Programme Handbook 2018-19

Musical Theatre

MUT-2014

Welcome to Blackpool and The Fylde College and to the Musical Theatre (MUT-2014) programme.

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

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

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

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

GENERAL INFORMATION ABOUT YOUR PROGRAMME

Programme Code	MUT-2014
Programme Title	Musical Theatre
Teaching Institution	Blackpool and The Fylde College
Professional, Statutory and Regulatory Body (PSRB) Accreditation	None
UCAS Code	WW34
Language of Study	English
Version	1

Programme Awards

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

THE FRAMEWORK FOR HIGHER EDUCATION QUALIFICATIONS (FHEQ)

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

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

PROGRAMME OVERVIEW

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

The BA (Hons) in Musical Theatre is a degree with a specific aim to generate the creative thinking in the professionals of tomorrow. Our students begin the course with a passion for Musical Theatre and throughout the three years of intensive and creative exploration emerge from the degree as a profession-ready graduates armed with specific skills sought by the performing arts industry as well as a plethora of transferable skills for the wider job market. Through the critical exploration, analysis and reflection of a diverse range of theatrical genres, styles and traditions you will develop the ability to become an intelligent, highly skilled and reflective practitioner who is capable of creating your own future in the performing arts sectors.

The programme aims to enable you to develop specialist performance skills informed by the theories, practices and teachings of key practitioners in acting, singing, and dance with critical analysis and

reflection driving the development of each discipline. Specific focus will be placed upon your understanding of the group and collective process and the interplay between the performers' conscious and subconscious resources in the realisation of a performance culminating in the natural synergy of all disciplines.

Your studies will be informed by the key principles and theories attached to each discipline of musical theatre (dance, singing and acting) and through practical exploration and critical reflection these skills will be refined and transferred into rich professional and employability skills. As you progress through the levels of the degree the exploration of each discipline will continue with an individual focus allowing for specialisms and creative practices to develop and your ability to synthesise the three disciplines will transform you into the complete performer required by the musical theatre industry. Critical reflection and analysis of theory and will play an integral role in your development as a musical theatre performer. Your professional practice will be further enhanced through practical and autonomous work and performance allowing you to exist in a highly competitive industry and thrive as an independent practitioner.

As you progress through levels, you will be able to synthesise performance disciplines together in the final performance realisation of graduate level performances employing creative and intelligent engagement with the work of key practitioners, a range of texts, dance notations, scores and the key components of performance. At Level 4 you will identify the key theoretical themes and practices that underpin the key disciplines of musical theatre (acting, singing and dancing) which will be critically explored and investigated from subject specific practice, drawing on the understanding of the interplay between practice and theory. The study of key practitioners, practices and theory will instigate intelligent engagement with the forms of performance drawn from the disciplines. Techniques and theories studied at this level will provide the platform for more critical studies and practice at level 5 where you will be required analyse the skill-sets acquired at Level 4 and appropriately select from practices, theories and forms and apply them in your performances. At level 6, you will interrogate theoretical themes and practices and synthesise them in your performances along with the integration of graduate employability skills desired by industry.

PROGRAMME AIMS

- Equip all students with a range of professional skills required by the creative arts industries, in so doing, developing a diversity of approaches to the disciplines (of Acting, Singing and Dancing) from both a theoretical and practical standpoint.

- Develop critical thinking skills in order to better develop the synthesis between theoretical and practical skills.

- Develop a professional work ethic and a culture of productivity and artistic freedom which reflects a professional approach to individual, group and ensemble based work.

- Encourage independent research, analysis and critical self-reflection (enabling students to identify, articulate and critically appraise their skills).

- Ultimately foster a well –informed, personal working process among every individual operating in the habitat of the degree, supported by theory, practice and reflection.

- Encourage creative, intelligent and imaginative responses to both source material and in the devising of original material.

- Nurture the skills of self-reliance and a pro-active attitude to creating employment opportunities.

PROGRAMME LEARNING OUTCOMES

Level 6

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

1. Research the performance requirements, according to context and rationale, of a range of texts, dance notations, scores, genres and stimuli to produce an informed performance.
2. Investigate the underpinning theory behind the performance requirements of a text, score, dance notation or performance.
3. Synthesise theoretical and Disciplines (Acting, Singing and Dancing) to inform the practice of a range of performance styles.
4. Critically use physical tools with confidence, skill and control in the realization of performance
5. Evaluate the relationships between a performance and the context of its conception.
6. Analyse the various relationships between a performer and their audience and adjust their performance accordingly.
7. Relate appropriately in rehearsal and performance to others involved in the creative process and execution.
8. Examine potential roles within the performing arts industry and wider based performance sectors and plan personal professional development to meet selected roles.

PROGRAMME STRUCTURE & ASSESSMENT OVERVIEW

Pathway	Module	Level	Credits	Coursework	Practical	Written Exam
Stage 1: Year 1						
All	AMT412: Singing Technique (Mandatory)	4	20	20%	60%	20%
	CS401: Thinking and Making (Mandatory)	4	20	67%	33%	
	MUT401: Acting for Musical Theatre (Mandatory)	4	20	20%	80%	
	MUT402: Dance Technique (Mandatory)	4	20	20%	80%	
	MUT403: Performance Preparation (Mandatory)	4	20	20%	80%	
	MUT404: Performance Practice (Mandatory)	4	20	20%	80%	
Stage 2: Year 2 **Stage exit award: LU Diploma of Higher Education** **(Awarded by Lancaster University)**						
All	AMT512: Advanced Singing Technique (Mandatory)	5	20	10%	70%	20%
	AMT513: Communication, Media and Acting for Camera (Elective)	5	20	20%	80%	
	AMT514: Ensemble Performance and Collaboration (Mandatory)	5	20		100%	
	CS501: Research into Practice (Mandatory)	5	20	67%	33%	
	MUT501: Advanced Dance Technique (Mandatory)	5	20	20%	80%	
	MUT502: Commercial Dance (Elective)	5	20	20%	80%	
	MUT503: Commercial Singing (Elective)	5	20	20%	80%	
	MUT504: Performance Realisation (Mandatory)	5	20	20%	80%	
Stage 3: Year 3 **Stage exit award: LU Bachelor of Arts with Honours** **(Awarded by Lancaster University)**						

	AMT601: Performance Entrepreneurship (Mandatory)	6	20	30%	70%	
	AMT602: Engaging with the industry (Mandatory)	6	20	25%	75%	
	AMT611: Professional Performance Realisation (Mandatory)	6	40		100%	
	AMT613: Advanced Media Techniques (Elective)	6	20	30%	70%	
All	AMT614: Group Innovations and Artistic Development (Mandatory)	6	20	50%	50%	
	AMT615: Singing for Industry (Elective)	6	20		100%	
	CS601: Independent Research Project (Mandatory)	6	20	100%		
	MUT601: Choreography for Performance (Elective)	6	20	20%	80%	

WHERE WILL I STUDY?

