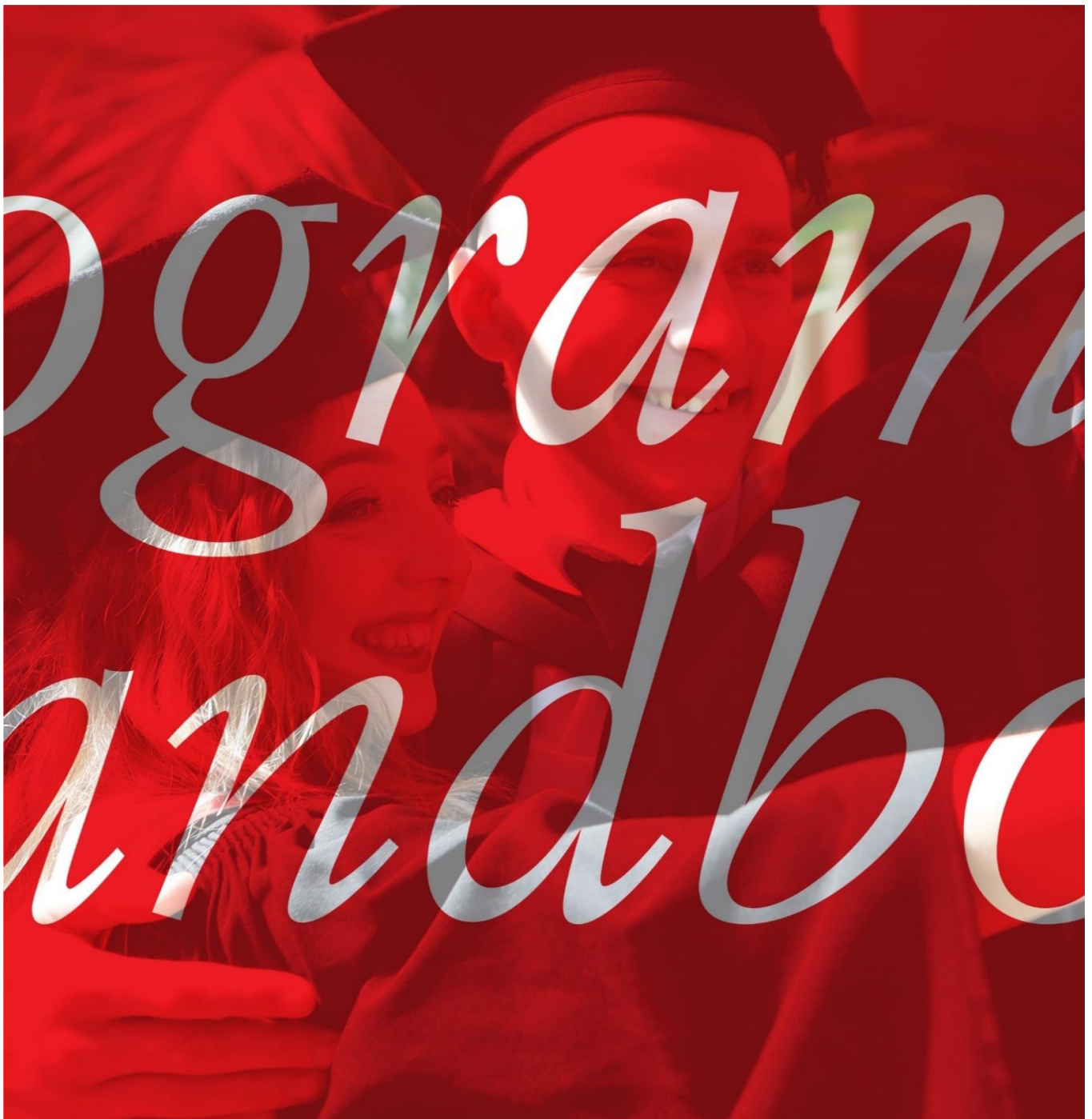


Programme Handbook 2020-21

Graphic Design

GDM-2019



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WELCOME

Welcome to Blackpool and The Fylde College and to the Graphic Design (GDM-2019) programme.

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

There is also further information available on the B&FC [Student SharePoint](#) site which includes an overview of the College partners and how they will support you on your journey, alongside key information on College facilities, student representation and events you can get involved in. Guidance on term times, Travel to College, Attendance Expectations can be accessed through the College website and Canvas, your virtual learning environment (VLE).

It is strongly recommended that you refer to your **Programme Handbook** and **Student SharePoint** to ensure that you 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.

Studying with B&FC from September 2020

B&FC has implemented a series of wide-ranging measures ensuring you will enjoy the best possible learning experiences in the safest, healthiest way.

From September 2020, students will continue to be provided with a vibrant learning environment using a mixture of campus-based and online teaching in line with the latest Government advice. While many lectures and assessments will mostly take place online, there will be some socially-distanced small-group teaching sessions and limited risk assessed access to laboratories, arts studios, performance spaces and specialist teaching facilities.

More information can be found on the B&FC website through the following links:

- [Studying with B&FC from September 2020](#)
- [HE Student FAQs](#)

GENERAL INFORMATION ABOUT YOUR PROGRAMME

Programme Code	GDM-2019
Programme Title	Graphic Design

Teaching Institution	Blackpool and The Fylde College
Professional, Statutory and Regulatory Body (PSRB) Accreditation	None
UCAS Code	TBC
Language of Study	English
Version	1

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

THE FRAMEWORK FOR HIGHER EDUCATION QUALIFICATIONS (FHEQ)

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

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

PROGRAMME OVERVIEW

Building on a long tradition of design education at the Blackpool School of Art, the BA (Hons) Graphic Design programme has and continues to be one of the most successful programmes in the North-West owing to its connections with local, regional and national design agencies, a strong track record of competition success, graduate progression and employment, and its breadth of analogue and digital curriculum that feeds students' intellectual, creative and entrepreneurial development.

