

Programme Handbook 2018-19

Fine Art Professional Practice

FAP-2016



WELCOME

Welcome to Blackpool and The Fylde College and to the Fine Art Professional Practice (FAP-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	FAP-2016
Programme Title	Fine Art Professional Practice
Teaching Institution	Blackpool and The Fylde College
Professional, Statutory and Regulatory Body (PSRB) Accreditation	None
UCAS Code	W100
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 you to develop the essential knowledge and skills that will prepare you for future success in work and life.

On the BA (Hons) Fine Art Professional Practice degree programme you will develop and refine your fine art knowledge and practical skills, define your emerging professional context and through professional practice realise both your creative and employment potential.

This vocational and creative programme is designed for students who want to become creative practitioners working within Fine Arts practice and the creative industries. On the programme you will be introduced to a range of artistic methods, processes and techniques and will be given the opportunity to develop your own style technique and artistic presence through projects, workshops, self-directed study and exhibitions. In addition to your creative development we aim to ensure that your practice is supported by knowledge understanding and skills directly relevant to the need of today and

tomorrow's Creative industries

Art and Design has been taught at Blackpool and The Fylde College since 1937 and has gained a National and International reputation for the quality of the graduates it produces and employment opportunities offered. . A key-defining feature of this provision is one of utilising very high quality teaching and learning which puts the developing fine artist at the centre of activity. . Links to industry and engagement with employers in the creative industries is particularly strong and makes this programme stand out amongst many Fine Art degrees.

The B.A. (Hons) Fine Art Professional Practice programme has links with FY Creatives (FYC); a local Blackpool Council based cultural initiative. FYC works closely with key partners including the Grundy Art Gallery, Blackpool Council's Arts Service, Creative Lancashire and Blackpool and Fylde College on a range of initiatives and bespoke projects supporting the artistic, professional development and economic growth potential of local talented artists and creative practitioners.

In addition to our links with FYC we have an excellent facility in the Abingdon Street Studios-The Bridge, which is a creative space in the heart of the town with studio space, which is offered to third year students and graduates of the programme to help bridge the gap between graduation and employment.

The creative, experimental and vocational focus of the programme is maintained by teaching and technical staff that are themselves practitioners and who ensure that the programme of study is relevant to the needs of the contemporary creative sector. The wide range of specialisms offered by the teaching staff which includes conceptual and environmental, digital imaging, and traditional fine art techniques and processes enables you to receive a sound foundation in Level 4 and to specialise in Levels 5 and 6.

On the BA (Hons) Fine Art Professional Practice you will be encouraged and given the opportunity to enter national and international competitions and exhibitions and we have an established history of being selected, nominated and in some cases winning significant prizes in the Creative sector e.g. Neo art prize North West, Saatchi gallery online competition, Double Negative top five graduates, Schwartz Gallery London, Lucky Jotter and the Works on Paper exhibition Brick lane Gallery London.

You will have the opportunity to experience curating shows and exhibitions with a vibrant local and national cultural network of practitioners including 'Supercollider' a contemporary arts group, FY Creatives and local museums and galleries.

As a student on the BA (Hons) Fine Art Professional practice programme, you will have the opportunity to sign up for inspirational study visits to exhibitions and festivals including Berlin, Barcelona, Paris, and New York, where you will have the opportunity to explore cultural diversity in arts practice, contemporary and international perspectives which will enhance your development as an artist as well as providing networking opportunities and developing international contacts.

In addition to being industry and creative focussed with the opportunity to engage in visits, overseas trips and exhibitions, this programme can provide excellent resources and facilities to support your creative development. These include specially designated studio space, digital and drawing laboratories, to facilitate both individual and collaborative project and creative work.

This programme of study prepares you for a more varied, ever-changing and challenging work environment. In the creative and digital industries our aim as a fine art team is to enable you to develop a broad range of transferable skills including creative thinking and entrepreneurship and instil in you the confidence to use these elements with the flexibility to create and support a successful career in fine art.

In Level 4 you will become confident in exploring a range of fine art skills including composition, visual language, digital workflow, and printing. You will learn in workshops through demonstrations, lectures and discussions and will investigate and analyse historical and contemporary contexts of artistic and creative practice that will include advanced digital imaging. To support your understanding of contemporary and historical artistic movements and developments you will engage in a critical studies programme which will enhance and help refine your own artistic perspective and individual signature.

Taking a more self-directed role in Level 5 you will be introduced to the development of artistic concepts, You will be given the opportunity to apply concepts within the creative industries and will be given the opportunity to work with live briefs and industry standard competitions. In today's creative sector interdisciplinary practice reflects the nature of the industry and on this programme you will explore other creative disciplines and their influences including mixed media, digital imaging, 3 dimensional. Laser cutting and ceramic hybrid practices. Interaction and collaboration with practicing fine arts and creative practitioners and designers will also contribute to your understanding of the emerging issues within the creative industries.