This programme may be studied at the following location:

B&FC University Centre

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

GETTING STARTED

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

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

LEARNING AND TEACHING

The curriculum is designed to explore and reflect at all levels the knowledge and skills required by the performing arts sector. Teaching and learning methods focus on formal classroom sessions and practical rehearsal sessions being used to inform one another, ensuring that theory is not only studied but put into practice, as such all practical performance work is fully informed and supported by the relevant theories which have generated it. For a large part, assessment is formulated as a natural conclusion of work studied in investigative rehearsal sessions and is captured through formal written essays, seminars, peer teaching, portfolio submissions situated learning, reflective journals which

incorporate professional development planning and video evidence of performance work. The evaluative and analytical elements of the programme increases across levels culminating in a research project level 6.

Learning and teaching strategies are designed to be a combination of formal and informal as appropriate to the subject, level and context. Formative feedback will support student progression in both written work and practical performances. "Work in progress" showings will be an essential element of each practical assignment and the feedback from these termly events will enhance student achievement and progression. Therefore you will be well prepared for the independent research project and creative modules in Level 6.

Autonomy is developed from Level 4, where skills based competencies, academic and digital literacies are embedded, through to Level 5 where skills are consolidated and embedded, and a more independent approach is developed, and finally at Level 6 where autonomy and independent research are an expectation. A key feature of the delivery structure is the interweaving of skills and techniques from all disciplines into one another. In example techniques from acting techniques drawn from Stanislavski's teaching as well as Rudolf Laban's teaching will not only be expected to be applied by the student in singing technique, but they will be further reinforced by the lecturer to aid and facilitate the synthesis of skills required by the musical theatre performer. Additionally skills and technique acquired at level 4 will provide the foundation of techniques that will be further required, explored and augmented upon in levels 5 & 6. The journey from Level 4 to Level 6 is scaffolded by the variety of pedagogical approaches, levels of support and a thorough induction to each level of learning throughout the programme. Methods of learning and teaching, including self-directed study, workshop and studio practice, group work, lectures, seminars and performances, will provide a variety of learning experiences for students.

You will explore a wide range of materials and performances through the discipline of musical theatre and through each discipline which is a component thereof, by way of a variety of learning strategies. Alongside the provision, students can expect debate, exchange of ideas and critical reflection as part of their programme. The theoretical and critical modules at Level 4, 5 and 6 are integral to the academic integrity of the programme. These modules are delivered by Critical Studies specialists in collaboration with Musical Theatre specialists to afford students a well-rounded and critical approach to their practical work and to enable students to make informed and meaningful links between theory and practice. Staff (including tutors, Higher Education Learning Mentors, Learning Resource Centre staff and Learning Support staff) and students work in partnership to support effective learning processes, developing students as independent and responsible learners. Collaboration and mutuality within a diverse cohort will enrich the learning environment, supporting the discursive approach to learning across levels.

Lecture/Seminar - Knowledge and understanding of selected subjects will be developed through these formats leading to discussion and analysis. The intellectual skills of synthesis and debate will be explored and developed across all levels building skills to enable you to undertake significant research at level 6.

Tutorial - You will receive individual tuition/feedback and (where appropriate) action points to develop skills and intellectual cognisance.

Independent Research - Specialist study will be undertaken in accordance with personal interests. Research guidelines and tutorials will support this process. You will develop knowledge and understanding of the ways in which performance originated, is constructed, circulated and received.

The programme is assessed through the submission of written essays and reports, a series of performance presentations, and an assessment of praxis (technique development, and the creative use of the rehearsal processes) and the submission of a dissertation. See the course scheme, below.

The work in the 1st year supports and feeds into the second year, and the work in the 2nd year directly supports and feeds into the final year.

Independent Learning

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

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

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

WORK BASED AND PLACEMENT LEARNING

Personal development planning forms an integral part of the programme and is naturally embedded into all modules in all levels of the degree. The importance of students fully taking responsibility for their personal/professional development is paramount to securing work in employment in the musical theatre industry, as it is the performers' priority to take measures for self-development to become successful in auditions, an environment where little to no feedback is required thus placing the ownership onto the individual. As a result, skill based modules within levels 4 and 5 of the degree include the learning outcome: identify and take measures to ensure personal development. This process is further endorsed through the audition process onto the programme which requires applicants to fully reflect on their own practice and prepare audition material showcasing their specific abilities. At levels 5 & 6, through optional modules students are again engaged in personal development planning through the reflection of their current abilities and interests, and then provided the opportunity to select options to further enhance their training.

ASSESSMENT

Modes of assessment will be drawn from the following:

- Essays
- Analytical reports
- Seen and unseen written assessments and examinations for Music credits
- Presentations
- Seminars
- Portfolios
- Performances both studio and full stage (Devised and scripted)
- Research dissertation
- Workshops and rehearsals

The course entails a mix of staff-led sessions, student preparation in groups and independent study.

Particular methods of learning and teaching are as follows:

Lecture/Seminar - Knowledge and understanding of selected subjects will be developed through these formats leading to discussion and analysis. The intellectual skills of synthesis and debate will be explored and developed across all levels building skills to enable you to undertake significant research at level 6.

Analytical Reports – These reports provide the synthesis of information gathered from working journals. In level 4 they will focus on the analysis of skills and working practices, with some written critical analysis of performance work. At Level 5 the focus will be on critical analysis and reflection. Level 6 will include strategies for improvements and a critical analysis of both process, and practice aesthetics.

Workshops - You will be introduced to, and encouraged to develop, creative, intellectual and technical

abilities through exploration and exposition. The exploration of new, or rehearsed material, will be placed in the current social and political context using performance techniques associated with particular cultural forms or practitioners.

Rehearsal - Directed and student led rehearsals will develop existing material and explore the creation of new and innovative production work. This process will enable students to explore the interplay between practice & theory in the discipline.

Technique Classes – Specialist teacher led discipline classes will develop essential core skill techniques through repetition and rigor to aid practice in other modules.

Performance/Showing - Will enable you to apply the discoveries / theories encountered and place them in a professional context. This will be followed by subsequent reflection and analysis. "Work in progress" showings will provide valuable formative feedback. This affords students the opportunity to engage in performance based on an acquisition and understanding of appropriate performance vocabularies, skills, structures and working methods.

Assessment processes

- The modules on the course employ a variety of assessment methods.
- All assessment is seen as part of an aligned and integrated course of study, and the assessment tasks seek to comprise a genuine representation of the objectives of the course and its modules.
- Assessment may be formative or summative.
- Formative assessment points are assigned at specific points during a module to provide students with an opportunity to test their learning and receive verbal feedback as to their progress through the module.
- All assessed work is subject to the School moderation policy, and all marks are provisional until confirmed by the Examination Board, which meets after the completion of the year.
- All students are involved in the PDP process and play a very active role in taking responsibility for and developing their learning. PDP tutorials, which take place three times a year, provide a valuable opportunity in which to monitor progress and identify developmental needs. In addition to attending tutorials, students also complete written PDP statements in which they measure the development of their learning and analyse particular challenges and achievements. At level six, all students are required to complete a PDP evaluation at the end of each performance project. The PDP Scheme is a particularly valuable part of the School's work.

