Programme Handbook 2018-19

Fashion Design (Contemporary Costume)

FAD-CC-2016

WELCOME

Welcome to Blackpool and The Fylde College and to the Fashion Design (Contemporary Costume) (FAD-CC-2016) 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	FAD-CC-2016
Programme Title	Fashion Design (Contemporary Costume)
Teaching Institution	Blackpool and The Fylde College
Professional, Statutory and Regulatory Body (PSRB) Accreditation	None
UCAS Code	W455
Language of Study	English
Version	1

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

THE FRAMEWORK FOR HIGHER EDUCATION QUALIFICATIONS (FHEQ)

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

Level	4	5	6	7	8
FHEQ Level	Certificate (C)	Intermediate (I)	Honours (H)	Masters (M)	Doctoral (D)
About this level of qualification	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

Blackpool and the Fylde College remains committed to providing a highly responsive curriculum that is employment and future-focused and will enable students to develop the essential knowledge and skills that will prepare them for future success in work and life.

The Fashion Design (Contemporary Costume) degree course at Blackpool and the Fylde College is positioned at the interface of high inspirational fashion and creative costume. The degree is unique in that it has a dual focus from the earliest stages of the course, however also facilitates students who have a specific desire to work exclusively in either the fashion or costume industries.

In the second year of study you will be asked to choose your final degree pathway either BA Hons Fashion Design, or BA Hons Fashion Design (Contemporary Costume) this allows you to specialise in

your chosen field in your final projects and gain the qualification that is the most suited to your future career. The course encourages innovative approaches through all projects and aims to stretch and challenge your imagination whilst developing your practical abilities. From catwalk to music videos, creative fashion communicates with a wide range of audiences. The programme will allow you to explore a broad range of topics, to include fashion and costume design, garment production, textiles exploration, communication and styling, conceptual design and CAD, which includes industry relevant design software and also pattern development applications. The programme is designed to equip you for your future career whether you want to work in the commercial fashion sector or the expressive environment of costume. The programme has a strong focus on entrepreneurship helping you develop a business-like approach and to be pro-active in seeking out opportunities for collaborative projects, work experience and creative opportunities. Operating within a well-resourced design studio environment you will be taught by tutors who are active within the fashion and costume industries and have strong industry experience. Whilst on the course you will be encouraged to be self-motivated and enterprising, to have strong communication and organisational skills and above all to develop an original and expressive visual signature.

In the first year introductory modules will provide you with a base on which to build, drawing, conceptual thinking for design, design development to product using both traditional and digital methods. Technical garment production in conjunction with CAD software will strengthen your digital awareness in readiness for the competitive economic marketplace. The innovative textiles module echoes the rising emergence of developments in this exciting area into all aspects of creative design. All these modules are supported by your critical studies module. This module is designed to underpin both your theoretical and practical knowledge, through a series of lectures and seminars that aim to contextualise and challenge your perceptions of both the fashion and costume industry both past and present. Set project briefs in semester two allow you to produce imaginative outcomes that can be experimental and innovative.

Second year study includes advanced production techniques and processes across fashion, costume and textiles and this links to projects that involve live briefs and independent research. Digital skills become a stronger focus with the development of your computer aided design methods and these are then integrated into your other modules requiring you to create design boards and look books.

The third year is when you will embark on a year-long project to design and produce a collection. For both the fashion and costume pathways this will be an extensive practical endeavour, as you will work on a range of garments that link to your chosen sector. A catwalk event and exhibitions at major venues both in Manchester and London are the showcases for your final collection that will launch your career.

Within the programme there are strong collaborative links to other degree programmes and the local creative industries and these facilitate real-life briefs that allow you to acquire professional work skills. The programme has excellent resources which are updated annually, the studios are light and airy and a broad range of industry standard equipment is available not only in taught sessions but for independent study. Teaching and learning takes place through formal lectures and seminars which underpin creative and technical workshop-style sessions. Practical projects are undertaken in the studio with tutor support and guidance, with additional timetabled sessions to provide access to specialist equipment and resources. Learning is also supported through visits to galleries, museums and theatres. Recent visits include London, New York, Barcelona and Paris.

The unique selling point of this course is the freedom to experiment across specialist areas. The fashion industry is made up of many different facets and you will be encouraged to develop critical enquiry in all these different areas of study before deciding on a final degree pathway. Both our current

and past students have been positive about this aspect of the course and have enjoyed the variety provided by the different projects, ultimately the advantage is that our graduates are perfectly positioned for a career in their specialist field.

PROGRAMME AIMS

- To provide a broad and creative learning experience that develops dynamic and entrepreneurial individuals who will be equipped to succeed in the diverse field of Fashion and Costume.

- To provide students with a varied and inspirational programme that will provide a framework for independent and experimental study.