In your final year Level 6, you will have the opportunity to extend your creative potential and specialist focus through your dissertation and self-directed, projects, which will culminate in your graduate exhibition. This gives you the opportunity to develop your entrepreneurial and teamwork skills by fundraising, marketing, curating and branding your graduate exhibitions in Manchester and Blackpool, this also gives you valuable opportunities to develop relationships with potential employers and clients.

To help you gain confidence in your creative potential, our programme of personal development tutorials support your individual progress throughout the programme.

This programme combines excellent teaching and learning opportunities with specialised and industry informed staff to develop your creative and employment potential.

PROGRAMME AIMS

- To provide an Honours level fine art culture with a focus on the public, commercial, collaborative and studio aspects of professional practice.
- To empower students to manage their own creative aspirations and careers, in the professional practice of fine art and associated creative industries.
- To develop and apply skills in the chosen disciplines of drawing, painting, digital and mixed media to professional practice.
- To develop an understanding of and apply a range of concepts, theories and approaches to fine art and professional practice.
- To develop written and digital skills in critical analysis, research and communication in fine art professional practice and related Creative Industries.
- To encourage the development of interpersonal, transferable and employability skills and work collaboratively to develop and produce professional industry standard work.

PROGRAMME LEARNING OUTCOMES

Level 6

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

1. Identify and interpret contexts and issues relating to the professional practice of chosen specialisms in fine art, drawing, painting, digital and mixed media for the creative industries.
2. Analyse traditional and contemporary theories and practices in drawing, painting, digital and mixed media appropriate to the Creative Industries.
3. Examine the interrelationship between drawing, painting, digital and mixed media relating to professional practice, exploring expressive potential and its role within the contemporary creative industries.
4. Critically analyse traditional and contemporary issues in fine art and professional practice and

- examine, compare and contrast the fine artists' relationship with audiences, clients and markets.
5. Research, evaluate and construct effective self-promotion appropriate to the needs of the Creative Industries.
 6. Apply the skills needed for academic study and enquiry in order to articulate and synthesise knowledge and understanding in the context of Fine Art.
 7. Solve problems through analytical thinking and critical judgement, which can be used to inform decisions and produce appropriate solutions in professional practice context.
 8. Apply technologies and media through methods and processes in fine art and professional practice.
 9. Produce creative and commercial artworks, in response to set briefs, and self- directed briefs.
 10. Use a range of appropriate fine art/design based methodologies to a professional creative industry standard.
 11. Manage your own learning reflecting on personal strengths and weaknesses to identifying clear personal objectives 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.
 13. Present ideas and exhibit work to audiences in a range of situations expected in the creative industries.
 14. Locate and retrieve information by using a range of resources, which are both traditional, and computer based.
 15. Identify opportunities for enterprise and entrepreneurship appropriate to fine art professional practice.

PROGRAMME STRUCTURE & ASSESSMENT OVERVIEW

Pathway	Module	Level	Credits	Coursework	Practical	Written Exam
Stage 1: Year 1						
All	FAP401: Thinking and Making (Mandatory)	4	20	67%	33%	
	FAP402: Professional Fine Art Practice (Mandatory)	4	20	80%	20%	
	FAP403: Fine Art Painting Practice (Mandatory)	4	20	100%		
	FAP404: Fine Art Drawing Practice (Mandatory)	4	20	100%		
	FAP405: Applied Creative Drawing Practice (Mandatory)	4	20	100%		
	FAP406: Applied Painting Interdisciplinary and Digital Practice (Mandatory)	4	20	60%	40%	
Stage 2: Year 2						
Stage exit award: LU Diploma of Higher Education (Awarded by Lancaster University)						
All	FAP501: Research into Practice (Mandatory)	5	20	67%	33%	
	FAP502: Professional Practice Employer and Industry Engagement (Mandatory)	5	20	80%	20%	
	FAP503: Fine Art Digital Imaging for Industry (Mandatory)	5	20	100%		
	FAP504: Selective Fine Art Practice (site specific) (Mandatory)	5	20	100%		
	FAP505: Negotiated Fine Art Identity (Mandatory)	5	20	100%		
	FAP506: Developing a Fine Art Language for Professional Practice	5	20	80%	20%	

	(Mandatory)					
Stage 3: Year 3						
Stage exit award: LU Bachelor of Arts with Honours						
(Awarded by Lancaster University)						
All	FAP601: Independent Research Project (Mandatory)	6	20	100%		
	FAP602: Continuing Professional Development (Mandatory)	6	20	100%		
	FAP603: Specialist Studio Practice (Mandatory)	6	40	100%		
	FAP604: Professional and Studio Practice Synthesis (Mandatory)	6	40	100%		

WHERE WILL I STUDY?

This programme may be studied at the following location:

B&FC University Centre

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

GETTING STARTED

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

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

LEARNING AND TEACHING

The B A Fine Art and Professional Practice programme of study adopts a core central strand with branches that signpost fine art skills that can be developed throughout the three levels of study. This programme of study will skill you in a number of fine art disciplines relevant to contemporary practice. It will enable you to confidently enter a number of satellite Industries. You will continually develop critical and practical based skills, through exploring and experimenting with drawing, painting, digital imaging and mixed media. Your journey is recorded by you in artworks, sketchbooks and journals.