This success has been built on the team's ability to provide an agile industry-facing curriculum that responds to the ever-changing demands of the creative and digital sector. Graphic Design is constantly diversifying due to the impact of newer technologies and interactive and social media such as augmented and virtual reality, which are currently transforming information design and user interfaces.

On this programme, you will have the opportunity to explore and develop specific traditional craft-based design skills and will be encouraged to apply this learning to newly acquired skills within a broad range of new and emerging technologies and media. In the creative and digital sector and further afield, new ideas are at a premium. They are the life blood of great design, which is why we place experimentation

and investigation at the heart of the curriculum and why you will be challenged to push the boundaries of design and investigate the unproven and untried.

With your broad skills, industry connections and growing self-confidence, you will graduate from this programme as an English specialist, able to progress to post-graduate study and meaningful employment, where you will make a significant impact in academic, creative or other professional sectors.

PROGRAMME AIMS

- To provide a programme of study which enables students to be creative with an aesthetic sensibility coupled with intellectual enquiry supported by research practices and critical reflection
- To develop understanding of the social, ethical, economic, environmental and vocational and global contexts of graphics production in order to anticipate and respond to change and take advantage of the professional opportunities in the sector
- To provide an experiential active learning context, tailored to aspirations and needs, which explores historical and contemporary, cultural/environmental settings and conventions of graphic design. In so doing, the programme will develop the capacity for independent learning and the development of entrepreneurship and client/audience negotiation skills
- To provide students with an understanding of their own creativity and situated historical and contemporary practices which contribute to their own originality and personal expression

PROGRAMME LEARNING OUTCOMES

Level 6

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

1. Critically analyse the broad cultural and contextual dimensions of graphics production.
2. Critically evaluate the significance of the work of other creative practitioners in art and design.
3. Critically analyse and evaluate the designer's relationship with audiences, clients, markets, environments, users, consumers and or participants.
4. Evaluate the major developments in current and emerging media and technologies in design.
5. Evaluate and critically reflect on the role of ethical practices and intellectual property for design professionals.
6. Critically observe, investigate, enquire and visualise in order to make or produce artefacts and outcomes utilising materials and processes of design.
7. Connect intention, process, outcome, context and methods of dissemination to specific challenges and briefs in design practice.
8. Critically analyse genre, perspectives, information and experiences in order to formulate reasoned arguments and communicate these in visual, oral, and written forms.
9. Create design which illustrates convergent and divergent thinking, paying attention to detail and quality standards.

PROGRAMME STRUCTURE & ASSESSMENT OVERVIEW

Pathway	Module	Level	Credits	Coursework	Practical	Written Exam
Stage 1: Year 1						
All	C401GDM: Engaging the Archive (Mandatory)	4	20	100%		
	GDM402: Collaborative Approaches to Design Practice (Mandatory)	4	20	100%		
	GDM403: 2D Digital Design (Mandatory)	4	20	100%		
	GDM404: Image Making for Graphic Design (Mandatory)	4	20	100%		
	GDM405: Typographic Style and Structure (Mandatory)	4	20	100%		
	GDM406: Conceptual Thinking in Design Contexts (Mandatory)	4	20	100%		
Stage 2: Year 2						
All	C501GDM: Critical Perspectives (Mandatory)	5	20	100%		
	GDM502: User Experience Design (Mandatory)	5	20	100%		
	GDM503: Animation and Moving Image (Mandatory)	5	20	100%		
	GDM504: Brand Communication (Mandatory)	5	20	100%		
	GDM505: Editorial Layout and Design (Mandatory)	5	20	100%		
	GDM506: 3D Modelling, Lighting and Environments (Mandatory)	5	20	100%		
Stage 3: Year 3						
All	C601GDM: Independent Research Project (Mandatory)	6	20	100%		
	GDM602: Entrepreneurial Management (Mandatory)	6	20	100%		
	GDM603: Identity and Graphic Design (Mandatory)	6	20	100%		
	GDM604: Design Practice in Emerging Fields (Mandatory)	6	20	100%		
	GDM605: Final Major Project (Mandatory)	6	40	85%	15%	

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), The Loop LRC, Careers Team and our Disability team who can provide information on Disabled Students' Allowances, access arrangements and reasonable adjustments. Representatives from local attractions, restaurants, health and fitness centres, clubs, bars and more will also be there. Support organisations and charities are represented too, along with B&FC's own clubs and societies and sports teams.

COURSE OPTIONS

There are no optional modules on this programme.

STUDY WORKLOAD

We typically deliver the programme over three full days per week over a 32 week year, comprising two 16 week semesters. This is well received by students as it works well for those of you who may have other personal and professional commitments.

Whilst taught contact time will reduce as you progress from year to year and become a more autonomous learner, on average you will attend 10.5 hours of taught sessions per week, plus a 1.5 hour Progress Meeting. You will be expected to engage in a minimum of 28.5 hours per week of independent study to support your achievement on this programme.

LEARNING AND TEACHING

Throughout this programme, you will take an active role in your learning through a combination of enquiry, project and problem-based learning by working in partnership with your fellow students, staff and employers to take ownership of your personal and professional development. This is an approach that has contributed to a high proportion of graduates with First Class and Upper-Second Class honours degrees – as well as an excellent track-record for national competition wins, post-graduate study and graduate employment.

During your studies, we encourage collaborative practice on a range of academic and creative projects with your fellow students and students on other degree programmes to widen your skills for employment and enhance your experience. This includes peer-led research by sharing and critiquing ideas through debate, presentation and written forms, activities to develop sustainable professional practice and entrepreneurship, opportunities to work on live creative briefs with employers and engagement in national competitions – all of which will require the continuous development of analogue and digital skills and an awareness of professional codes of practice..

This approach will provide you with an evolving academic, creative and digital literacy that gives you the skills and confidence to devise and create professional artefacts and develop an in-depth knowledge and understanding of industry trends and contextual factors. We want you to actively participate and take ownership of your learning in order to become 'real world ready'. This will be achieved by engaging with hands-on skills such as screen printing, intaglio printing, package production, and modelling, whilst building confidence in industry-standard software such as the *Adobe Creative Suite*. Sessions will be delivered through tutor led demonstrations, one to one development workshops and group work.