- To develop critically reflective students with a strong academic base who underpin all practical exploration with historical, social and cultural research.

- To provide a programme which develops technical expertise alongside theoretical understanding and creative exploration and realisation.

- To provide an opportunity for students to engage in a process of obtaining knowledge both subject specific and generic with a sound understanding of the critical and contextual dimensions of the specialist disciplines related to Fashion and Costume.

- To master the art of communicating ideas in a visual, creative and expressive manner, and to develop an awareness of the process of learning and how to extend that learning in a way that will lead to employment in a professional capacity within the subject specialism or in a wider creative context.

PROGRAMME LEARNING OUTCOMES

Level 6

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

1. Collect, collate and interpret a range of research material that includes the work of other professionals in a range of subject specific contexts.
2. Critically analyse and debate the contextual, historical, social and cultural dimensions of fashion and costume and the designers' relationship with audiences, markets and users.
3. Examine the construct and boundaries of the costume designer's role across different areas and contexts.
4. Apply analytical and intuitive reasoning to the process of costume design through in-depth characterisation and interpretation.
5. Use convergent and divergent design methodologies as appropriate to specific practical and theoretical developments in a range of design contexts.
6. Use visual languages to investigate, analyse, interpret, develop and articulate ideas and information.
7. Select test and make use of materials, techniques and processes, utilising appropriate methodology, resources, equipment and technology across a range of production contexts.
8. Interpret and realise the results of in-depth characterisation and narrative analysis to produce three dimensional costume product outcomes which meet technical industry standards and translate a creative vision.
9. Examine and develop digital methodologies and tools to produce two dimensional outcomes which meet industry standards, reflect technical expertise, and provide innovative solutions to targeted design problems.

10. Examine the concepts of enterprise and entrepreneurship and apply these to a professional portfolio and presentation of work.

11. Manage own learning reflecting on personal strengths and weaknesses to identifying clear personal objectives and recognising the need for continual professional development.

12. Interact effectively with others as part of a group and undertake collaborative projects to communicate ideas and information in visual, oral and written forms.

PROGRAMME STRUCTURE & ASSESSMENT OVERVIEW

Pathway	Module	Level	Credits	Coursework	Practical	Written Exam
Stage 1: Year 1						
All	CS401: Thinking and Making (Mandatory)	4	20	67%	33%	
	FAD402: Pattern Cutting and Garment Construction - Introduction (Mandatory)	4	20	100%		
	FAD403: Pattern Cutting and Garment Construction - Synthesis (Mandatory)	4	20	50%	50%	
	FAD404: Creative and Digital Illustration in Contemporary Contexts (Mandatory)	4	20	100%		
	FAD405: Design Practice with Communication and Styling (Mandatory)	4	20	100%		
	FAD406: Textiles and Experimental Surface Design (Mandatory)	4	20	100%		
Stage 2: Year 2 **Stage exit award: LU Diploma of Higher Education** **(Awarded by Lancaster University)**						
All	CS501: Research into Practice (Mandatory)	5	20	67%	33%	
	FAD502: Product Development and Technical Skills (Mandatory)	5	20	100%		
	FAD503: Fashion Industry and Enterprise (Mandatory)	5	20	70%	30%	
	FAD504: Digital Illustration and Brand Communication (Mandatory)	5	20	100%		
	FAD505: Industry Design and Realisation (Mandatory)	5	20	100%		
	FAD526: Independent Creative Project - Contemporary Costume (Mandatory)	5	20	100%		
Stage 3: Year 3 **Stage exit award: LU Bachelor of Arts with Honours** **(Awarded by Lancaster University)**						
All	CS601: Independent Research Project (Mandatory)	6	20	100%		
	FAD602: Research and Design Innovation - Final Project (Mandatory)	6	20	100%		
	FAD603: Career Planning and Portfolio Development (Mandatory)	6	20	80%	20%	
	FAD624: Creative and Technical Development - Final Project Contemporary Costume (Mandatory)	6	20	100%		
	FAD625: Advanced Realisation and	6	40	100%		

Communication - Final Project Contemporary Costume (Mandatory)					

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.

LEARNING AND TEACHING

The teaching and learning methodology across the programme is broad and diverse and ranges from an academic approach, where you will attend lectures and seminars, which aim to facilitate stimulating debate centred around the fashion industry and other wider contexts, through to practical sessions delivered by demonstration and technical instruction. Many of the modules are studio based and you will be encouraged to have a hands on approach to your learning journey. This is a very practical course and assignments have been designed to allow you to experiment, be innovative and challenge the perception of your abilities within your chosen field. You will be expected to try new ways of working while developing and mastering taught skills. During the programme you will be encouraged to evaluate your progress and development as a designer by reflecting on and assessing your achievements at each step of your learning, setting personal objectives and using the feedback that you get from your peers and tutors to target areas of improvement.