This diary provides a record of your development and is used to plan your progression in tutorials, peer reviews, formative and summative assessments through out the course. These are used to underpin your professional profile and personal career pathway. This scaffolding is used to build your critical and fine art skills and knowledge within the broad based creative industries.

Teaching and learning is centred on project learning. This is the vehicle by which you can focus, plan

research and set personal aims and objectives. This progressive learning structure provided by the programme, will encourage you to take increasing responsibility for the content and direction of your work as you progress through the programme. You will follow the Atelier approach to teaching and learning, where you learn through practice in an apprenticeship based, hands-on approach to processes theories and practices in fine art. Working alongside colleagues and peers in exploring materials and applications, these often lead to Collaborative opportunities

You will be taught through a series of workshops exploring the methodologies and systems of Drawing Painting and Digital practices, testing the strengths and weaknesses of each medium and constantly developing and aligning these to your concepts and Fine Art Identity. Descriptive, analytical, expressive, automatic, kinaesthetic, objective and narrative constructs are explored in Drawing and Digital media. Water based, oil based, mixed media, and non-art based, materials, are explored along with glazing, scumbling, drybrush, wet into wet and cumulative methodologies in painting. These will provide a sound knowledge/skills base, which you can further develop and refine in levels 5 and 6.

The curriculum is designed to enhance and develop your self-directed learning and promote a continuous learning process. Through skills developed in demonstrations and practical hands on workshops and the development of digital skills, you will acquire blended approaches to practice, both analogue and digital. Independent learning, problem solving and good time management are all highly valued transferable skills by employers in today's Creative Industries.

We use a mixture of teaching and learning methods and these differ from module to module to enable you a variety of opportunities to achieve your full creative potential. These include:

- Project learning and assessment - which provides opportunities for you to take control and manage your own learning and to demonstrate skills and competencies in areas such as problem-solving and primary research
- Group appraisals and peer reviews involving peers and tutors – which provide you with opportunities to develop intellectual skills and construct and support arguments.
- Live briefs– offer opportunities for you to demonstrate knowledge and understanding of, and apply practical skills in, professional working practices in the Creative Industries.
- Formal presentations – which reflect professional practice and provide opportunities for the development of transferable communication skills together with intellectual skills, such as critical analysis and evaluation
- Written Assignments – which provide opportunities for you to demonstrate competencies in research techniques, critical evaluation and transferable skills.
- Self-Directed Projects – which provide excellent opportunities for you to demonstrate effective self-managed learning whilst demonstrating a full broad range of competencies from technical skills and research/enquiry through to independence of thought and critical analysis.
- Practical Demonstrations– which provide you with opportunities acquire skills in and explore a range of art based media
- Individual and group tutorials – which enable you to discuss, confirm, plan and consolidate your learning/personal aims.
- Sketchbook/ Journal – which provides you opportunities for critical reflection and personal development planning.

To further enrich and enhance your study we arrange visiting speakers and study trips, these are critical in providing a context for your art practice

On this programme Tutorials are regarded as an essential part of the teaching and learning strategy. These enable you to reflect, plan, develop and achieve your creative potential.

There are different types, and these consist of fixed point tutorials, used to review your progress, discuss aspirations and options, identify necessary remedial actions, plan future progression via individual action plan, assist and provide general counselling.

On demand tutorials –used as a guide to problem solving. Progress review tutorials used to review, evaluate progress and plan further development. Students deemed “at risk” are closely monitored and negotiate an action plan with the Fine Art Team.

In personal Development Planning you reflect, evaluate and plan your individual career pathway,

Personal Development Planning tutorials underpin the School of Creative Arts and Digital industries. It is described in the school as 'the means by which students can monitor, build and reflect upon their personal development'. These tutorials build on the PDP module in the third year by preparing you for entering the Creative Industries sector.

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

In the module Professional Practice Employer and Industry Engagement. You will be provided with the opportunity to take part in a research based Industry engagement. This research-based project provides you with a real life experience of placing your studio practice and research in a creative Industries context. The engagement will be negotiated with the Fine Art Team according to your area of interest and developing fine art and professional practice skills built, on the level 4 modules. This will take place in Level 5, Semester Two.

It is expected that this engagement will be a research based project and will be formally assessed through a reflective Blog and a 3000 word written report at the end of the Semester.

You can expect individual Tutorial guidance from tutors during the module, and a series of Lectures to contextualise Professional practice within Industry.

This module provides you with an opportunity to reflect upon professional working practices in your chosen discipline, alternatively if you are already in industry you will have the opportunity to analyse, evaluate and redefine your industrial practice to ensure that you have experiential and practice based opportunities to complement the theoretical knowledge and skills aspects of the course.