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 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

Whilst work-based learning is not a mandatory part of this degree, the programme is designed to embed and develop a range of transferable and graduate skills that will prepare you for employment opportunities in a range of academic, creative and digital professions. These include skills in spoken, written and visual communication, the ability to manage collaborative and independent projects, creative problem solving, an in-depth knowledge of the ways in which contextual factors influence academic and creative practice, digital and academic literacy and entrepreneurship. In order for you to succeed in a competitive graduate market, we want to embed professional skills and experiences that will enhance your qualifications and CV whilst studying with us. This approach has led to a high proportion of our alumni getting the jobs they want soon after graduating and we hope that your time with us will lead to this success too.

GRADUATE SKILL DEVELOPMENT

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

A commitment to lifelong learning and career development:

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

Collaborative teamwork and leadership skills

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

Personal and intellectual autonomy

Personal and intellectual autonomy is the ultimate aim of this programme. Having learnt 'the rules' of academic and creative practice at Level 4, you are increasingly encouraged to lead the way in research, academic writing, presentations, seminars and group tutorials, as well as in the production of original material such as design portfolios and dissertations.

Ethical, social and professional understanding

Studying Graphic Design from the range of perspectives considered on this course helps to foster an awareness of ethical, social and professional understanding. This is achieved throughout contextual studies of language and literature texts at all levels, ethical considerations around the production and consumption of creative work, the ethics of primary research when planning and developing your dissertation and through professional development modules, where you will research industrial codes of practice and liaise with employers to develop a 'real world' understanding of industry.

Communication, information and digital literacies

As a graduate who specialises in researching, writing and presenting contemporary and classical ideas pertinent to language, literature and writing, the development of skills in communication, the ability identify, judge and present information, and the mastery of digital literacy through multi-platform design and professional practice modules, are central to your graduate attributes.

Global citizenship

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

Research, scholarship and enquiry skills

As a Graphic Design graduate, you will specialise in cutting-edge research that dissects, challenges and develops (or at least contributes to) new ways of thinking through written, presentational and creative work that has enquiry and project-based learning at its heart. In addition, you will be encouraged to share your scholarly practice in small group settings, across programmes, at college-wide events and even external events, which will significantly contribute to your employability and confidence as an emerging specialist in your subject.

Enterprise and entrepreneurial awareness and capabilities

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

ASSESSMENT

The programme offers a varied and student-centred approach to assessment that will develop your subject-specific and transferable skills. In first year, you will be encouraged to experiment with research and creative forms – both collaboratively and independently – and will be given plenty of formative opportunities to practice and improve, before summative assessments take place. In second year, assessments will build on the skills embedded at in the first year and will demand a greater degree of autonomy, which will hopefully result in an emerging voice and identity. This will arise through further collaborative practice with peers and staff, as well as the continuation of independent study. In your third and final year you will become increasingly autonomous and will take ownership of your learning to enhance your chances of future employment.

The variety of assessment methods used throughout the programme are: essays and dissertations, creative and digital portfolios – some of which are in response to live briefs and competitions, presentations: Professional Development Portfolios: reflective journals, evaluations and critical reflections. Throughout each of these assessments, you will be formatively assessed through 1:1s, tutor and peer critiques, engagement in digital forums, seminars in class and regular written and verbal communication to help you to develop your academic, creative and professional literacy. This will then inform and enhance the work you produce for summative assessment, which occurs throughout the programme to help you to manage your workload.

Assessment Methods

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

Essay

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

Assignment or brief

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

Group project or assignment

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

Exams

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

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

Logs and Portfolios

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

Reports

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

coming to conclusions, making suggestions for further work, and so on. They often test your skills at interpreting data, making sense of your findings, and so on.

Calculations and problem solving

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

Presentations

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

Self and peer assessment

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

When will I be assessed?

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

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

How will my work be marked and graded?

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

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

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

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

The Personal Mitigating Circumstance (PMC) procedure gives you the opportunity to inform the College of serious medical or personal circumstances, which you believe, have 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

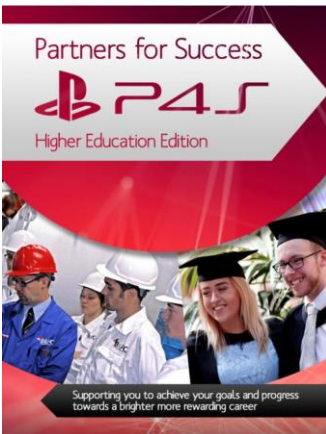
Once a module is complete, the marks for all assessments are compiled together to create an overall module mark.

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.

Grad Intelligence

B&FC in partnership with **Grad Intelligence** provide you with a Higher Education Achievement Report (HEAR) which will be published when you finish your degree.

An account will be created for you as part of your enrolment and you will receive an email to your student email account from accountregistration@gradintel.com, which will give you instructions on how to activate your account.

There is a range of psychometric tests and other tools available that can help you develop your employability skills. You can also create your own e-CV on the platform and access opportunities to search and apply for graduate jobs and/or further study.

HEAR (Higher Education Achievement Report)

The HEAR provides verified information about your academic and college verified non-degree related achievements.

You will be issued with an updated 'interim HEAR' annually in the summer, and a 'Final HEAR' will be issued when you graduate.

Engage with '**DegreePlus**' to evidence your employability skills and attributes to enhance your future employment opportunities.

DegreePlus awards will give you a head start as you enter the highly competitive graduate job market. Each award captures the additional activities you have undertaken which improve and develop your employability.

Gaining additional qualifications can help you stand out as someone who is passionate about professional development.

Student Support and Wellbeing

The Student Support and Wellbeing team offer a range of support tailored to you to promote independence and maximise your potential through a range of enhanced study, mental health and wellbeing strategies.