Working in this way will enable you to become more autonomous and take real ownership of your career path creating a more student focused learning environment in which you will be expected to work more independently in the completion of your tasks and projects, at each level of the course. With continued daily interaction and verbal feedback from your tutors this will support your development in a very personalised way throughout your course.

One teaching and learning method actively encouraged is for you to continually record practical progress through photography. This provides a useful visual aid if recording the practical stages of a tutor demonstration, however also acts as a reflective tool for your own work; often the image is a reminder of the learning process itself and stimulates a response that supports effective learning by

reminding you of the processes used and your initial response.

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You will also be expected to collaborate and engage in group work mirroring current industry practices using a designer, pattern cutter, sample maker and studio/production manager, you should make the most of these opportunities as they will prepare you for your future career by teaching you valuable interpersonal skills such as team working, negotiation and communication.

Personal Development Planning

Personal development and planning is integral to your success as a student within a Higher Education framework. Therefore there is an expectation that you will approach the development of your learning in organised and methodical manner and be able to plan your workload effectively. Your tutors will be able to support during your studies through a series of group and individual tutorials that are designed to equip you with the necessary strategies to enable independent enquiry, problem solving and target setting to support you in achieving your career goals. You will be encouraged to continually reflect on your progress and to use reflection as an effective tool to taking ownership of your own development and learning journey, as the first step to a successful career.

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

Work place learning is seen as an important element for all graduates to gain valuable industry experience it can also serve as that vital 'step in the door' to gaining future employment, therefore you will be actively encouraged to access work placements and/or internships. This may involve interning at a fashion studio, behind the scenes in a costume department, or working for a local or national creative business. The placement could be design focused, practical or even organisational. Many students access placements during the summer break, however it is also possible to target other points of the year for short periods. You will be supported throughout the process of identifying and applying for suitable placements that would offer you the most valuable work experience related to your skillset and career aspirations.

The assessment strategy for the course is both formative and summative. You will receive both verbal and written feedback during each module targeting areas for improvement and development. You will also take part in peer or group assessment/critique sessions, this will give you the opportunity to discuss your own and others work, offering support, guidance and feedback. At the end of each assessment or module you will receive formal written summative feedback identifying your strengths and areas of improvement for your future development as you progress through your modules.

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.

CS401: Thinking and Making
Level 4 - Mandatory

Module Abstract

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

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

Learning Outcomes

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

Indicative Content

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

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

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

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

FAD402: Pattern Cutting and Garment Construction - Introduction
Level 4 - Mandatory

Module Abstract

This module will form the basis of all practical garment production during the course. You will be introduced to the concepts of pattern drafting in flat form, developing your numeric skills and technical expertise. A series of blocks will be produced working from standard and personal measurement and these will be adapted to produce working patterns for basic garments. Working with a wide range of specialist fabrics and professional techniques, you will develop expertise in the construction methods necessary to manufacture fashion and costume outcomes and become confident and proficient in the use of the varied range of specialist tools and equipment in the fashion studio. Computer aided design (CAD) skills will be introduced in this module and you will be able to apply traditional pattern making within a digital context using industry standard software applications. The module will encourage accurate record keeping and evaluative commentary, and you will present your work in files that are sequential and coherent offering a valuable source of reference for the future. The main focus of the module is on skills acquisition and you will be introduced to independent problem solving strategies.

Learning Outcomes

1   Identify and investigate a range of specialist fabrics, highlighting key characteristics, properties and care requirements.
2   Assemble basic blocks and patterns that demonstrate a basic level of accuracy and proficiency.
3   Produce basic garment production samples that demonstrate basic skill and proficiency.
4   Evaluate production methods against your own progress and knowledge in relation to manufacturing and industry requirements.

Indicative Content

Introduction to specialist equipment, tools and resources

Measuring techniques and application of measurement

Introduction to pattern cutting principles and context

Simple pattern adaptation techniques

Toile making and fitting processes

Introduction to simple garment construction techniques

Specialist fabric investigation

Development of problem solving strategies

Effective record keeping

FAD403: Pattern Cutting and Garment Construction - Synthesis
Level 4 - Mandatory

Module Abstract

This module embeds the knowledge and skills attained in the previous module FAS402 Pattern Cutting and Garment Construction – Introduction, developing them further through a series of projects that are fast paced and technically challenging. These projects are intended to reflect the speed and nature of the industry and will enable you to refine your skills and improve your understanding of fashion manufacturing. In pattern cutting you will be introduced to further blocks and use these to create more complex adaptations which will then be manufactured in the studio. CAD skills will be delivered as taught sessions and you will begin to produce digital interpretations of your pattern work. Technical construction skills will also develop as you move through this module and you will be introduced to a range of production methods that will enable you to consider more complicated and exciting designs. The module includes an element of creative pattern and garment work, through the production of one of your designs produced in the module FAS405
Design Practice with Communication and Styling, this will enable you to apply the skills learned in the module in the production of a fashion or costume garment and will prepare you for the creative production challenges at Level 5. This module is skills focused however it includes a stronger element of creative interpretation than the previous module and will enhance and embed the practical garment making skills required as you move through the course.