Personal Development Planning

PDP is integrated into reflective modules throughout the programme and is tracked through the production of tutorial records. However, as you may have little or no experience of reflective practice at the start of your learning, an introduction to the benefits of reflection as an aid to learning will be delivered in the early stages of the programme. This will offer you a variety of ways in which to carry out and evidence your individual reflective practice thereby allowing tutors the opportunity to monitor and assess your progress.

Personal development planning in the first year is delivered through group activities and one to one tutorials. The focus is initially on pastoral matters, time management, study/ life balance, study skills, the HE experience and identifying learning support needs.

You will develop an increased understanding of the HE environment, and will be able to identify your own strengths and weaknesses relating to study skills, and your subject specific knowledge within Fine Art.

In the third year personal development planning is integrated through the Continuing Professional Development module 6014 and the focus is on you developing a clear career industry based pathway post-graduation. You will produce a Personal Development Plan (relevant to your career aims) and a

Continuing Professional Development profile, outlining career aspirations, professional practice research and a web-based profile. This will align with your studio based Fine Art practice and individual creative signature.

ASSESSMENT

Assessment is an integral part of your Fine Art and professional practice honours Degree.

The assessment methods used on this programme of study will provide you with feedback, help to assist in formulating personal development planning and contribute to the grading of course work, and your final award.

It also supports the Fine Art learning and teaching strategy, the programme aims and learning outcomes. (Further assessment, procedures and criteria is covered in the programme handbook you will receive this at Induction

Assessment Methods

Some assessments may already be very familiar, such as essays, exams, and reports. However, in higher education there are many varieties of assessment depending on the subject, the level and the type of course. Our higher education courses combine academic and work-based learning so assessment may include aspects of personal reflection, portfolio building and self-reflection. 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 the questions are set by tutors but you may also be asked to formulate your own question with the tutor's help. Essays test your ability to organise your thoughts, discuss, evaluate, analyse, summarise and criticise. They also test your skills at making essay plans and reaching a 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 your own study. Different methods of presenting the results can be used dependent on the nature of the task - a report (oral or written), a 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 each other to develop their working skills and other graduate attributes. In some cases, particularly where the same thing happens in industry, assignments that can by definition only be achieved in a group. Such assessments will incorporate mechanisms which will assess the contribution of individual members of the group or team in order to allocate individuals with a personalised grade.

Exams

Exams can take a variety of different forms, with the most common sort being done under timed and observed conditions on the student's own work. Exams test your ability to think critically, to respond in a structured way to a question and to apply your knowledge 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 test your knowledge of the '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 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 knowledge of the subject

Logs and Portfolios

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

Reports

There are many kinds of reports – laboratory ones, field-trip ones, business ones, and so on – each has its own preferred formats – your tutors will tell you more. Assessed reports measure your skills at finding out about, and an expected report formats and conventions in your subject discipline. They also measure your ability to put forward a writing, coming to conclusions, making suggestions for further work, and so on. They often test your skills at interpretation 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, 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 support and time to prepare. You may be involved in group or solo presentations, perhaps to some or all of your class or tutor present. Sometimes peer assessment is used. Presentations measure your ability to talk fluently about a topic, answer questions from the group. They also measure your skills at preparing visual aids (overheads, handouts, PowerPoint) to support your presentation. On some courses there are very few presentations. However, in the workplace, more are expected 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. A type of assessment like those already listed, this is something which can be done in conjunction with any type of assessment. An important aspect is that it involves the student in trying to apply the assessment criteria for themselves. This might be done by exercising 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 marking other students' work (i.e. allocating marks which actually count in some way) - a seminar presentation, for example, or a product using a model answer. The evidence is that through trying to apply criteria, or mark using a model answer, you gain greater insight into 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. Formative assessment is quite informal; it may be your tutor asking specific questions in class, for example. Other types of assessment can include written reports, essays, tasks for seminars etc., some of which are handed in so that written feedback is provided. You will also be assessed summatively. This just means that once or twice in each module or unit, often at the end of a 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 other things to do and will always try to spread the assignments out as much as they can, although inevitably many will come towards the end of the 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.

FAP401: 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 the Creative Arts Student's development of critical and creative practices and skills including verbal and written communication.

The module informs the practice based aspects of the programme at all levels and provides a 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 or performance (e.g. site specific, virtual, physical, environmental) including visits to exhibitions, performances 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)

FAP402: Professional Fine Art Practice Level 4 - Mandatory

Module Abstract

The Creative Arts sector comprises a broad and diverse ecology, with a number of market subsectors and this module will provide you with an overview of this flexible, interdisciplinary and progressive market. You will develop an awareness and understanding of contemporary Fine Art practices within the creative arts sector, acquiring insights and ascertaining socio-economic and political factors impacting on the working practices of the contemporary fine artist. You will develop knowledge of specific professional practice frameworks – and you will be encouraged to begin to locate your practice and personal trajectory within the creative arts employment sector, through the introduction of studio, community and commercial contexts.