- Higher Education Learning Mentors (HELMs) email: helminfo@blackpool.ac.uk telephone 01253504494
- Disability Support: email dsainfo@blackpool.ac.uk telephone 01253504494
- Wellbeing self-referral form online at <http://www.blackpool.ac.uk/getwellbeingsupport>
- Wellbeing Support: email general enquiries wellbeingsupport@blackpool.ac.uk
- Support for care leavers, carers and students who do not have contact with their family: succeed@blackpool.ac.uk
- Safeguarding College Hotline 01253 504444 (9am to 4.30pm)

HE Learning Mentors (HELM)

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

- Improving your academic writing style.
- Grammar, sentence structure and developing expression.
- Critical and reflective writing.
- Information skills development, such as research, applying theory to your practice / study and referencing.
- Effective study techniques, planning, structuring and polishing assignments, time management and organisation.
- Revision and examination techniques.
- Digital literacy
- Support with Personal Mitigating Circumstances and Interruption of Study to help you get back on track and complete
- Keeping in touch support for Care Leavers, Carers and students with no family support contact.
- 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 complement the knowledge and information gained from your course. If you wish for the HE Learning Mentors to deliver a workshop for you 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

SUCCEED is Blackpool and The Fylde College's package for Higher Education care leavers, carers and students who do not have any contact with your family, we can support you.

We offer you help with:

- Finance including application for B&FC Access Scholarship. For further information of all B&FC financial support visit the following link <https://www.blackpool.ac.uk/support/funding/degrees>
- Assignments and exams
- Wellbeing
- Signposting to other services

In addition we offer regular contact, one-to-one support with a named HELM to help you stay on track. For more information on support and eligibility.

For help, advice and information:

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

Disability Support

We understand everyone has different needs and some students with disabilities, sensory loss, learning differences, medical and/or health conditions (including mental health) or Autistic Spectrum conditions may need additional support to get the most out of College life. Student Support and Wellbeing offer a range of support tailored to you to promote independence. We work closely with your curriculum teams, supporting accessibility and inclusion.

There is specialist support available to help you succeed at studying with your declared condition. If you are able to provide evidence from a suitably qualified professional (please see below for examples), Exam Access Arrangements and support via the Disabled Students' Allowances (DSA) can help reduce many potential barriers.

Conditions and evidence required

Disabilities or long-term health condition

A photocopy of a report or letter from your doctor or consultant - you can also fill in the [disability evidence form from your Funding Body \(PDF, 65KB\)](#)

Mental-health condition

A photocopy of a report or letter from your doctor or consultant - you can also fill in the [disability evidence form from your Funding Body \(PDF, 65KB\)](#)

Specific learning difficulty like dyslexia

A photocopy of a 'diagnostic assessment' from a practitioner psychologist or suitably qualified specialist teacher

Support with gaining diagnostic evidence

If you do not have medical evidence of your condition, or a report available, we can offer advice on how to obtain this and in most cases provide funding.

If you are moving locally to Blackpool for the purpose of your study, you may want to consider temporarily transferring your health support to ensure cover for medication/prescriptions and referrals to local support groups. To find a local GP you can use the national NHS link <https://www.nhs.uk/Service-Search/GP/LocationSearch/4>

Disabled Students' Allowance

DSAs are Student Finance grants that pay directly for extra Assistive Technology and Specialist Support (out of class) that may benefit you as a direct result of your medical/health condition. Visit the [DSA pages](#) on the UK Government website to learn more about the application process.

B&FC offer (subject to eligibility) the Advantage Bursary or hardship funding to cover the £200 contribution cost of a computer as part of the DSA.

Examination Arrangements

Exam Access Arrangements are pre-examination adjustments put in place for you based on your individual need, for example, readers, scribes, rest breaks. You will need to refer yourself to Student Support and Wellbeing for exam access arrangements for approval prior to your exams.

General Support

Campus Access:

Visit [AccessAble](#) website for access information for our campus sites. This includes details of B&FC facilities.

Wellbeing Support

The Wellbeing Service at Blackpool and The Fylde College offers a wide range of support, including wellbeing and short term counselling appointments, interactive workshops and support to access self-help resources.

To access support from the wellbeing team, please complete the [wellbeing referral form](#).

Responses to this form are monitored twice a day (9-4pm) from Monday to Friday during term time.

Please note that this is not an emergency service. If you are concerned about your safety or the safety of someone else call your **GP**, **NHS 111** or attend **Accident and Emergency** at Blackpool Victoria Hospital.

Visit the [Wellbeing area](#) on SharePoint for more information and guided self-help.

Visit the Contemplation rooms 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.

For help, advice and information:

- Phone: 01253 504494
- For general enquiries please email wellbeingsupport@blackpool.ac.uk
- Drop in: to the University Centre South Building Room 26c)

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-4.30pm). 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?

Support is also available externally from the following organisations:

Mental Health Helpline Freephone 0800 915 4640. <http://www.lancs-mentalhealthhelpline.nhs.uk>

Samaritans (24 hour) Freephone 116 123 <http://www.samaritans.org>

HOPELINE - Call: 0800 068 4141, Text: 07786209697 or Email: pat@papyrus-uk.org (10am – 10pm weekdays, 2pm – 10pm weekends and bank holidays)

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 online search tool Discovery is available for you to search for high quality, relevant journal articles to support your studies. 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, Canvas. 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 8.15 – 19.45

Friday 8.15 – 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 Keylinks 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 Canvas.

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. Canvas 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 the VLE 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 the VLE, the College's virtual learning environment. The VLE 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 the VLE and receive online feedback from your tutors. The VLE 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 VLE 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. 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.

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. Our Fleetwood campus has sports 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. More information is available in your Partners for Success Guide; via the Students' Union and through your progress tutor.

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 check your Partners for Success Guide; visit the Students' Union website or speak to your progress tutor.

Fee-based activities

For those of you who wish to engage in a further range of activities there are fee-based sports activities.

The Enrichment 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 visit the Students' Union website or contact the Enrichment Team on 01253 504134.