Learning Outcomes

1   Produce a range of pattern blocks and adaptations that demonstrate accuracy and proficiency and an awareness of industry standards
2   Produce toiles and samples that demonstrate a good level of skill as measured against commercial production methods
3   Plan and execute a practical project providing evidence of organisational, team working and time management skills.
4   Produce final garments that demonstrate skillful manufacture and good quality finish in line with industry standards

Indicative Content

Pattern cutting work - blocks and adaptations

Garment construction techniques

Fabric identification

Introduction to specialist machinery

Design interpretation - pattern to garment

Planning a production schedule

Problem solving strategies

Reflective and methodical record keeping

FAD404: Creative and Digital Illustration in Contemporary Contexts
Level 4 - Mandatory

Module Abstract

This module will introduce you to contemporary image making and help you to develop skills in visual communication. Initially the sessions will guide you through a traditional range of mark making skills focusing on the figure through figure and life drawing and progress from this to introduce the concepts of rendering, looking closely at clothing and fabrics and enabling you to interpret these accurately and effectively through the use of traditional based media. Following on from this you will explore a range of illustration skills enabling you to translate your understanding of the body into highly individual and stylised imagery. During the module you will begin to acquire a personal style of communication that will allow you to process ideas quickly and fluently. You will also be introduced to a range of digital drawing techniques, utilising industry appropriate software. This software will give you the necessary skills to manipulate both bitmap and vector based imagery in appropriate and meaningful ways. The use of peripherals designed to make the process of digital illustration more intuitive, will enable you to easily transition from traditional based media. This module will help you to build a range of skills that will be useful across all other modules and will enable you to develop a confident level of visual literacy and a sophisticated personal style of communication.

Learning Outcomes

1   Employ a range of mark making skills in the production of sketch book and portfolio work
2   Identify, investigate, and apply a range of media, in the production of sketch book and portfolio work
3   Investigate and record a range of digital design processes utilising filing systems
4   Produce a range of digital illustrations using CAD software seamless

Indicative Content

Mark making processes

Drawing and painting

Form of figure and life studies

Rendering and characterisation

Creative fashion illustration techniques

Materials and process

CAD skills

Digital illustration

FAD405: Design Practice with Communication and Styling
Level 4 - Mandatory

Module Abstract

This module introduces you to a range of creative skills that underpin the fashion and costume industries. You will be taught how to use the design cycle effectively, working to set briefs you will draw upon the illustration skills gained in the module FAS 1.4 Visualisation and Digital Image Making in Contemporary Contexts to produce a series of design possibilities that are expressed through sketches, illustrations and technical drawings. Character interpretation and illustration are key skills within fashion and costume and in this module you will learn how to apply these in the successful communication of your ideas and concepts. You will work digitally to create inspiration and design boards and accumulate a portfolio of design possibilities one of which will be used in the module FAS

1.3 Pattern Cutting and Garment Construction – Synthesis as a practical project. Another key part of this module is the focus on communication and styling. You will be introduced to the idea of the image as a crucial element of the fashion and costume industries and you will be asked to consider how this image is constructed. By analysing contemporary communication in the form of photography, campaigns, editorials and films, you will become aware of the role of the stylist which is integral to the current presentation of fashion and costume imagery. Practical projects will allow you to create your own imagery through tutor lead briefs and a creative team approach.

Learning Outcomes

1   Use the design cycle to propose and justify creative solutions

2   Incorporate illustration, technical drawing, sketches and characterisation to communicate ideas

3   Create design boards digitally to communicate ideas and characters

4   Evaluate the design process and use of the design cycle to inform future decision making

5   Analyse contemporary fashion and costume in relation to the role of the stylist.

Indicative Content

Design Cycle

Design concepts, problems and solutions

Scripts, books, characters

Cultural influences

Styling and the role of the stylist

Visual communication skills

Personal visual communication style

FAD406: Textiles and Experimental Surface Design
Level 4 - Mandatory

Module Abstract

The interdisciplinary ethos of the fashion design programme reflects the current economic climate within the fashion industry today and medium of textiles provides an exciting and engaging platform on which to expand your knowledge and skills. The aim of this module is to push the boundaries of your imagination and expand the capacity of your abilities, to develop your ideas and concepts into unexplored textile possibilities. Developing your skills in both traditional methodologies and elements of developmental design.
The module explores conceptual development, ideas generation and experimentation the cornerstones of all creativity, while encouraging a deeper level of independent learning. Textiles is a vibrant emerging and ever changing industry more emphasis is placed on the aesthetics of garment production than ever before, therefore contemporary practise and theoretical knowledge gained in this module contributes and underpins subsequent design modules.
During this module you will explore both traditional and contemporary processes enabling innovative material investigations through the development of creative design solutions. It is also important that you are able to work on integrating your new found knowledge from a theoretical perspective into a pragmatic work based context, this will support both your critical analysis and reflective study, enabling you to review, evaluate and make decisions based on the integration of theory and practice.