Critical Studies

Extended writing is an essential life, employment and career skill, and all students in the School of Creative Arts are guided through the 3 Levels of study to ultimately produce a piece of fully researched academic writing. Extended writing, academic enquiry and the ability to critically evaluate are essential attributes which will equip graduates for their futures. The Critical Studies modules are embedded into the curriculum and offer the academic theory to underpin and inform creative practice whilst developing personal and intellectual autonomy. Support through workshops, Higher Education Learning Mentors, Learning Resource Centre staff, one to one academic tutorials, lectures and seminars help to structure the learning in order that all learners can achieve at level 6. Essay writing at Level 4 develops the skills of written argument and critical analysis from a list of questions that link to lectures and seminars as well as selected texts. Digital and academic literacies are developed at Level 4 as are research, scholarship and enquiry skills. At Level 5, students develop these skills further and choose one from a set list of essay titles related to the lecture programme, which require the student to investigate selected aspects of a theme, or question introduced during the module. At Level 6, 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 focused enquiry culminating in a dissertation.

TQEP and Enrichment

The TQEP projects impacted significantly on overall student satisfaction (evidenced through the Quality

Assurance Meetings which took place that year) as they assisted in providing learners with a range of additional subject related activities e.g. swimming, choir, audition and singing technique, Latin and Ballroom, Commercial dance. These additional features to the main programme have continued throughout the course of the degree with some funding being drawn from the enrichment scheme in order to maintain high overall student satisfaction and success and achievement (evidence through NSS, QAMs & Progress & Award-board results). The addition of key enhancement skills has helped to further develop employability skills through the integration of practitioners who are current industry professionals, and by providing learners with greater awareness and understanding of industry expectations, it has also assisted in bringing greater relevancy to the principle skills taught within the curriculum helping students to maximise their potential.

Curriculum design – focus upon technique as opposed to production.

Due to the nature of modules in levels five and six being shaped around the creation of a performance project, there have been concerns from the delivery team that often the focus of students has been too heavily placed upon the final product, brushing over the vital fundamental development of techniques as a result. In some modules this has also been evident, taking dance as the example; students' preparatory time had been split between developing a routine that would showcase the studied techniques instead of focusing purely the techniques themselves that would in fact lead to further development. In response to this, where appropriate, assessment strategies have been reworked to assess technique through practice routine work as opposed to performance and the ethos of Pr2 has been placed upon the realization of project through the application of technique etc. as opposed to the completion of a project.

Streaming of classes: dance

The audition process played a vital role in the assessment of the ability of learners before enrolment onto the programme. Through the audition process the team has continually identified the varying levels of ability within dance from weak to strong. Due to the developmental nature of dance placing learners of mixed ability tends to produce a detrimental effect upon learners: slowing down growth and affecting morale. In response to this, and to fully support the students with less ability in this area, dance is now streamed by ability and groupings are reanalysed at the start of each academic term. An additional response to improving dance is redistributing the hours of dance and splitting the delivery across the week to further develop the continuing delivery. This strategy allows all students to effectively develop physical skills and to be able to apply these effectively, in performance.

Singing: one on one.

As every learner differs from the next, with their own individual needs that require its own specific nurturing. A performer's singing voice follows the same principle. With this in mind, the delivery structure of singing technique was adapted, providing level four learners with one to one singing lessons that specifically caters to developing their voice as opposed to affecting a whole. "Individual singing lessons has really helped me move forward with my voice, without it my voice would be going backward" a level four student.

Tutorial:

Weekly timetabled tutorial sessions with levels four, five and six have played a fundamental role in strengthening the effective communication of information from lecturers to students and vice versa. There is a clear forum for matters to be raised, supported and where appropriate discussed. Seminars from the HELM's team on essay writing, referencing and motivation have found a natural delivery place within pastoral sessions (as these key topics often result in a large proportion of student anxiety) as well as tutor led workshops in exercise, health & fitness and cookery. This process enables students to effectively manage the creative, personal; and interpersonal issues that may arise.

Assessment Methods

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

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

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

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

Exams
Exams can take a variety of different forms, with the most common sort being done under timed and observed conditions to ensure it is the student's own work. Exams test your ability to think critically, to respond in a structured way to a question and to plan on the spot as well as your knowledge and understanding of the subject. Some of the most common types of exams are:
- 'Seen' where the questions to be answered are given at a pre-specified date beforehand. The intention is to reduce the need for 'question-spotting', to reduce the anxiety and to increase the emphasis on learning
- 'Open-book', where you will have access to specified texts and/or your notes. the intention is to reduce the emphasis on memorising facts, to reduce anxiety and allow more demanding questions to be set
- 'Unseen' where you don't know what the questions are until you sit the exam. Arguably these make you focus on the whole syllabus because anything may appear on the paper
- Multiple choice exams where you simply select from a bank of potential answers. These also assess your decision making skills

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

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

Calculations and problem solving

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

Presentations

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

Self and peer assessment

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

When will I be assessed?

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

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

How will my work be marked and graded?

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

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

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

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

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

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

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

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

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

What if I miss a deadline?

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

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

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

What happens if I fail a module?

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

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

Moderation

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

External Examiners

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

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

Board of Examiners

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

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

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

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

PARTNERS FOR SUCCESS

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

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

Our central aim is to enable all students to become confident and competent independent learners and achieve to the maximum of their potential through the development of their academic skills, personal well-being, literacies and professional employability attributes.
- We will work in partnership with all stakeholders, students, staff and others to ensure and assure personal change and development through mutual expectations, mutual agency and clear communications.
- We will provide students with a network of support to enable their development and achievement of their personal, academic and professional goals

Key partners in your success are:
- Your Progress Tutor and the programme delivery team
- Careers team
- Student Support and Wellbeing including HE Learning Mentors (HELMS)
- Learning Resource Centre teams

- Student Union
- You!

Your Progress Tutor and the programme delivery team

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

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

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

The Careers Team

University Centre
Located in the Foyer, ground floor, South Building
Tel. 01253 504474

Bispham Campus
Located opposite the main Reception area in the Hub
Tel. 01253 504298

Student Advisors

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

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

Financial Help and Support

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

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

Accommodation

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

Careers Information, Advice and Guidance

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

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

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

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

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

Enhancing your Employability

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

Getting Ready to Graduate

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

Student Support and Wellbeing

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

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

HE Learning Mentors (HELM)

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

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

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

For help, advice and information:
- Phone: 01253 504494
- Email: HELMinfo@blackpool.ac.uk
- Drop in: to the University Centre South Building Entrance