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 Post-induction survey and the National Student Survey (NSS).

The MEQ (Module Evaluation Questionnaire) surveys give students a chance to put their views across relating to modules and progress meetings during the academic year. You will be asked to rate questions around various themes such as Teaching and Learning, Assessment and Feedback, Organisation, Resources and Facilities, Student Voice and Overall Satisfaction, as well as to make individual comments if you wish. We can use what the results tell us that you like, or don't like, to make changes and improvements to our HE programmes, as well as look at how we compare with other similar colleges.

ACADEMIC APPEALS

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

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

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

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

Students studying either a:

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

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

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

COMPLIMENTS, COMPLAINTS AND FEEDBACK

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

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

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

GRADUATION

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

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

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

MODULE OUTLINES

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

C401GDM: Engaging the Archive Level 4 - Mandatory

Module Abstract

The Engaging the Archive module aims to provide Level 4 students with an introduction to critical thinking that is built on the acquisition and application of key research methods and skills.

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

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

practice. The module is delivered by specialists in contemporary and historical Creative Arts contexts.

Learning Outcomes

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

Indicative Content

Indicative Content

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

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

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

GDM402: Collaborative Approaches to Design Practice **Level 4 - Mandatory**

Module Abstract

In this module you will explore the relationship of Graphic Design to film and photography. The module will introduce the ways in which, as a graphic designer, you will need to use photography and film to create solutions to design and communication problems. You will also learn essential collaboration techniques that will allow you to work more efficiently as part of a group. The module will also introduce you to other students who are studying these companion disciplines encouraging collaborative working which mirrors industry practices. You will work with moving image, analogue photography and darkroom processes and digital and screen based design. As you progress through the module you will acquire a working knowledge of film and photography and how these related disciplines integrate, complement and enhance graphic design practice. The experience of this module will help you to understand the role of both your own and other disciplines in the production of design and communications media and will support your development and provide a solid foundation for subsequent modules on the programme.

Learning Outcomes

- 1 Apply techniques of framing and composition to graphic design outcomes that incorporate film, photography and/or digital imagery, in the capture and creation of digital imagery
- 2 Apply traditional and contemporary techniques to image making across graphic design, photography and film

- 3 Create files and organise storage of images and assets utilising compression techniques
- 4 Identify, assess and evaluate equipment required to produce images in graphic design that use photography and/or film
- 5 Compare contrast and evaluate the concepts and production techniques in graphic design that use film and photography

Indicative Content

Photography Concepts and Equipment:

Filmmaking Concepts:

Equipment:

Graphic Design Concepts:

Equipment:

Creative and Interdisciplinary Approaches:

Communities of practice

conceptualisation,

brainstorming

workflow,

time management,

Intellectual Property rights

reflection and critique

GDM403: 2D Digital Design Level 4 - Mandatory

Module Abstract

In the 21st century digital design has become more prominent in the work of the graphic design professional. Digital layouts, typography, image manipulation and composition have moved from the more traditional to the digital; indeed it could be argued that in today's digital world the ability to operate in this sphere is essential for any budding Graphic Designer. The ability to streamline tasks, test and evaluate designs, work on multiple renditions of the same design are central to the production of digital imagery. This module introduces core elements of industry standard software for the creation and manipulation of digital imagery and will help you develop knowledge and understanding of digital software with a particular focus towards Graphic Design applications. You will explore conceptual thinking in the areas of image-manipulation, vector-graphics, digital page-layout and composition. The creative use of software and processes in this module will support your digital applications across all your other studio modules.

You will be introduced to theoretical elements of digital design for both print and screen media; including resolution, interpolation, Red Green and Blue (RGB) and Cyan, Magenta, Yellow, Kilo (CMYK) colour systems, Pixels Per Inch (PPI) and Dots Per Inch (DPI). The content and delivery of this module will support you in producing designs which are both versatile and produced to specific client standards.

Learning Outcomes

- 1 Create digital images utilising both vector and raster graphics packages for screen and print media
- 2 Investigate interpolation algorithms and assess the implications for scaling of graphics across multiple devices
- 3 Use digital tools and techniques in graphical creation and manipulation packages, utilising colour schemes and typography
- 4 Produce conceptual documentation applying interpretive design practices
- 5 Compare and contrast vector and raster graphics, file types and compression, identifying the similarities and differences in working with screen and print media
- 6 Discuss the production techniques used in realising and creating digital graphic imagery

Indicative Content

Key functions and methods within industry-standard design software.

Digital technologies and software for print design.

Digital methods and processes.

Time based media for print or screen based applications.

RGB,CMYK colour systems

PPI and DPI resolution

Interpolation and scaling

Resolution

Manipulation

GDM404: Image Making for Graphic Design Level 4 - Mandatory

Module Abstract

This module will introduce you to traditional mark making formats which are used to create 2D images in Graphic Design. You will explore Intaglio, lino-cut and screen printing and will work in the print room to produce 2D images on a variety of traditional materials utilising traditional and contemporary printmaking equipment.

You will be introduced to 3D Design and illustration for design and printmaking. When exploring 3D design you will investigate dioramas, packaging and point of sale displays. With illustration for design and printmaking you will explore a number illustration styles in order to arrive at your own individual illustration style(s) and relate this to the print medium. This module will also include considerations of health and safety relating to the production of printed images.

Learning Outcomes

- 1 Assess and evaluate traditional printing techniques and apply to design practices

- 2 Apply design principles and manual techniques using a range of suitable materials
- 3 Utilise illustration techniques, to create a design portfolio
- 4 Evaluate the use of traditional techniques to enhance approaches to contemporary design
- 5 Compare and contrast the use of traditional and digital techniques for design and evaluate their use in contemporary contexts

Indicative Content

Printing techniques: Intaglio, relief, screen

Woodcutting, lino-cuts, foil prints

Etchings (techniques and materials), Collages

Pen, pencil, traditional art-based design

Evolution of techniques, historical and contemporary use

GDM405: Typographic Style and Structure Level 4 - Mandatory

Module Abstract

This module incorporates a dedicated typography stream into the curriculum. Typography is a territory opened now to everyone equipped with a computer. The ability to produce printed documents has become commonplace, but with auto formatting software such as Microsoft Word, the understanding and implementation of successful typographic solutions are becoming less commonplace. This module will deliver introductory topics into the discipline of typography. Anatomy, layout and historical context will be at the core of this module and their position within typography for a range of publications, whether digital or printed.