Learning Outcomes

- 1 Identify and discuss a range of perspectives on contemporary fine art practice with in the creative arts sector.
- 2 Identify contemporary contexts related to fine art specialisms with in the creative industries.
- 3 Select, retrieve, collate and evaluate a range of sources to assist awareness of discrete areas of fine art practice within the creative art sector.
- 4 Explain funding, networking, freelancing and commissioning in relation to fine art professional practice.

Indicative Content

Profile of the Visual Art Sector

Employability and Location of Practice

Perspectives on Commercial Practice

Approaching Galleries and Exhibiting

Studio Practice and Networking

Freelancing and the Self Employed Artist

Perspectives on Community Practice

Commissioning Agents and Funding Streams

Contemporary Contexts for Practitioners

FAP403: Fine Art Painting Practice Level 4 - Mandatory

Module Abstract

Fine art painting practice will develop and broaden your knowledge of colour as an expressive force for the articulation of pictorial space. You will engage with basic concepts and technical skills surrounding the control of pictorial space through colour and the painting medium. This will include exploring the properties of colour, hue saturation value, tone and colour contrasts. You will explore glazing, scumbling and dry brush painting methods, and how these can be used to articulate two-dimensional pictorial space through colour.

Through the process of making paintings, you will develop an understanding of the potential of traditional and contemporary approaches to using colour. Emphasis on experimentation will enable you to acquire specific skills in the use of colour and gain a greater understanding of the painting medium. By developing a critical appreciation of colour and the painting medium through the analysis of a range of applications you will develop knowledge and skills that will inform your work as a fine artist.

Learning Outcomes

- 1 Examine a range of painting methods and processes
- 2 Render and manipulate pictorial space through colour on a 2D surface
- 3 Analyse traditional and contemporary painting practices used in spatial articulation.
- 4 Apply appropriate use of colour in producing paintings
- 5 Identify potential for further development of colour and painting practice through experimentation

Indicative Content

Methods and processes

Colour as an expressive force.

Conventions and theories of pictorial space

Illusion of space, using colour

Conceptual conventions of space

Manipulation of space through colour

**FAP404: Fine Art Drawing Practice
Level 4 - Mandatory**

Module Abstract

Drawing underpins all aspects of fine art and is an essential core language of fine art practice, it is an important means of visualising ideas.

Fine art drawing practice will introduce you to practices in objective and expressive drawing methods and approaches. As part of this module you will develop your skills in and knowledge of drawing that will support your future development as a fine artist. In studying the use of drawing methods and processes and their applications you will learn to manipulate a variety of drawing media from observational, compositional and propositional drawing to expressive drawing conventions.

You will utilise drawing methods through experimental sketchbook research using drawing as a tool for enquiry. By encouraging a breadth of approach, and investigative drawing techniques. this module will aid you in the development of drawing skills and personal ideas that will begin to take place on the Applied Creative Drawing Practice module in semester two. Central to this module is the activity of recording and referencing your work and the module will also introduce and embed reflective writing skills that can be utilised in other modules on this programme.

Learning Outcomes

- 1 Identify a range of drawing methods and approaches in fine art practice
- 2 Analyse traditional and contemporary drawing practices
- 3 Apply appropriate methods of drawing to produce sets of drawings
- 4 Identify potential and set targets for further development of drawing practices
- 5 Locate and explain links to Continual Professional Development (CPD)

Indicative Content

Practical skills in drawing.

Drawing as a medium for research/enquiry.

Technical processes

Drawing languages.

Drawing practices

Visual languages

Drawing contexts

FAP405: Applied Creative Drawing Practice Level 4 - Mandatory

Module Abstract

Applied Creative Drawing Practice will equip you with critical skills to develop drawing as a vehicle for the realisation of ideas. This module extends the skills that you have gained on Fine Art Drawing Practice in semester one, and introduces codes and conventions from a range of Drawing methods and processes. These include drawing theories and their practices and specific applications. You will develop a breadth of approach, and refine and apply drawing techniques and concepts. These skills will aid the development of personal ideas and form the basis of your Fine Art practice.

On this module you will explore specialist drawing techniques covering a range of manipulative and expressive concepts and media.

By developing a critical understanding of the drawing medium through the analysis and application of Drawing methods and theories you will identify areas of personal significance, which have potential for sustained investigation.

Learning Outcomes

- 1 Explore and analyse a range of methods, processes and concepts in drawing.
- 2 Apply appropriate drawing methods and concepts in relation to specific personal intentions within research.
- 3 Demonstrate clear developments of a range of drawing materials and processes to set and self-directed assignments
- 4 Identify and evaluate the potential of the drawing media for self-expression and further development

Indicative Content

Theories and uses of drawing.

The use of drawing as a research tool

Experimentation of technical processes and formal/expressive applications.

Developing personal ideas through drawing

Use of basic theoretical contexts in order to inform Level 5 modules.

Drawing as an underpinning element fundamental to visual language in terms of exploration, development and resolution.