Disability Support

Disability services provide support for students with conditions that have a "significant, long-term and adverse effect" on their ability to carry out day to day activities and study. These can include on-going, long term or progressive medical conditions including mobility difficulties; mental-health conditions such as depression, anxiety, bi-polar; Autistic Spectrum disorders (ASD); Specific Learning Difficulties such as dyslexia or a sensory impairment such as visual or hearing impairments.
Examples of some of the support that we can offer include:
- Assessment for exam access arrangements such as use of a reader, a scribe, laptop, small group or separate room, assistive technologies and ergonomic devices such as an ergonomic mouse, supervised rest breaks, additional time allowance, and signed communication (please note that the final dates for approved exam access arrangements to be processed are 31st October for Semester 1 exams, and 28th February for Semester 2 exams).
- Support with gaining diagnostic evidence where appropriate.
- Information and guidance on Disabled Students' Allowances (DSA) and other funding, plus support with the application process.
- Support in implementing the recommendations from the DSA and any other reasonable adjustments appropriate for study.
- For further information on the DSA, visit: https://www.gov.uk/disabled-students-allowances-dsas/overview
- Liaison with curriculum areas regarding risk assessments.
- Guidance on accessibility. If you wish to check the accessibility of our facilities please visit http://www.disabledgo.com/en/org-results/blackpool-and-the-fylde-college/college-view-all-venues
- Signposting to financial support to cover any disability-related needs

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

Wellbeing Support

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

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

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

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

The Contemplation rooms can be found at:

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

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

Need help now?

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

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

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

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

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

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

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

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

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

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

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

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

LEARNING RESOURCE CENTRE TEAMS

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

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

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

Term time opening hours

The Loop at UC
Monday – Thursday 8.30 – 21.00
Friday 8.30 – 17.00
Saturday 10.00 – 15.45
Email: CentralLoopLRC@blackpool.ac.uk
Telephone: 01253 504414

The Loop at Fleetwood
Monday - Thursday 8.30 – 20.00
Friday 8.30 – 17.00
Saturday 10:00 – 15.50
Email: lrcfle@blackpool.ac.uk
Telephone: 01253 504714

The Loop at Bispham
Monday – Tuesday 8.30 – 17.00
Wednesday 8.30 – 20.00
Thursday - Friday 8.30 – 17.00
Email: lrcbis@blackpool.ac.uk
Telephone: 01253 504290

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

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

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

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

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

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

Information Technology Resources

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

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

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

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

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

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

STUDENT UNION

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

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

The Union provides the framework and financial backing for students to organise trips and events,

which can be a great way to broaden your interests and meet new people. With a wealth of information, our Students' Union can also advise you on places to go and things to see and do.

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

B&FC Student Union Sabbatical Officer
Tel: 01253 504 517
Email: studentsunion@blackpool.ac.uk

BEING A PARTNER IN YOUR OWN SUCCESS

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

ABSENCE REPORTING

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

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

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

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

SAFEGUARDING

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

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

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

STUDENT IDENTITY CARD

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

FOOD ON CAMPUS

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

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

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

SPORTS FACILITIES AND COLLEGE TEAMS

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

ENRICHMENT

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

Curriculum-based activities

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

Extra-curricular activities

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

Fee-based activities

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

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

GETTING INVOLVED IN THE QUALITY OF YOUR PROGRAMME

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

ACADEMIC APPEALS

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

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

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

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

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

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

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

GRADUATION

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

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

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

MODULE OUTLINES

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

AMT412: Singing Technique
Level 4 - Mandatory

Module Abstract

Vocally, the demands on contemporary musical theatre performers are as varied today as they ever have been. Sound vocal technique coupled with an understanding of the physiology of the human voice and skills in musicianship are crucial to modern day musical theatre performers. This module will provide you with ground work in the core skills of vocal technique, anatomy & physiology, musicianship and acting through song.

Understanding the nature of your own voice and applying the practical, theoretical and physiological concepts of the Estill method will enable you to develop the range and sonority appropriate to your voice. The development of suitable performance material according to style, technical demands and musicianship will be assessed formatively by means of class process. You will be assessed for essential competences in both performance and examination based assessments.

Learning Outcomes

1   Apply appropriate and effective vocal and acting techniques to ensure personal development throughout the rehearsal process and in performance.
2   Communicate a believable character through song with the psychological and emotional truth appropriate to the chosen piece through performance.
3   Demonstrate understanding of the theory of music to ABRSM Grade 2 equivalent.
4   Demonstrate understanding of the structure and physiology of the human voice.
5   Evaluate work with a reflective analysis of both process and product.

Indicative Content

Practical investigation of vocal technique

Practical exploration of performance work.

Practical experience working with an accompanist

Development of critical skills in peer feedback

Development of musicianship skills

CS401: Thinking and Making
Level 4 - Mandatory

Module Abstract

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

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

Learning Outcomes

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

Indicative Content

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

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

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

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

MUT401: Acting for Musical Theatre
Level 4 - Mandatory

Module Abstract

This practical and reflective module concentrates on the investigation of Naturalism & Realism and the skills required for the realisation of a character in conjunction with the requirements of Musical Theatre.

Specific focus will be placed on developing an essential working system, focusing on development through the rehearsal process that will fundamentally underpin your approach to the creation and performance of character. Classes will focus on improvisation techniques and the necessary research skills for creating a believable and truthful characterisation through a range of naturalistic practitioners. This module will provide a broad grounding in acting technique, which will underpin production work in future practical modules. The module contains assessed elements of developmental work, self-directed study, and a formal performance to inform investigative practical work.

Learning Outcomes

1   Create and perform a believable character with the psychological and emotional truth appropriate to the given circumstances of the selected material.
2   Relate appropriately in the performance of a characterisation to other characters, the performance space, and the audience, as dictated by the given circumstances of the scene.
3   Apply appropriate and effective techniques to ensure personal development throughout the rehearsal process.
4   Analyse and reflect on individual practice.
5   Identify and take measures to ensure self-development.

Indicative Content

New and emergent forms of acting practice.

Key practitioners and naturalistic theories.

Conceptual performance development and planning.

Historical and contemporary theatrical practice.

Practical response.

Development of a practical toolkit for performance.

Working toolkit to be explored within the disciplines of musical theatre.

MUT402: Dance Technique
Level 4 - Mandatory

Module Abstract

Dance Technique at level four will provide you with a comprehensive awareness of the range of dance styles used in musical theatre through rigorous training within the dance disciplines required for musical theatre dance. The aim is to explore and develop dance technique through the mediums of ballet and jazz. Your skills will be developed through a range of practical work explored within the context of dance as a component of musical theatre. Your performance will be evaluated and analysed through the submission of an analytical report and a working journal will provide you with the stimulus for this report. This module will provide you with a broad grounding in acting technique that will underpin production work in future practical modules. The module contains assessed elements of developmental work and self-directed study drawn from process elements of the module.

Learning Outcomes

1   Demonstrate the foundations of technical dance skills through performance as appropriate to a selection of dance styles.

2   Execute through the rehearsal process a developing level of technical proficiency appropriate to the selection of dance styles.

3   Apply appropriate and effective techniques to ensure personal development throughout the rehearsal process.

4   Identify and take measures to ensure self-development.

5   Analyse and reflect on individual practice.

Indicative Content

In depth physically intensive training.

Key dance technique: Jazz, Ballet.

Classes streamed by ability.