Learning Outcomes

- 1 Compare, contrast and apply a range of anatomy and structure adjustments to typography in graphical work
- 2 Apply and evaluate font faces in combination across a range of graphical work
- 3 Construct products that apply typography for the target demographic
- 4 Evaluate appropriate use of typography in headings, main body of text, stylistic uses and other contexts
- 5 Analyse and evaluate the use of typography in professional contexts with reference to own and others work

Indicative Content

Anatomy: Ascender, descender, crossbar, counter, open counter, crotch, terminal, stem, axis

Structure: Leading, kerning, tracking, spacing,

Face: Typography vs. font, True Type Fonts, script, serifs, san-serif

Context: Single words, paragraphs, line spacing, rhythm vs. flow

Audience: Typography choices for target demographics

GDM406: Conceptual Thinking in Design Contexts Level 4 - Mandatory

Module Abstract

This module will be a continuation of Image Making for Graphic Design and will parallel the digital based modules. The role of the designer has become multifaceted, with an expectation to continuously develop new skills in areas currently in their infancy. Central to any good design is inevitably a strong and relatable concept. This module will enable you to take the familiar and turn it into the surprising, showing just what makes an advertisement or campaign memorable. You will be introduced to your first live brief during this module, allowing you to test and develop both traditional and digital based skills developed in Semester One. This module will have a strong focus on the production of graphic design and how graphic design is realised in the real world and will include three-dimensional solutions, including packaging, site specific branding, installation, and projection mapping.

Learning Outcomes

- 1 Compare and contrast approaches to design thinking
- 2 Analyse the steps of the creative process and how they apply in the context of graphic design
- 3 Produce graphic design work which connects to design thinking approaches
- 4 Evaluate the effectiveness of design thinking approaches in the production of graphical artefacts

Indicative Content

Design thinking: Creation of artefacts, reflexive practice, problem-solving activities, way of reasoning/making sense of things, creation of meaning

Design as the creation of artefacts: Design as being about creation

Design as a reflexive Practice: Working with uncertainty, adapting practice based on reflection and pragmatism

Design as a problem-solving activity: Cross-disciplinary (e.g. engineering, technological) using design approaches to solve problems

Design as a means of reasoning: Deductive and inductive reasoning, design as an a reasoning activity

Design as the creation of meaning: Semiotics, idioms and metaphors, creative thinking

C501GDM: Critical Perspectives Level 5 - Mandatory

Module Abstract

The Critical Perspectives module supports the further development of research skills and creative analysis through the interpretation of key theoretical positions contributing to the development of independent, critically aware practitioners in the specialist subject area.

The module presents theoretical 'lenses', which may include but will not be restricted to

Postmodernism; Post-colonialism; Feminism; Post-feminism; Neoliberalism and key theories of Authorship and Communication, through which contemporary issues, academic subjects and diverse contexts in society and culture are debated and analysed by students within the locus of their studio work. The focus will be on analysing diverse points of view and evaluating transdisciplinary debates and interpretations that are linked theoretically to the students' area of creative practice. More developed research skills will be introduced including literature reviews, academic writing skills and research ethics.

Contributions from Higher Education Learning Mentors (HELMs) are integrated at regular intervals to offer workshops on specific areas such as referencing and more general study skills. It is hoped that students will take up individual HELM support more readily if they are contacted by HELMs during the taught sessions.

Learning Outcomes

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

Indicative Content

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

GDM502: User Experience Design Level 5 - Mandatory

Module Abstract

The ever-changing environment of consumer technology requires designers to be multifaceted, experimental diverse thinkers and problem solvers. This module will therefore be focused on the role of problem solving in design in contemporary contexts. In this module you will be introduced to the key aspects of user experience(s) that are integral to interactive design and you will explore its importance within design, gaining an understanding of the psychology of user interaction with current and emerging digital technologies. This module will also explore the changing shape of Interactive Technology and, where appropriate, social media and the significance of the impact social media has on the development of graphic design for business and industry.

Learning Outcomes

- 1 Plan a responsive interface to meet specified requirements ensuring clarity and agreement in expected outcomes
- 2 Justify design choices in relation to user experience principles, accessibility and responsive design techniques

- 3 Create responsive interface prototypes using contemporary tools and techniques
- 4 Implement media, layout, graphical, and animated elements and styles for multiple states and transitions
- 5 Test responsive interfaces of devices using a standard testing plan
- 6 Reflect on the development experience comparing tools, techniques and languages used

Indicative Content

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

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

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

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

Interface prototyping (Adobe XD): Links, images, columns / Multimedia elements, transitions

Testing: Browser and device compatibility / testing / Browser debugging

FTP clients / basic hosting

GDM503: Animation and Moving Image Level 5 - Mandatory

Module Abstract

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

Learning Outcomes

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

Indicative Content

Traditional animation techniques:
Flipbook, zoetrope, cel animation

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

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

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

Distribution:
Stock libraries, online video platforms, multimedia devices

GDM504: Brand Communication Level 5 - Mandatory

Module Abstract

The purpose of this module is for you to explore the many 'real world' factors that affect advertising and the creative strategy processes through print and digital media. You will learn the importance of working to client specifications using brand guidelines, communication, co-operation and experimentation and will explore the use of varied materials and techniques. Live briefs will play an important role in this module; preparing you for the demands of work within a professional industry environment.

You will work on 'live' projects from industry or competition design award schemes, paralleling creative strategies against constraints of time, format, client requirements, consumer expectations and market needs. You will be encouraged to participate in on-going contextual debates and further develop your knowledge of contemporary practices. Throughout the module there is the opportunity for you to develop and implement digital campaigns that work seamlessly across a range of media platforms.

