity misrepresentation / 'Catfishing'

Privacy and Social Engineering:
-Digital footprints / data sharing / targeted advertising
-Social engineering / 'doxxing' / harassment

Legislation:
-Digital Communications Act / Regulation of Investigatory Powers Act
-Data Protection Act / high-profile cases

Social Networking Design Practices:
-Facilitating communication / best practice frameworks
-Usability / personal expression / privacy settings
-Interactivity / updates / notifications / social connections

Development of Social Network Prototypes:
-Profile management / establishing social connections
-Messaging / posting
-Notifications / news feeds and updates
-Privacy settings / sharing

Technologies:
-CMS / Plugins / APIs
-PHP / MySQL / C# / SQL Server
-AJAX / XML / JSON

Established Social Networks:
-Facebook / Twitter / LinkedIn
-Sharing features / p

ADDITIONAL COSTS

There may be opportunities for field trips to conferences, exhibitions or for other interests. This is done so through negotiation as new venues / locations / trips must be Risk Assessed and approved. There is often room in the budget to subsidise costs so discounted contributions can be made yet this will depend on many factors, including entry fees / travel.

EQUIPMENT REQUIREMENTS

There is no requirement for students to purchase equipment, as there are several resources on campus however it would be advantageous for you to purchase a computer as some of the software is demanding and you will be able to spend more time on work outside of campus hours.

Students looking to purchase hardware should consider that as a minimum it should be able to support the recommended specifications of the latest Adobe Creative Cloud version. Most mid-high range desktops / laptops are in the region of £400 - £1,000. However, it pays to shop around and speaking to some of our staff could help you in getting best value. Many students prefer to bring their own laptops into college and accessing the network through Wi-Fi to save them from transferring files and we encourage this, however this is a personal choice. Software is available to students from the College and there are many discounted subscriptions available, including student pricing for Adobe Creative Cloud.

It is advantageous throughout this programme to invest in web hosting with which to work on website projects and build an e-portfolio which you could show to potential employers and clients. The college provide limited hosting available for development work internally however we encourage you to seek

out a suitable external hosting package to further your career development.

When planning Dissertation projects, consideration must be given to what is available in Computing to assess feasibility. It might be the case that you wish to pursue emerging technologies that we do not have and so you may wish to undertake personal investment.

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.