Learning Outcomes

1   Generate ideas, concepts and proposals in response to theoretical and practical research.
2   Identify and analyse a range of exploratory textile techniques using materials and processes specific to the production of textile outcomes.
3   Produce a collection of independent creative samples that communicate the results of research and practical work.
4   Produce a three dimensional final outcome that provides evidence of textile methods and techniques.
5   Provide a written evaluation of the design process.

Indicative Content

Methodologies and techniques for visual research and ideas generation.

Traditional and contemporary textile techniques.

Specialist equipment and materials related to the textile discipline.

Workshop sampling - colour, pattern, texture, print, surface design, silk screen printing, printmaking and three dimensional work.

Image manipulation and repeat pattern.

Design concepts in two and three dimensions.

Design interpretation.

Self-initiated problem solving and action planning.

Creative textiles portfolio and final outcome.

Reflective practice for review and evaluation.

CS501: Research into Practice
Level 5 - Mandatory

Module Abstract

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

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

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

Learning Outcomes

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

Indicative Content

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

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

Research methods and techniques (evaluation and analysis)

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

FAD502: Product Development and Technical Skills
Level 5 - Mandatory

Module Abstract

Creative design development is at the heart of all innovation, therefore the development of processes that enable inspirational design is paramount to your success as a budding designer. The focus of this module is to develop your knowledge of the processes and material investigations which support highly imaginative and creative design solutions. The module is delivered across a full academic year and will enable you to expand on the skills and practices that you have acquired during level four.
There are opportunities to discover advanced embellishment techniques as well as surface print for fabrics, sustainability and eco materials. Contemporary themes may include ethical production and corporate social responsibility as the boundaries of fashion are ever changing and diversity of production is at the forefront of cutting edge design.
Technical skills in advanced pattern cutting and garment production to include CAD are delivered in conjunction with a more in-depth study of the constraints and disciplines that surround the fashion and costume industry as a whole. Throughout the module you will be asked to reflect on and analyse your development demonstrating an awareness of industry standard practices within the current economic marketplace.
Assignments will range from creative pattern cutting interpretation and tailoring to advanced textile techniques including surface print and laser cutting. The module will allow a high level of flexibility and autonomy you will be able to tailor your learning appropriate to your needs. This module supports your pathway options whilst providing a generic technical training that has range and diversity enabling you to make informed pathway choices in semester two.

Learning Outcomes

1 Produce a wide ranging technical portfolio that demonstrates a skillful and accurate approach and

uses industry standards to inform quality

2   Investigate a range of materials, tools and techniques, in the production of samples and exploratory work

3   Provide evidence of research, contextualisation and critical evaluation

4   Produce good quality garments and/or accessories using a range of advanced techniques

Indicative Content

Advanced flat pattern cutting techniques including CAD

Pattern cutting on the stand – Moulage techniques

Lay plans

Specification sheets

Couture sewing techniques

Tailoring

Surface Print

Laser cutting

Experimental fabric manipulation and surface embellishment

FAD503: Fashion Industry and Enterprise
Level 5 - Mandatory

Module Abstract

This module will introduce you to the wider fashion industry and the broad career options available to you. A high proportion of creative graduates enter the employment arena each year and this module will prepare you for the transition from student/graduate to employee. It will provide you with an overview of the current career market and help you to target an appropriate entry point. The fashion and costume industry spans many different specialist areas, some of which you may not be aware of, and you will be encouraged to explore all possibilities. This module introduces you to the idea of seeking out a suitable work placement opportunity and will support you with the application process should you wish to develop your employability skills in this way. Often graduates within the creative arts sector become self-employed, work in a freelance capacity or even start their own businesses, the teaching and learning in this module will also provide information and support for this career direction, introducing you to business models, legal requirements, start-up finance and other opportunities. A main aim of the module is to build confidence and help you to develop professional communication skills and this will be facilitated through a series of individual presentations. Other key aspects of the module are focused on creating a strong personal digital presence though social media, C.V. writing and networking skills and interview techniques. Tutors will also introduce you to the business plan as an option for a start-up business, and help you to collate a data base of relevant information, personal contacts and organisations within the industry. The module will enable you to consider your future confidently as a creative professional.