Learning Outcomes

- 1 Analyse successful brands in terms of how they establish and communicate brand identity
- 2 Identify and describe key aspects of marketing theories and practices as they relate to branding
- 3 Evaluate visual brand communication in consideration of global contexts and appeal to different target demographics
- 4 Construct a brand identity producing graphical work across print and screen media
- 5 Justify choices made in the creation of brand identity in terms of digital and traditional marketing
- 6 Compare and contrast self-created brand identity with established identities in the target sector

Indicative Content

Brand propositions, Brand nomenclature, Initialising creative development

Brand identity, Brand packaging

Brand communication strategy, Articulating brand essence

Brand expressions, Disseminating the brand

Creative application, designing presentations, Refining creative expressions

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

Marketing Strategy, Marketing Mix / Boston Matrix / SEO Strategies / Advertising / Branding

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

Marketing Campaigns, Local / Regional / National / Medium Utilised – Digital/Traditional

GDM505: Editorial Layout and Design Level 5 - Mandatory

Module Abstract

This module will be a continuation of Typographic Style and Structure in Level 4. You will continue the development of your understanding of typography through set briefs designed to encourage rhythm and proportion, contextual identity and use of negative space. You will be introduced to relevant examples from leading publications showcasing how to work to a static grid system and when it is appropriate for us to 'break' this system. This will give you the confidence to try different approaches to your concepts and layouts. You will continue to develop your understanding of visual hierarchy, informing your designs in a more sophisticated manner.

Learning Outcomes

- 1 Analyse and evaluate how identity and narrative are established through graphic design
- 2 Identify and describe key editorial design approaches in relation to best practice
- 3 Evaluate global approaches to editorial design and how these influence layout and practice
- 4 Plan publication work to an agreed brief justifying choices made in relation to editorial design practice
- 5 Produce and evaluate publication work using suitable tools and techniques

Indicative Content

Audience, purpose, influence on design approaches

Cover primary, 'standing out', editorial brand identity

Grid approaches, typographical hierarchies, white space

Pacing, hierarchy of details and entry features

Editorial design for cross-platform media

Desktop publishing tools, InDesign

Module Abstract

Interactive multimedia experiences which incorporate three dimensional design across a range of platforms are becoming increasingly ubiquitous and form part of marketing campaigns, training packages and innovative media experiences. 3D modelling is also part of an initial wave of virtual reality apps and has potential implications for use in entertainment, education and business. In this module you will be introduced to software (3DSMax/ Maya) its layout and functionality and the fundamentals of working in a 3D environment. In addition you will explore box and spline modelling and sculpting used in animation software. This module will explore scripting, shooting and digital infrastructure creation in order to produce 3D rendered models, characters and environments. You will be introduced to set lighting, use of cameras, dimensions, rigging and skinning in order to create photo realistic models and assets. You will be introduced to practices around workflows for 3D modelers and animators and will explore the materials and mapping techniques used in this area of Graphic Design.

Learning Outcomes

- 1 Construct a 3D character and environment, exporting models in suitable formats
- 2 Produce animation that illustrates self-created assets utilising rigging and exporting in a suitable format
- 3 Identify and describe good practice in workflows for 3D modellers/animators
- 4 Compare and contrast the use of 3D spine and box modelling and sculpting, in animation software
- 5 Analyse materials and mapping techniques

Indicative Content

3D modelling and animation software:

Asset creation pipeline:

Roles, responsibilities, cross-disciplinary communication

Formats, tools, design to implementation process

3ds Max, Maya, Z-Brush, Adobe Fuse, Cinema 4D

Spline modelling, box modelling, Sculpture modelling

Texture mapping: UV unwrapping, materials bump mapping

Material Painting: Lighting

3D rigging and animation

CAT Rigging, Bone structures / IK chains, weight painting Key frames

physics Export formats: model data, textures, animation data Video creation

Module Abstract

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

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

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

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

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

Learning Outcomes

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

Indicative Content

Research ethics in practice.

Practice as research.

Research planning and time management.

Data analysis.

Dissertation structure.

One-to-one dissertation guidance.

Synthesis of research.

Module Abstract

In the creative industries there are many opportunities to enter the sector by freelance means, or indeed by setting up a new business. However, in industry there will be tightly controlled projects where the needs of clients will drive the production of the design and final outcomes. Whatever the individual designer may want to explore will need to be subjugated to the overarching needs and intentions of the clients and the brief. You will need to develop the skills required to deal with the multiple possibilities you may encounter when dealing with clients.

This module will ensure that you have the knowledge and capabilities to set up your own small businesses and make a success out of these various outlets to extend your portfolios and enter the industry successfully. This will include an analysis of existing entrepreneurs and how they succeeded along with a discussion and evaluation of entrepreneurship theories and practices. There will be a significant focus on the processes involved in creating a business plan; including how cash flow forecasts, risk management, and market research factor into presenting business plans for audiences who could potentially invest. Characteristics of the industry/sector /global markets that graduates may enter into are also explored in depth. Social media presence is central to the promotion and development of many entrepreneurial careers in today's marketplace. You will explore the potential for social media to support entrepreneurial activity and will consider how to promote yourself with a social media strategy.

Learning Outcomes

- 1 Critically analyse the origins and theories of entrepreneurship, and the potential impact they have on businesses
- 2 Critically analyse business operations and emerging trends in economic relationships.
- 3 Create a business plan which includes a social media strategy.
- 4 Critically apply project management techniques to industry production timelines.