Strong dance vocabulary

Development of musicality

MUT403: Performance Preparation
Level 4 - Mandatory

Module Abstract

Implementing all techniques studied within the modules taken from level 4, this module delivers the three underlying principles of musical theatre and explores them through preparation for performance. You will work with a choreographer, musical director and a director who will guide you in the development of working the three skills together to create a credible musical theatre performance. There will be a clear focus on the techniques of acting, singing and dancing used in conjunction with one another as opposed to the performance of a final product.
Your knowledge and understanding will be developed through practical workshops that focus the three disciplines in relation to key specific musical theatre work, these may include: Rodgers and Hammerstein, Gilbert and Sullivan, Gillian Lynne. The module is practical workshop based with individual and peer review and critique expected. Rehearsals are a formative process that allows for creative decisions alongside technical application. You will be required to conduct individual research exploring the historical context of each project, incorporating the understanding of social changes into your work.
In this module, you will prepare appropriately for rehearsal-based presentations exploring the three disciplines within musical theatre based scenes, songs and dance numbers. You will be assessed upon essential performance techniques and the ability to work collaboratively as a member of an ensemble in two rehearsed - performance based assessments.

Learning Outcomes

1   Operate within a specified code of rehearsal etiquette, including working sensitively with other members of the ensemble.

2   Demonstrate appropriate and effective techniques to ensure personal development throughout the rehearsal process.

3   Demonstrate combination of the skills of singing, acting and dance to create and communicate a believable character with the psychological and emotional truth appropriate to the needs of a performance text

4   Demonstrate appropriate vocal and movement technique in the communication of character

5   Identify and take measures to ensure self-development

6   Evaluate work with a reflective analysis of both process and product

Indicative Content

Practical investigation of Musical Theatre

Practical exploration of the disciplines of Musical Theatre.

Practical experience working with a director, musical director and choreographer.

Working collaboratively as an ensemble.

Culmination of all techniques studied.

MUT404: Performance Practice
Level 4 - Mandatory

Module Abstract

Through the implementation of all techniques studied within the modules taken from the first year of study, you will work to combine all three disciplines of Musical Theatre to create a rehearsal-based performance. You will work with a choreographer, musical director and a director who will guide you in the development of working the three skills together to create a credible musical theatre performance. There will be a clear focus on combining the techniques of acting, singing and dancing to create characterisations fit for performance.

Your knowledge and understanding will be developed through practical workshops that focus the three disciplines in relation to key specific musical theatre work, these may include: Rodgers and Hammerstein, Gilbert and Sullivan, Gillian Lynne, etc. The module is practical workshop based with individual and peer review and critique expected. Rehearsals are a formative process that allows for creative decisions alongside technical application with the end goal of studio-based performance. You will be required to conduct individual research exploring the historical context of each project, incorporating the understanding of social changes into your work.

In this module, you will prepare appropriately for a rehearsal-based performance essentially creating a work in progress. You will be assessed upon essential performance techniques and the ability to work collaboratively as a member of an ensemble in one performance based assessment.

Learning Outcomes

1   Operate within a specified code of rehearsal and performance etiquette, including working sensitively with other members of the ensemble.

2   Demonstrate appropriate and effective techniques to ensure personal development throughout the rehearsal process.

3   Demonstrate a combination of the skills of singing, acting and dance to create a performance with the psychological and emotional truth appropriate to the needs of a performance text

4   Demonstrate appropriate vocal and movement technique in the performance of character

5   Identify and take measures to ensure self-development

6   Evaluate work with a reflective analysis of both process and product

Indicative Content

Practical investigation of Musical Theatre

Practical exploration of the disciplines of musical theatre.

Practical experience working with a director, musical director and choreographer.

Working collaboratively as an ensemble.

Culmination of all techniques studied.

AMT512: Advanced Singing Technique
Level 5 - Mandatory

Module Abstract

This module draws on the skills acquired in Singing Technique 1. It aims to enhance the performance skills and critical understanding of a range of singing styles focusing on the creation of an individual portfolio of performance work. The continuing study of theory of music to ABRSM Grade 4 equivalent will enable students to read and interpret musical scores to a more advanced level.

The module will require students to undertake practical research into specific songs and composers from the world of musical theatre. These may include Gilbert and Sullivan, Rodgers and Hammerstein, Sondheim, Kander and Ebb, Cy Coleman, Maltby and Shire, Jason Robert Brown etc.

Students will develop a sound and critical understanding of the principles of effective singing technique appropriate for performance. Students will be expected to demonstrate improvements in technical proficiency in a divergent range of musical theatre styles such as, operetta, pop, rock, contemporary musical theatre and jazz. Students will be expected to demonstrate a greater realisation of staff notation, thus informing their performance interpretation skills.

Learning Outcomes

1   Effectively convey character and emotion through song incorporating an appropriate physical life employing skills from acting techniques associated with the Psycho Physical approach (Laban Movement Analysis, Tempo Rhythm).
2   Draw on advanced knowledge of the techniques of vocal physiology & anatomy for personal and peer development.
3   Select and develop material to an advanced standard, appropriate for your own vocal strengths.
4   Perform solo and/or group repertoire before an audience with precision and control.
5   Critically analyse and evaluate the effectiveness of practical work.
6   Demonstrate knowledge of music theory to ABRSM grade 4 equivalent.

Indicative Content

In depth training in vocal technique and musicianship skills

Key styles and genres of musical theatre

Opportunity to develop devising/improvisational skills

Advanced musical and technical vocabulary

Practical approach to devising musical theatre

Develop a critical approach to experimentation

AMT513: Communication, Media and Acting for Camera
Level 5 - Elective

Module Abstract

This module provides an introduction to the basic techniques of acting for the camera where you will learn about key aspects of the work of an actor in the multi-camera television studio. Via this process you will investigate the different requirements for an actor when working with a camera as compared to 'live' theatre; particularly with an awareness of the requirements of camera and sound. The module investigates practical approaches to the techniques across a range of different genres for television drama where you will gain an understanding of the variety of creative approaches to rehearsal and performance in order to achieve an understanding of the best practice(s) in professional television production.

You will develop your performance skills as an actor for recorded media through work associated with American practitioner Sanford Meisner. Meisner Techniques are extensions and adaptations of Stanislavski's system approach to acting however the core focus of the 'system' has been augmented to suit the differing demands and logistics of acting for television. Specifically you will experience an inter-dependent series of training exercises that build on one another. The more complex work supports a command of dramatic text.

You will work on a series of progressively complex exercises to develop an ability to first improvise, then to access an emotional life, and finally to bring the spontaneity of improvisation and the richness of personal response to textual work. The technique develops the behavioural strand of Stanislavski's 'system' (specifically developing his concepts of communication and adaptation). Techniques emphasise "moment-to-moment" spontaneity through communication with other actors in order to generate behaviour that is truthful within imagined, fictional circumstances.

Working in groups you will research and develop performances for a number of studio pieces which will foster awareness of the adaptations to performances dictated by the logistics of the filming process.