Learning Outcomes

1   Evaluate career and employment opportunities within the fashion and costume industry

2   Create a personal and professional profile to include CV, web and social media presence

3   Present work to others confidently and professionally

4   Produce evidence of personal target setting that is the result of critical and reflective process.

Indicative Content

CV and cover letter writing

Social media

Networking

Employability skills

Career options in the fashion industry

Career options in the costume industry

Applying for and managing work placements and internships

Freelance work and self-employment

Business plan

Applying for jobs

Reflective log

FAD504: Digital Illustration and Brand Communication
Level 5 - Mandatory

Module Abstract

This module will further your understanding of fashion and costume interpretation through the application of digital communication methodology. You will receive further instruction in the use of the Adobe Creative Suite, Photoshop, Illustrator and inDesign which are the main computer packages used in the fashion and communications industry. This will provide you with the means to translate your ideas from a traditional hand drawn image into a digital format thereby enabling you to gain valuable employability options. The use of new technologies will enable you to gain a firm understanding of professional and corporate branding. Making use of social networking sites, you will learn how to expand your digital footprint and make your products visible to a wide demographic. Leading from FAS404 Visualisation and Digital Image Making in Contemporary Contexts this module aims to embed a digital focus to your work which will underpin all practical modules over the latter parts of the course and enable you to develop a platform for your professional digital identity.

Learning Outcomes

1   Produce a portfolio containing evidence of a sustained practical investigation into fashion and costume related CAD methodology.
2   Research, identify and evaluate the range and scope of digital communication and branding within the fashion and costume industry
3   Produce a series of digital images which illustrates personal communication style
4   Reflect on, evaluate and interpret own outcomes and final solutions for professional practice in relation to industry contexts.

Indicative Content

Adobe creative suite

CAD approaches

Traditional and digital Illustration techniques for fashion and costume

Creating digital storyboards, design boards, design flats, range plans.

Commercial branding

Fashion branding

Fashion advertising

Social media and personal branding

FAD505: Industry Design and Realisation
Level 5 - Mandatory

Module Abstract

In this module you will be introduced to a range of interdisciplinary practices which will provide opportunities for you to work within a live performance brief, competition, or an external live project. The module facilitates a high level of creative discourse between disciplines and you may cross over from fashion to costume or vice versa to gain a deeper understanding of each specialist area. This module is dependent on strong team working skills and may take you out of your comfort zone with the challenge to respond to particular projects and briefs. You will be expected to complete work independently outside of the taught delivery of the module. Live projects focussed on real industry briefs are crucial to the degree and will help you to develop skills across different aspects of the programme. Personal development skills in terms of planning and organisation will be strengthened as will your abilities in areas such as negotiation, building self-esteem and communication skills required to liaise efficiently with each other and your client. Your specialist skills in the areas of design and garment production will also be developed. The work will also be supported by technical evidence in the form of pattern and sample files which will be formulated through CAD systems as you meet the challenge of this industry focussed module.

Learning Outcomes

1   Use the design cycle to propose and justify fashion/costume solutions in response to research.
2   Use diverse and creative visual communication skills to communicate fashion/costume ideas
3   Critically analyse and reflect on design and construction process, decisions, techniques and methodologies
4   Produce garments that demonstrate effective use of skills and techniques maintaining industry-standards.

Indicative Content

Client brief

Design cycle

Design concepts, problems and solutions

Visual communication skills

Production of industry standard patterns, samples and garments

Working independently and as part of a production team

Effective presentation skills

FAD526: Independent Creative Project - Contemporary Costume
Level 5 - Mandatory

Module Abstract

This module will enable you to design and produce a capsule collection of costume based garments working from an independent design concept and drawing upon the previous knowledge and skills developed so far on the programme. Your brief could be character driven and drawn from a book or a play, it could be a re contextualisation of a film or theatre production, or it might be linked to dance or music. The brief will add specific boundaries to your project and these will be useful as design tools. You will be encouraged to be experimental in your ideas and to fully develop your initial concepts through both 2/D and 3/D exploration. Use of materials is a key feature of this module and there will be an opportunity to work with a range of traditional and non-traditional fabrics and possibly hard textiles such as metal or wood, Often the costume industry requires designers to be inventive for example substituting lightweight materials that have the appearance of metal, or degrading textiles to appear old and these costume specific techniques will be encouraged as you develop your design ideas. Fabrication processes could be based upon traditional pattern drafting and garment making techniques or might follow an alternative approach that challenges the norm. In all instances you will be asked to develop both your design and production skills through innovative use of the design cycle. To support the final garment outcomes in this module you will be asked to produce an underpinning and relevant body of portfolio work that is focussed on research into your theme and gives evidence of a secure use of the design cycle. There will be a strong focus on creative interpretation through high quality illustration work which might be traditional or could include a more digital focus. The work will also be supported by technical evidence in the form of pattern and sample files. This module gives you the opportunity to work in a fast paced and exciting studio environment, preparing you for the final project in level 6 and ultimately employment in the costume industry.