FAP406: Applied Painting Interdisciplinary and Digital Practice Level 4 - Mandatory

Module Abstract

Many artists today explore a range of processes incorporating digital and 3D methodologies into studio practice. This module is designed to introduce inter-disciplinary fine art practices in which the interdisciplinary nature of creative practice is explored and enhanced. Historical and contemporary practices will be explored and links made to your own developing fine art practice. You will be introduced to a variety of media supporting independent practical exploration to include digital imagery, casting, laser cutting photography and construction; these methods will support the development of interdisciplinary studio practice and provide you with an awareness and understanding of fine art and the relationship to other media and mediums.

Processes explored during the module are linked and have relevance to local creative industries; these include the exploration of light and sculptural forms specifically linked to the Blackpool illuminations and Winter Gardens 'Illuminatia' tourist attraction.

Learning Outcomes

- 1 Use digital methods of projection and 3D sculptural processes to present ideas
- 2 Integrate historical developments in the development of fine art practice
- 3 Analyse the impact of emerging contemporary interdisciplinary practitioners and methods on studio practice
- 4 Present ideas to an audience demonstrating the processes and interdisciplinary nature of fine art practice

Indicative Content

Historical contexts and developments

Materials and Techniques

Casting, welding, forming

Laser Cutting

Photography, film editing and projection

FAP501: 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 contexts includes subjects from many disciplines - as the Senior Design curator Paola Antonelli at the Museum of Modern art suggests, the contemporary creative should dabble in economics, anthropology, bioengineering, religion and cognitive sciences, to mention just a few of the subjects they need today in order to be well-rounded agents of change. (Paola Antonelli 2008: 24).

The module explore 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

**FAP502: Professional Practice Employer and Industry Engagement
Level 5 - Mandatory**

Module Abstract

In this module you will research, engage and evaluate potential employers in the creative arts sector, as well as explore the notion of the freelance fine artist as employee and employer. Employer engagement is a vital source of information regarding the rapidly changing challenges students face post graduation, and this module will assist in acquiring and developing skills for future employability in a broad and challenging landscape.

By locating your practice within one (or more) of three strands of the broader creative arts sector – i.e 'Commercial, Community and Studio' contexts, you will consider, discuss and collate information regarding employability and career prospects, demonstrating the ability to engage in critical reflection. You will also be required to demonstrate an awareness and engagement within a discrete area of the creative arts sector, as well as identify essential transferrable skills required for future career sustainment, building on these for self-realisation purposes aligned to your own career trajectory, linking with the CPD module in L6.

Learning Outcomes

- 1 Communicate personal creative career intentions and trajectory linked to employment
- 2 Research, and evaluate a range opportunities aligned to the creative arts employment sector.
- 3 Apply professional practice planning, demonstrating networking and engagement within an area of the creative arts sector.
- 4 Analyse self-promotion strategies and transferrable skills, necessary for employment and career advancement.
- 5 Articulate the demands and constraints of the creative sector in relation to career progression and intentions.

Indicative Content

Reflection 'On' and 'In' Practice

Local & Regional Art Ecologies

Effective Networking Strategies

Knowing Your Art and Knowing Your Market

Interview Techniques, Proposals and Business Planning

Artists' Profiles and Self Mythologising

CPD and Where You Want To Be

FAP503: Fine Art Digital Imaging for Industry Level 5 - Mandatory

Module Abstract

The aim of this module is to continue the development of digital literacy for professional practice for fine artists. The use of technology within the field of fine art should be viewed as a new technique, or accompaniment, to professional practice, allowing for interesting and varied outcomes. This module will develop the knowledge and understanding of Apple-Mac based digital software with a particular bias towards digital artwork.

You will attend lectures, demonstrations, and workshops that provide great opportunities for skills acquisition within the area of applied Digital Design. You will use reference material from primary and secondary sources that deal with elements of creative form-based two-dimensional solutions. An initial series of 'quick-fire' tasks will prime your competence within the software, prior to the introduction of

more involved briefs later in the module.

This module is one of a series of topic-specific skills modules, aimed at providing you with a broad 'toolkit' of approaches and techniques during the second year of the programme. These modules are designed to highlight the range of industry skills, and provide a high degree of vocational relevance, whilst providing a dynamic platform for acquisition and development. Final outcomes for the module will aim to build a substantial digital portfolio, with the additional guidance of working towards relevant national competition briefs.

Learning Outcomes

- 1 Select, interpret and use digital imaging media to manipulate traditional fine art processes
- 2 Create a body of work, relevant to professional practice evidencing personal signature
- 3 Analyse the potential of various digital media for the expansion of creative practice
- 4 Collate materials and evidence of research to justify design choices.

Indicative Content

Adobe System Software

Lumen Prize

3D Printer technology

Large format photography

FAP504: Selective Fine Art Practice (site specific) Level 5 - Mandatory

Module Abstract

Selective Fine Art Practice (site specific) will build on the knowledge and skills you developed in your first year Interdisciplinary Painting and Drawing practice modules.