You will work closely with students from the BA (Hons) Digital Production & Filmmaking degree who will crew and manage the logistical elements of the film-making process. This collaboration is an essential part of your development as it simulates industry demands and expectations as it provides real-world experiences intended to foster professional attitudes to the working process. In addition there is also scope for collaboration with students from the Creative Writing Foundation Degree.

As part of the curriculum design students studying on this programme are tasked with writing television shorts which can range from docu-dramas, period dramas and situation comedies. This provides an exciting opportunity to work with new writers' material as well as instigate further working relationships with burgeoning creative writers that may foster professional collaborations on graduation and in the work place.

In parallel with the practical work you will develop an analytical approach to acting; to be aware of and reflect upon, theories of acting and contemporary best professional practice.

You will develop you own skills with a critical understanding of the role of the television actor in the broadcast industry and how this is changing with the impact of convergence across all digital media. At regular intervals during the year, there will be opportunities to review the practical work monitored by the module coordinator and to participate in peer review and critical evaluation. The VLE will also be used for you to form discussion groups. Reflective writing skills will be developed through an e-portfolio where you will document critical reflection and self-evaluation, synthesising your learning experience across the module.

Learning Outcomes

1   Outline the role of an actor among a screen-related production team and execute this over a rehearsal process.
2   Use specific & effective acting skills required in creating a performance for recorded media.
3   Differentiate between television and theatre production and effectively respond to the technical

demands and restraints of working in recorded media.

4   Control facial expression at a micro-level in screen performance, using this to display emotional complexity.

5   Document the working techniques and processes of performing for camera with clear examples and references.

6   Set targets and achieve personal goals relating to screen performance, sharing them with others.

Indicative Content

Continuity

Eye-lines

Different sizes of shot

Finding Marks

Microphone work

The Role of the Actor in Screen work.

Communication work and Sanford Meisner

The Studio Environment

Watching yourself objectively when working on camera

The respective roles of the key members of an average film / television crew and the members of an audio recording team

Characterisation on Camera

The post-production process

How screen rehearsal differs from stage rehearsal

AMT514: Ensemble Performance and Collaboration
Level 5 - Mandatory

Module Abstract

In this module you will identify and develop technical skills associated with devising and performing material as part of an ensemble. Ensemble material is found throughout all forms of theatre, from Shakespeare to the Jukebox Musical. This module develops techniques of collaboration, providing you with the opportunity to develop ensemble skills, group approaches to work and the means to realise a shared artistic vision (or that of a director). This will lay foundations for all future projects, as well as the level 6 Group Innovations module.

In this module, you will identify and explore group performance skills such as machines, contagions, rituals, friezes and points of decision and use them to create small scenes and pieces of group work. You will also encounter some of the practitioners and theatre companies who were responsible for creating these techniques. This will include the work of Brecht, Artaud, Grotowski, Boal and others.

You will also interrogate the different dynamics that can be created onstage resulting from different relationships between in individual and the ensemble. A first phase of group performance work will involve the creation of a communal chorus, while a second piece of group work will require you to develop a collective system of rehearsal. Finally you will take skills learned throughout the module and

use them to create an original piece of ensemble performance.

Throughout this module you will be expected to incorporate skills developed in other modules and allow them to inform your work here. This will be reflected in assessment.

Learning Outcomes

1   Independently select appropriate models of group performance techniques and direct them in performance, clarifying the relationships of models chosen against different forms of theatre styles and texts, and situating them in the context of the material selected.

2   Subdivide group work into individual responsibility and execute this in performance.

3   Experiment individually and in groups with performance techniques drawn from key practitioners and schools of thought.

4   Improvise a group scene using a precise collective system of rehearsal.

5   Generate, within an ensemble, performance material that uses techniques associated with group performance.

6   Employ techniques of performance drawn from previous modules as appropriate.

Indicative Content

A toolkit of physical group techniques

Points of decision

Greek Chorus work

The demands of working in the ensemble in a large cast.

The interrelationships between the audience, the individual and the whole

Theatre styles which require high levels of mutual understanding; this may include Epic theatre and the Commedia Dell'Arte.

The study of key practitioners whose work revolved around collaborative approaches to theatre making.

CS501: Research into Practice
Level 5 - Mandatory

Module Abstract

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

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

The module is delivered by specialists and researchers into areas of contemporary Creative Arts and is

additionally enriched by a range of visiting practicing artists and research practitioners within the School. These will present and discuss links between theory, research and professional practice in the Creative Arts.

Learning Outcomes

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

Indicative Content

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

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

Research methods and techniques (evaluation and analysis)

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

MUT501: Advanced Dance Technique
Level 5 - Mandatory

Module Abstract

As well as the continuation of practices from Level 4, the emphasis of Advanced Dance Technique will be on your development as a performer. You will be assessed on the performance of choreography drawn from specific styles of musical theatre devised by the dance lecturer, fully implementing the work studied from Level 4 to create strong dance performances. Specific musical theatre dance styles studied may include Bourne, Fosse, Robbins, Lynne, de Mille, etc. Technique classes will continue, but at an advanced level. Ballet, Jazz and Contemporary Dance will be large stakeholders in the delivery of dance modules further strengthening the fundamental core techniques vital to achievement and progression in dance. Critical analysis and understanding will be developed through the creation and analysis of live dance leading to your initial exploration of creating your own work with a choreographer.

Learning Outcomes

1 Interpret choreography according to the techniques, styles and influences of specific dance practitioners.
2 Infer psychophysical techniques, including tempo-rhythm and Laban Movement Analysis to inform dance performance.
3 Operate within the aesthetics of the chosen dance styles.

4   Target self-improvement strategies and evidence ongoing commitment to the improvement of dance.

Indicative Content

In depth physically intensive training.

Key dance technique: Jazz, Ballet & Contemporary.

Exploration of key musical theatre dance styles.

Advanced dance vocabulary.

Practical approach to working with a choreographer.

Develop a critical appreciation of the historical and cultural roots of Musical Theatre Dance.

MUT502: Commercial Dance
Level 5 - Elective

Module Abstract

As well as the continuation of practices from Level 4 and Advanced Dance Technique, commercial dance technique will look to explore and embed other commercial styles of dance recognised by the musical theatre industry to facilitate a clear specialism for the performer from within their musical theatre skillset. Techniques classes will further investigate contemporary dance as well as the exploration of new techniques drawn from commercial, tap, hip-hop and street. You will be assessed on the performance of choreography drawn from aforementioned dance styles devised by the dance lecturer, fully implementing the work studied at level 4 and 5 to create strong dance performances. Technique classes will further strengthen the fundamental core techniques vital to achievement and progression in dance through new means of study. Critical analysis and understanding will be developed through the creation and analysis of live dance leading to your initial exploration of creating your own work with a choreographer.

Learning Outcomes

1   Interpret a piece of choreography according to the techniques and influences of specific dance styles.
2   Infer Psychophysical techniques including tempo rhythm and Laban Movement Analysis to inform dance performance.
3   Operate within the aesthetics of the chosen dance styles.
4   Perform a combination of appropriate dance techniques in the development and realisation of a routine.
5   Target self-improvement strategies and evidence ongoing commitment to improvement to dance.