Learning Outcomes

1   Research and analyse a range of costume themes in traditional and digital formats
2   Use the design cycle confidently to propose and justify costume focused solutions
3   Employ a range of visual communication skills to produce quality two dimensional outcomes that are representative of character and personality
4   Produce a portfolio of files that provide evidence of creative and technical three dimensional development.
5   Present three dimensional costume outcomes that express individuality and demonstrate a skilful and creative interpretation of the brief.

Indicative Content

Project proposal

Costume research

The design cycle

Characterisation and interpretation

Traditional illustration

Digital illustration

Fabric/materials analysis

Pattern cutting (CAD)

Garment Construction

Independent problem solving

CS601: Independent Research Project
Level 6 - Mandatory

Module Abstract

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

Level Six requires the furthering of critical studies skills through a self-determined research project, initiated in level five, and culminating in the Dissertation at Level Six. The Level Six Critical Studies module engages you in research into creative arts professional practice, critical analysis and the synthesis of the studio and written aspects of the programme in the form of a dissertation; it is expected that your dissertation will engage with the work of others and issues that underpin and inform their professional practice.

Learning Outcomes

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

Indicative Content

Critical enquiry and analysis

Consolidate and synthesise research into theory and practice

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

Critical approaches to developing an enquiry for the research project.

Support of dissertation processes (research, written, structure)

FAD602: Research and Design Innovation - Final Project
Level 6 - Mandatory

Module Abstract

This module is focused on research for your final project and will allow you to engage in a challenging and wide ranging personal investigation. Creativity is a crucial skill for a designer linking thinking to making, and you will be encouraged to be experimental and adopt a confident approach to risk taking and the testing of new ideas thereby extending and challenging your intellectual and practical abilities. Your project should link appropriately to your chosen pathway of either fashion or costume and you should approach it with a high level of autonomy choosing a topic that will facilitate broad enquiry informed by global, historical, contemporary or cultural themes and settings. In the initial stages of the module you will be asked to submit a proposal and this will be used to plan your project and offer a framework for your investigation. You may decide to include contextual visits, extended specialist training or archival research within your proposal and you will be supported in your aims through a series of group and individual tutorials seminars and presentations. The module will lead you into FAS604 Creative Development-Final Project and FAS605 Advanced Realisation and Communication-Final Project, so must at all times be solution focused. This is the culmination of the three years of study in terms of creative exploration and you should embrace the project fully and be open to every possibility that it may offer.

Learning Outcomes

1   Produce a project proposal that outlines broad research and development possibilities

2   Produce a comprehensive research portfolio that evidences a diverse range of research sources.

3   Present research in an industry appropriate format providing evidence of creativity and originality

4   Produce written and verbal evidence of a sustained and systematic independent investigation that demonstrates critical engagement with the topic

Indicative Content

workshops on project proposal development

Independent research opportunities

Tutorial support both as a group and individually

Access to studio space, equipment and resources,

Technical support

Presentation opportunities

Individualised technical instruction as required

FAD603: Career Planning and Portfolio Development
Level 6 - Mandatory

Module Abstract

This module is designed to support your professional development by helping you to develop a clear and focused plan for the future supported by an extensive portfolio. Leading from module FAS403 Fashion Industry and Enterprise you will be encouraged to consider personal goals and ambitions and will be supported in the quest for employment, self-employment or post graduate education through

targeting graduate schemes, work placement and internships and visiting open days for post graduate courses. There will be a focus on personal development and in the early stages of the module you will submit a plan with clearly identified objectives which will provide a framework for your progression. One of the main targets of the module is to prepare you for interview by developing a strong range of work for your portfolio, you will be encouraged to work collaboratively with other creatives in the organisation of projects and photo shoots which will provide you with portfolio material. You will also maintain and develop you social media presence by extending your portfolio across digital platforms. Another aspect of the module is to prepare for the final shows and you will be encouraged to work together with your peers to raise funds and plan exhibitions. At the end of the module you will participate in a personal presentation of your portfolio to a small group made up of peers, tutors and invited industry personnel.

Learning Outcomes

1   Critically review a wide range of research relating to career planning, employability skills, networking and professional profiling
2   Participate in independent creative collaborative work to produce high quality visual imagery
3   Produce a professional portfolio of work in both traditional and digital formats
4   Participate in a group presentation of your portfolio demonstrating good communication and interpersonal skills
5   Record personal development to include target setting, time management, team work, reflective evaluation, and planning and organisation in journal, blog or diary form.

Indicative Content

Workshops in career planning, employability skills and enterprise

Applying for placements and internships

Fundraising/entrepreneurialism

Team-working

Updating CV and social media

Portfolio planning

Portfolio presentation

Creative collaborations

Presentation skills.