This module will encourage experimentation and exploration across a breadth of art disciplines. In response to a site-specific project brief, you will be encouraged to plan, develop, propose and construct artworks in a selected medium/media with a degree of hybridity. In this module you will gain the knowledge and skills required to work in a Fine art Industry context. You will continue to develop genres and narratives modified to the requirements of the site-specific brief.

Working within the parameters of the brief you are offered the opportunity to identify an area of personal significance, which, has potential for further investigation using a specific medium or range of media. This module will inform your selection of a specific medium for development in the negotiated fine art identity module semester two.

Learning Outcomes

- 1 Analyse technical methods for the construction of site-specific artworks.
- 2 Select and manipulate appropriate media from traditional and contemporary practices.
- 3 Evaluate theoretical concepts, most appropriate to studio practice.
- 4 Identify the potential of a chosen medium, for further development of a fine art identity and target audience.
- 5 Apply industry standard methods and processes to site-specific works

Indicative Content

Strengths and limitations of art media

Traditional and contemporary contexts of site specific artwork

Planning and developmental processes

Selection and application of methods and processes

Reflective Practice

Professional site specific practices.

FAP505: Negotiated Fine Art Identity Level 5 - Mandatory

Module Abstract

In the Negotiated Fine Art Identity module you will identify and develop specific areas of fine art practice. This module will enable you to locate your artwork in the context of the community, commercial or studio areas of practice. Negotiated fine art identity builds on knowledge and skills you acquired in the modules Selective Fine Art Practice site specific, and Fine Art Digital Imaging for Industry in semester one. In this module you will select and develop a studio discipline (eg. painting, drawing, printmaking, sculpture, digital media, installation or a hybrid). The purpose of negotiated fine art identity is to provide a cultural and creative context for your specific area of studio practice. Through continued experimentation, enquiry and critical evaluation of your art practice you will identify personal strengths and areas that need further development. This strategy will provide aims within your research for sustained independent study.

Learning Outcomes

- 1 Apply a chosen medium to theoretical fine art contexts
- 2 Identify and discuss contexts relating to community, commercial or studio fine art practice
- 3 Self-promote through a body of work in fine art practices
- 4 Analyse and integrate theoretical perspectives into fine art practices.
- 5 Identify opportunities for enterprise and further development in fine art studio practice

Indicative Content

Expressive potential of specific medium/media

Applying methods and processes to theoretical concepts

Commercial contexts for fine art practice

Contemporary fine art applications for Industry

Community, commercial and studio art practices

Studio practice self reflection, and evaluative practice

FAP506: Developing a Fine Art Language for Professional Practice Level 5 - Mandatory

Module Abstract

This module will provide you with the opportunity to systematically evaluate applied visual methodologies and languages, within a critical & contextual framework. You will communicate an informed visual dialogue to external audiences, through the production of an online blog. Your online presence will assist in documenting and locating an emerging fine art language within a creative and professional context. Independent enquiry and on-going reflective practice is crucial in sustaining the creative process and this cyclical process will assist you in establishing and defining discrete audiences & markets. This module runs parallel with the studio practice 'Developing a Fine Art Identity' Module, and will assist in supporting and sustaining the articulation of your practice. Effective optimising of an online presence, will be beneficial in forming a positive and constructive portrayal of yourself and practice as a brand that in the future an employee will want to invest in.

Learning Outcomes

- 1 Identify problem-solving strategies through reflective visual practice.
- 2 Analyse visual language methodologies and concepts to assist in the production of a resolved body of work.
- 3 Communicate personal studio practice intentions and emergence of fine art language through online profile and web presence.
- 4 Define, discuss, and evaluate discrete audiences & markets for the development of professional practice and future employability.

Indicative Content

Professional Practice Frameworks

Visual Methodologies

Mapping and Tracking the Process

Personal Development and Career Advancement

Underpinning Practice and Articulating Visual Language

Defining and Sustaining your Practice and Career

**FAP601: Independent Research Project
Level 6 - Mandatory**

Module Abstract

The Independent Research Project facilitates the Creative Arts Student's development of critical and creative practices and skills. As students progress from level five to level 6 the CS course aims to support the development of 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 a written dissertation at Level Six. This module engages students in research into creative arts professional practice, critical analysis and the synthesis of the studio and written aspects of the programme culminating in a dissertation. It is expected that student dissertations will engage with the work of others and issues that underpin and inform their professional practice.

Learning Outcomes

- 1 Plan and implement a focussed, researched investigation, culminating in a written dissertation.
- 2 Critically analyse connections between the research enquiry and a chosen area of professional and creative practice.
- 3 Evaluate significant debates and theory identified and discussed in the research enquiry.
- 4 Present ideas and arguments clearly and coherently in written form.
- 5 Implement a professional approach to the management of an extended research study.
- 6 Interrogate current theoretical, political, historical and cultural concepts and relate these to the enquiry.

Indicative Content

Critical approaches to developing an enquiry for the research project.