Indicative Content

In depth physically intensive training.

Key dance technique: Contemporary, tap and commercial dance styles.

Exploration of industry dance styles.

Opportunity to develop a specialism within one's own practice.

Advanced dance vocabulary.

Practical approach to working with a choreographer.

Develop a critical appreciation of the historical and cultural roots of Musical Theatre Dance.

MUT503: Commercial Singing
Level 5 - Elective

Module Abstract

Smaller-scale, collaborative, workshop based performance material is becoming more common in the industry. In addition to developing vocal technique to a more advanced level, the ability and confidence to devise material is now seen as being an important skill set in the absence of a professional musician. Building on groundwork at level 4 and 5, this module will focus on developing both your vocal technique and musicianship skills to a level on par with industry expectations.
Concept and idea development will link to other live Level 5 projects alongside an early requirement that you revisit Level 4 products with new understanding and knowledge regarding vocal technique, and general musicianship. There is an opportunity to build a portfolio of repertoire and perform devised material to an invited audience. You will be assessed for essential competences and expected workflow practice in one time based assessment.

Learning Outcomes

1   Experiment individually and in groups with devised and found material to create new and original work.
2   Develop and extend musicianship skills including sight singing and harmonic ability.
3   Create original harmony lines in existing and devised material within an ensemble
4   Generate a portfolio of devised and/or reworked material to perform to an invited audience.
5   Analyse and evaluate the effectiveness of the workshop-based learning process.

Indicative Content

In depth training in vocal technique and musicianship skills

Key styles and genres of musical theatre

Opportunity to develop devising/improvisational skills

Advanced musical and technical vocabulary

Practical approach to devising musical theatre

Develop a critical approach to experimentation

MUT504: Performance Realisation
Level 5 - Mandatory

Module Abstract

Synthesising all techniques studied within modules from levels four and five, this module requires the combination of the disciplines of acting singing and dancing to create credible performances for musical theatre performance. You will work with a choreographer, musical director and a director who will direct you through the rehearsal process readying you for performance. There will be a clear focus

on the techniques of acting, singing and dancing and how you use them in conjunction with one another to create credible performances.

Your knowledge and understanding will be developed through the rehearsal process that demands the synthesis of the three disciplines in relation to key specific musical theatre work, these may include: Webber, Sondheim, Schwartz, Kander & Ebb, etc. The module is practical workshop based with individual and peer review and critique expected regularly. Rehearsals are a formative process that allows for creative decisions alongside technical application. You will be required to conduct individual research exploring the historical context of each project, incorporating the understanding of social changes into your work.

In this module, you will prepare appropriately for a theatre-based performance open to public viewing. You will be assessed upon essential performance techniques and the ability to work collaboratively as a member of an ensemble in one performance based assessment.

Learning Outcomes

1   Operate within a specified code of rehearsal etiquette, including the development of material appropriately and sensitively with other members of the ensemble.

2   Utilise appropriate and effective techniques to ensure personal development throughout the rehearsal process.

3   Synthesise the skills of singing, acting and dance to create and communicate a believable character with the psychological and emotional truth appropriate to the needs of a performance text.

4   Relate appropriately in the performance to other characters, the performance space, and the audience, as dictated by the given circumstances of the scene.

5   Create character work with appropriate vocal and movement technique.

6   Set targets matched against personal areas of requirement and document developments in this area.

7   Evaluate work with a reflective analysis of both process and product.

Indicative Content

Practical investigation of Musical Theatre

Practical exploration of performance work.

Practical experience working with a director, musical director and choreographer.

Working collaboratively as an ensemble.

Culmination of all techniques studied.

Creation of a full-length performance.

Performance of Musical Theatre to invited public.

AMT601: Performance Entrepreneurship
Level 6 - Mandatory

Module Abstract

In this module you will develop and polish skills that will contribute directly to your professional formation as a performance practitioner. You will identify and explore a range of audition scenarios, preparing material in written and performance form against a set of given criteria and develop practical material for a showcase event to be presented to an invited audience of industry gatekeepers. You will create a professional acting portfolio, CV, head shots, cover letters and a show reel to support this and

give yourself the best marketing base as a self-employed person.

You will also identify a range of transferable skills relating to the use of acting and performance techniques in the wider creative industries. You will evaluate where your current skillset places you within these industries and identify one further performance attribute to develop towards professional standard. This may include teaching, musicianship, singing, stand-up, presentation – and many others. You will develop this performance attribute and create a workshop event that showcases your abilities in this area, synthesising performance skills on the course with these other skills. This is not about you having "alternative" options, but about developing yourself into a fully rounded employable professional capable of finding and making work across a range of sectors.

Parallel to this work, you will develop the basic freelance personal management skills that are required to operate as a professional actor and become an entrepreneurial practitioner who is equipped with a dynamic approach to job creation and adaptation. Professional development is a continuing process across a lifetime, and this will be your starting point for that process.

Learning Outcomes

1   Evaluate a single audition brief, independently sourcing material and making appropriate performance choices drawn from techniques studied on the programme
2   Prepare a detailed professional portfolio that may be used as a live document for the working actor and industry professional in another environment from the perspective of both creativity and business
3   Independently develop skills in an area other than acting having identified areas of personal strength drawn from outside the programme
4   Create an event in which you synthesise performance work with skills in another discipline
5   Choose material for, develop, and perform in a group showcase environment employing skills learned across the programme in a manner that is in an appropriate format for industry gatekeepers

Indicative Content

Sourcing appropriate audition material

Identifying audition scenarios

Transferrable skills relating to performance

A showcase event

Creation of CV and Headshots

How to be a self-employed person

Financial elements, such as taxation and creating invoices

Conceptual, reflective and analytical idea development and planning

Practical assignments

Industry expertise communicated

Practical response

Submission formats (portfolio and presentation)

Module Abstract

In this module you will develop and polish skills that will contribute directly to your professional formation as a performance practitioner. You will identify and explore a range of audition scenarios, preparing material in written and performance form against a set of given criteria and develop practical material for a showcase event to be presented to an invited audience of industry gatekeepers. You will create a professional acting portfolio, CV, head shots, cover letters and a show reel to support this and give yourself the best marketing base as a self-employed person.

You will also identify the key individuals that you may find yourself in contact with in any audition scenario, and develop skills in corresponding with them at a distance and in person. Interview skills will be developed, along with an evaluation of how to best market yourself as a performer both in terms of selection of material and carrying yourself in an interpersonal environment. You will be required to respond at very short notice (within as little as 48 hours) to formative and summative casting calls and prepare new material or select existing material accordingly.

Parallel to this work, you will develop the basic freelance personal management skills that are required to operate as a professional actor and become an entrepreneurial practitioner who is equipped with a dynamic approach to job creation and adaptation. Professional development is a continuing process across a lifetime, and this will be your starting point for that process.