FAD624: Creative and Technical Development - Final Project Contemporary Costume
Level 6 - Mandatory

Module Abstract

This is a very practical module in which you will use the results of FAS602 Research and Design Innovation- Final project to inform a process of technical and creative exploration and experimentation. You will continue to work within the boundaries of your project proposal and synthesise the results of your research into a series of potential costume design outcomes that express a high level of creative vision. At this point in the project you will be able to articulate and refine the specific costume elements that you are driving forward and these might include, characterisation and interpretation, historical or futuristic themes, experimental textile manipulation, surface pattern and embellishments, and you

could be developing your own play or script, or working collaboratively to produce a performance piece. Other areas in which you will focus relate to pattern cutting and garment construction processes, and you will produce a wide range of working patterns and toiles as you develop the basis of your final collection.

By this stage of the course there is an expectation of a fluent and sophisticated level of visual literacy and through this you will communicate appropriately the stages of the design process showing evidence of continuous review and target setting. Costume design is largely dependent on traditional illustration processes and the development of a personal illustration styled will be a key feature of the module. This module runs concurrently to FAS605 Advanced Realisation and Communication- Final Project. And feeds the process of realisation as you move towards the production of a collection of garments.

A high level of autonomous problem solving is expected and an organised and systematic approach to record keeping will help you to use the design process effectively and successfully. During this module you will produce a final line up in prototype form and make choices in terms of fabric, silhouette, colour palette, textile application and design features. Module FAS605 Advanced Realisation and Communication- Final Project and this module are assessed together at the end of the course.

Learning Outcomes

1   Independently source and select industry appropriate materials, techniques and processes that express and extend costume design interpretations.

2   Produce evidence of an independent, confident and competent use of the design cycle which demonstrates a process of creative reasoning and critical evaluation and provides innovative costume design ideas in response to briefs.

3   Produce an industry focused design portfolio that demonstrates a strong and creative aesthetic quality and evidence of an extensive practical enquiry

4   Produce an extended and highly developed range of costume specific technical and creative samples that demonstrate proficiency as measured against industry standards.

5   Operate a highly focused approach to personal organisation, time management and independent target setting through reflective practice.

Indicative Content

Self-directed investigation

Independent use of the design cycle

Innovative range planning

Sourcing and selection of appropriate materials techniques and processes

Testing, experimenting and evaluating technical pattern making and production processes

Testing experimenting and evaluating textile processes

Analysing and interpreting character

Advanced illustration techniques

Digital technology to develop design boards

Planning, personal organisation and reflective process

FAD625: Advanced Realisation and Communication - Final Project Contemporary Costume Level 6 - Mandatory

Module Abstract

This module is the final stage of your learning whilst on the programme and you will realise your creative and technical potential through the production of a collection of costume garments that interpret and communicate your personal themes. This is a considerable undertaking and you can expect to be fully engaged at all times working within the studio environment to develop and create your design outcomes. This module is delivered concurrently with FAS604 Creative and Technical Development and this allows you to work in a holistic way as you take each look from design, through the development stages and final production. As you start this module you will have made certain design decisions regarding cut, colour, themes, fabrics, silhouette, textile techniques and range and this will allow you to work in an organised way through the processes of realisation. At this point in the course the expectation is that you will be working to industry standards across technical areas and the finish and aesthetic of your costumes should be high level. As this is a costume based collection you will be expected to communicate your final ideas through sophisticated 2/D illustration work representative of character and personal identity and supporting technical packs which include garment specifications, final patterns, fabric samples, methodology, and photographic evidence of the production processes. In the final stages of the module you will need to give consideration to the presentation of the collection and you will be expected to independently source a collaboration through which you will organise your final photo shoot and provide imagery for a look book and posters. The final aspect of this module will be the participation in the presentation of the collection to an appropriate audience, which may include a runway show, exhibitions, and/or performances. This final project of the programme will be indicative of the range and depth of study across the three levels, a blend of creative, practical and theoretical exploration that results in highly original and innovative costume design outcomes.

Learning Outcomes

1   Exploit an extensive range of challenging materials, techniques and processes in the realisation of a collection of costumes
2   Independently produce a design portfolio that demonstrates a strong personal style and includes industry standard 2/D outcomes
3   Engage in a sustained and independent process of creative and technical development to produce a range of original costumes
4   Present final outcomes to a specified audience demonstrating a professional approach.
5   Operate an industry level approach to professionalism within the studio

Indicative Content

self-directed independent investigation

Character and story interpretations

exploitation of a range of high quality fabrics and trims

Advanced creative pattern making skills

Advanced garment production techniques

Creative textile techniques

Production of a final collection of costumes

Use of digital technology to develop final illustrations, design boards and look book

specification sheets, and layouts

Effective planning and personal organisation

Participation in the presentation of collection through shows and exhibitions

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.