Methods of critical enquiry and analysis

Examples to consolidate and synthesis research into theory and practice

Academic protocols and ethics (approaches, content, word count, deadlines, format, referencing)

Support of dissertation processes (research, written, structure)

FAP602: Continuing Professional Development Level 6 - Mandatory

Module Abstract

The position of the visual arts within the creative industries sector has important implications for wider workforce development, and consequently for the UK economy as a whole. In this module you will aim to consolidate essential elements - 'practice, theory and context', this module is linked to L6 Professional & studio practice synthesis module and is necessary for sustaining artistic development and advancing a career in the creative arts sector.

You will refine and consolidate your practice within a defined pathway for 'continued professional development' purposes. CPD will enable you to 'concretise' your fine art identity and profile, acquire clarity, and establish professional contexts for the sustainment of your practice beyond graduation, you will also demonstrate an awareness of the provision for 'continued professional development' opportunities. This will be evidenced and fostered through the production of a live electronic portfolio/ website.

Learning Outcomes

- 1 Identify and critically analyse the interrelationship of practice, theory and context, in verbal and written form.
- 2 Demonstrate effective consolidation of fine art practice for target audience in a professional practice context.
- 3 Utilise appropriate technologies and communication skills, to document, present and disseminate your fine art profile/practice to a target audience.
- 4 Promote practice in appropriate local, regional and national context
- 5 Select and critically analyse specific creative industry material relative to the sustainment of your professional practice career.

Indicative Content

Emerging artists and tools for sustainment

Development activities

Networked support

Reality Bites/ Creative Income Streaming

Flexibility & a complicated trajectory

Self Mythologising

Visual Art Ecologies (regional, national & international climates)

CPD

FAP603: Specialist Studio Practice Level 6 - Mandatory

Module Abstract

This module offers you the opportunity of further developing your fine art studio practice for a chosen career pathway in professional practice. The body of artwork you create for this module should be seen as a marker for your professional and studio practice synthesis module on semester Two.

Specialist studio practice requires you to demonstrate critical, sustained, independent self-development in your chosen specialist area of research. You will evaluate art works in progress, and strategies for experimentation, take risks, and seek creative opportunities in problem solving and identify areas for further development. You will explore professional standards and contemporary contexts in studio practices. Your continuing development will be enhanced by testing conceptual frameworks and systems of representation. These may include figurative, abstract, neo and post-modernist frameworks.

This will enable you to begin to consolidate your studio practice in a body of work demonstrating advanced levels of critical judgement, technical fluency and independent artistic expression. Additional enhancement and support will be provided by one to one tutorials with personal tutors, collaborative peer reviews, presentations and visiting speakers.

Learning Outcomes

- 1 Produce creative or commercial artworks in response to self-directed briefs
- 2 Identify employability potential within studio practice for a particular target audience / market
- 3 Critically evaluate and present concepts relating to fine art identity for studio practice
- 4 Locate and process a range of relevant information for studio practice from a variety of sources
- 5 Manage own learning and identify clear personal objectives in continuing professional development.
- 6 Critically analyse and apply a range of selected fine art methodologies appropriate to professional industry standards

Indicative Content

Professional standards in studio practice

Strategies for experimentation

Creative Industries frameworks for studio practice

Advanced methods and processes

Conceptual and theoretical analysis

Contemporary contexts for studio practice

Independent research strategies

FAP604: Professional and Studio Practice Synthesis Level 6 - Mandatory

Module Abstract

This module is the culmination of your fine art studio practice and offers you the opportunity to consolidate studio practice concepts with methods of presenting and exhibiting. You will select from a range of systems and techniques to present and exhibit your own artwork and develop your knowledge and understanding of specific contexts for your work. It is informed by the earlier Specialist Studio Practice module, and contributes to your cumulative final exhibition/visual statement. In this module you develop your understanding of curatorship and you will cover systems of presentation for the exhibition of artworks, locating specific audiences and commercial outlets for sustaining your practice. It will involve you in the research of concepts and systems as well as practical means and methods relating to exhibition/display processes. On this module you will collaborate with your peers in the planning, design, and production of your final exhibition.

This will enable you to create a body of work in response to your selected avenue of studio practice research and present a synthesis of your fine art identity in a meaningful, coherent and professional way.

You will produce a body of work that demonstrates effective self managed learning covering a broad range of competencies from technical skills and research/enquiry through to independence of thought and critical analysis,

Learning Outcomes

- 1 Construct an artist's statement which highlights relationships to fine art target audiences and markets
- 2 Critically evaluate and synthesize chosen methods and processes relating to concepts in studio practice
- 3 Select and curate systems of presentation for exhibiting artworks
- 4 Critically analyse and evaluate opportunities for enterprise and entrepreneurship appropriate to studio practice
- 5 Present a resolved body of artwork to a professional standard as a cumulative statement to a defined career pathway
- 6 Critically evaluate and demonstrate self-promotion appropriate to current trends in the Creative Industries

Indicative Content

Contemporary presentation and exhibition methods and techniques

Artists statements (theoretical contexts)

Contemporary audiences and art markets

Funding for presenting and exhibiting

Contexts and venues

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.