Indicative Content

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

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

Operating procedures / processes /Market trends, domestic / international markets

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

Project management and legal: Risk management, Health and Safety, Data Protection / Insurance, Intellectual Property, Public Liability, Indemnity / Milestones, timescales, estimations / Social issues: local economy, jobs, localisation for international markets, working with international contractors, timezones / customs / politeness / professionalism / Professional: membership of professional bodies, trade groups / Regulatory bodies (BBFC / PEGI)

GDM603: Identity and Graphic Design

Level 6 - Mandatory

Module Abstract

This module explores the concepts associated with the formation, representation and communication of identity in graphic design. In this module you will explore the semiotics and symbols of national identities through the examination of flags, colour and propaganda images and constructions. You will investigate social identities through examination of sub cultural groups associated with music, culture, gender, sexual and ethnic identities. You will look into the concepts of majority and minority identities and explore the resultant representations of those identities in wider national and global contexts. Political identities around colour schemes, global identities, symbolism and iconography will be examined along with individualism and collectivism. In order to develop your understanding of the multifaceted identities and how they are represented you will need to examine theoretical paradigms of deconstructionism, postmodernism, counter culturalism and appropriation and will address issues of power and control. The ability to understand and define aspects of a person's, culture or a communities sense of self or identity will enable you to produce designs which resonate with your chosen demographic on a national, social, political and cultural level.

Learning Outcomes

- 1 Critically analyse the communication and representation of multiple facets of identity as it has evolved in graphic design.
- 2 Compare and contrast multiple cultural interpretations of shared global facets of identity
- 3 Critically evaluate the production of graphical work promoting national identity in historical contexts in consideration of its intended goals and associations
- 4 Construct a rationale for the production of graphical work that communicates facets of identity combining multiple representations in different interpretations
- 5 Produce graphical work based upon the exploration of facets of identity

Indicative Content

National identity: Flags, colours, propaganda, American modern and the second world war, the international style

Social identity: Psychedelic / rock / punk graphics, deconstructionism / postmodernism, counter-culturalism, appropriation, gender / sexual identity, ethnic identity and minority representation

Political identity: Cold war colour schemes and styles, left / right global identities, NGO / charity identity

Religious identity: Symbolism, iconography, pictorial representations of scripture, cultural interpretation

Individualism / collectivism, intersectionality

Module Abstract

Technologies and developments in technologies are moving at a rapid rate. Change and adaptation to new possibilities is a key feature of working in the creative sector and the designers ability to respond to these changes in technology is key to exploring and exploiting future markets and career possibilities. In this module we will introduce you to the technologies of today and consider those technologies which are emerging and still in development. This module is about equipping you with the knowledge skills and aptitudes to deal with uncertainty and to develop transferable skills and responses which will support you in responding to an ever changing, rapidly advancing technological world. We will investigate augmented reality, virtual reality, holographic interfaces, user-centred, user-experience design amongst others and will examine principles of cognitive psychology pertinent to a designer working with technological innovations. This module aims to prepare you for today's technological arena, developing a designer who is able to design for all new and potentially new technological developments as they arise.

Learning Outcomes

- 1 Critically evaluate novel and evolving application design, considering international and cultural aspects in localisation
- 2 Critically analyse the need for user, environment and requirements clarification
- 3 Design a product integrating heuristic principles/established evaluative frameworks using iterative design techniques which integrates user experience research
- 4 Critically analyse the user experience of an interface and the role of User-Centred Design
- 5 Critically evaluate HCI Principles within real-world and mixed-reality environments

Indicative Content

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

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

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

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

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

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

Module Abstract

This module is the 'capstone' of your BA (Hons) Graphic Design degree programme. It is your opportunity to synthesise all the knowledge, skills and abilities which you have developed and refined over the three years into a final major project. Your final major project is your opportunity to demonstrate your identity as a designer and to position yourself for your future employment markets. The body of work that you will produce as part of this module will not only demonstrate your identity but will enable you to access national competition opportunities which could enhance your employability prospects. You will learn about initial proposals, ethical considerations, project planning and self management, portfolio construction, editing, exhibiting and communications to audiences along with creative problem solving strategies that will help you to realise your final design outcomes. You will conduct research into the design industry that is specific to your chosen design specialisms and this will enable you to identify and establish contacts in the fields. The work for this module will also be selected and exhibited in the final Degree Show in which you will be involved in the both the planning and promotion evidencing your transferable and graduate skills. This is an important and exciting module which is your opportunity to promote yourself, your work and your potential to the design community.

Learning Outcomes

- 1 Produce a body of fully resolved practical work that demonstrates evidence of synthesis of research, concept, stylistic approach, craft and industry context.
- 2 Critically reflect on the individual creative process
- 3 Apply and record appropriate research and practice methodologies to the development, creation and presentation of practical outcomes.
- 4 Critically select, research and synthesise appropriate sources of information
- 5 Critically evaluate relationships between analysis, synthesis and the implementation of creative ideas.
- 6 Initiate and generate original, individual ideas and concepts with reference to industry contexts.

Indicative Content

Initial proposal and planning agreeing suitability of topics, rigour and challenge

Ethical approaches: "Do no harm", confidentiality, anonymity, secure storage, vulnerable participants, safeguards, content and sensitivity

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

Creative problem solving strategies, application of creative processes, implementation of sector best practices

Construction of portfolio, editing, exhibition preparation, communication of ideas to multiple audiences

ADDITIONAL COSTS

Each year you will be encouraged to participate in two programme outings. These will not be mandatory yet will give you the opportunity to experience real working environments gaining insight into professional culture and daily routines.

EQUIPMENT REQUIREMENTS

Essential additional costs for this programme are minimal and we make a considerable effort to provide in-class resources and a good library stock. However, when you are embarking on creative projects and exhibition work, for instance, the purchase of some art supplies will be required to realise your creative outcomes, but these costs are minimal and infrequent. In terms of other potential costs, you may wish to purchase books and/or other resources, but this is not essential as we try to ensure that an adequate quantity of core and secondary texts are available to borrow.

STUDENT PROTECTION PLAN

The B&FC [Student Protection Plan](#) sets out the measures that we have put in place to protect you as a student in the unlikely situation where a risk to the continuation of your studies arises. Our plan has been approved by the Office for Students and is available on our website <https://www.blackpool.ac.uk/info-for-he-students>