Learning Outcomes

1   Evaluate audition briefs at very short notice, independently sourcing material and making appropriate performance choices drawn from techniques studied on the programme
2   Correspond professionally in both written and verbal formats as required by audition scenarios and conduct oneself in a manner that maximizes the possibility of employment
3   Prepare a detailed professional portfolio that may be used as a live document for the working actor from the perspective of both creativity and business
4   Generate a piece of self-promotional material appropriate for live marketing purposes
5   Choose material for, develop, and perform in a group showcase environment employing skills learned across the programme in a manner that is in an appropriate format for industry gatekeepers

Indicative Content

Sourcing appropriate audition material

Corresponding with industry professionals

How to hold oneself in an audition

Interview technique

Extensive mock stage auditions covering a wide range of genres and scenarios

Mock camera audition scenarios, including commercials and improvised work

Identifying audition scenarios

Transferrable skills relating to performance

A showcase event

Creation of CV and Headshots

How to be a self-employed person

Creating self-promotional material, such as websites

Financial elements, such as taxation and creating invoices

Conceptual, reflective and analytical idea development and planning

AMT611: Professional Performance Realisation
Level 6 - Mandatory

Module Abstract

In this module you will develop and prepare two projects to a professional standard, and replicating a professional environment. One of these performances will be staged externally. In the rehearsal room your tutor will assume the role of a professional director rather than a tutor – you will therefore be expected to assume the roles of professionals throughout the process. This module represents the culmination of your development of rehearsal discipline, and is partly designed to facilitate your launch into industry. It will also draw upon all aspects of performance studied up to this point, and this will be reflected in assessment.

The two projects you work on will be chosen by the whole delivery team. The team will consider the best material for each cohort in terms of honing your skills and showcasing you collectively. The material selected will be demanding and you will be directed (and expected to perform) up to a professional standard in the realisation of this material. Prior to this point, technical collaboration will have only existed on a basic level, but in this module you will work with full costume, lighting and other stage elements as dictated by the text. You will be given and be expected to develop at least one character in each production.

Learning Outcomes

1. Develop and operate within a working personal code of practice matched to the professional demands of rehearsal and performance on stage, including appropriate consideration of relationship to the wider ensemble.
2. Utilise appropriate and effective techniques to ensure personal development throughout the rehearsal process.
3. Synthesise technical skills, to create and communicate a believable character with the psychological and emotional truth appropriate to the needs of a performance text.
4. Relate appropriately in the performance to other characters, the performance space, and the audience, as dictated by the given circumstances of the scene.
5. Perform character work to a professional standard.
6. Evaluate work with a reflective analysis of both group and individual process and product.

Indicative Content

The rehearsal, production and performance of two full-length plays

Synthesis of rehearsal and performance skills developed across all modules up to this point.

Research to a professional level of the context and genre of the performance stimulus including

historical and cultural context, original productions elements and writing style.

Collaboration with other performers, directors and any other member of the production team as necessary.

Independent reflection and application.

Bringing original insight and innovation to the realisation of a role that has already been performed before by others.

Defining the specific demands of the production, considering both the source material and the vision of the director and/or the ensemble as required.

Behaving within the confines of industry expectations in relation to punctuality, attendance and the meeting of all deadlines

The management of practical personal workloads.

The application of any and all relevant theoretical approaches to acting and theatre in

AMT613: Advanced Media Techniques
Level 6 - Elective

Module Abstract

This module will build on previous acting experience for media at Level 5 and further develop core practical techniques of acting and the application of these to a variety of media projects. You will continue to extend acting approaches associated with Sanford Meisner undertaking advanced study relating to physical, emotional and imaginative awareness and responsiveness, and further develop your own unique creative process as an actor working within recorded media.

Throughout the year you will work extensively on a range of short film assignments on location with full support of a film crew. You will extend theoretical knowledge and practical experience by undertaking a range of demanding roles in an environment that will simulate the challenges of location shooting. These experiences are intended to test your personal creative skills set so that effective and efficient responses are developed and honed - this is an essential step in readying yourself for work in what can be a fast-paced, challenging and often gruelling environment. Film actors need to be incredibly responsive, intuitive, and adaptable given the unpredictability of a shooting schedule and the logistical constraints of working either on set or location.

In addition to short-film outputs you will also gain knowledge and practical experience working on TV commercials where you will learn a range of techniques to help cultivate effective performances. You will study skills in presentation, vocal delivery and techniques to help pitch and place products within their relevant contexts. Throughout the year you will record a number of commercials each with a unique brand experience requiring specific creative responses to effectively communicate and market within an ad campaign commission.

In preparation for employment you will create a show reel for use in the industry that showcases you as a performer; this may involve the use of material already generated for camera, but the majority of this will be created to your own specification and according to your casting type as identified in Performance Entrepreneurship or Engaging with the Industry.
Critical reflection is an integral part of your learning; this is assessed through a series of analytical accounts of your practice at the end of every project. The working journal will also form a crucial role in informing the course team of your working process and the extent of your consideration, investigation and analysis of processes, library research and the development of original ideas

Learning Outcomes

1   Develop and operate within a full working code of practice appropriate to the specific demands of acting for camera
2   Create a show reel suitable for active use in the performance industry matched against individual areas of strength with regards aspiration, character type and castability
3   Synthesise techniques learned across all levels to create and perform characters on film to a professional standard over differing projects
4   Differentiate between performing material that pre-exists and material that has been written specifically for you and adjust your performance accordingly
5   Create written reflections and reviews of your work that draw upon new research, models of camera performance technique and skills across disciplines while continuing to set future targets and evaluate against past ones

Indicative Content

Location Shooting

Studio Filming

Creating a Show reel

Advanced techniques of creating emotional truth on camera

Devising screen work as a group

Using improvisation to create screen work

Applying psychophysical work to film

Creating a silent movie

Annotating screen scripts

Being written for, rather than responding to writing.

AMT614: Group Innovations and Artistic Development
Level 6 - Mandatory

Module Abstract

This module is designed to provide you with the ability and confidence to engage the industry as creative, independent artists. Students will work collaboratively throughout the project to eventually create a completely original piece of performance work which shows a specific artistic vision. Students will study a range of contemporary theatre innovators such as Frantic Assembly, DV8, Complicite, Pina Bausch, Kneehigh, Forced Entertainment and Filter Theatre (and many others) and reflect on how these companies have created their own approach and niche.

You will work with a tutor who will facilitate you in developing a communally owned group approach and then work towards a performance piece that lives up your own philosophies and creative wishes. This may employ any amount of practical techniques drawn from the rest of the degree programme, or techniques drawn from the research of the group, or completely original inventions of the company.

Armed with the experience of this module, you may look to take the vision beyond the classroom and into the world beyond, or to use it as a springboard into further training in direction or other forms of theatre making. Assessment within this project will include an original performance in house, a piece of

site specific theatre and a conceptual document detailing the development of one of your projects

Learning Outcomes

1   Generate an original performance that applies the working methodologies of at least 2 contemporary performance companies in combination with creative invention and appropriate individual and ensemble performance techniques.

2   Arrange and present a site-specific original performance drawing inspiration from the site and a defined stimulus on which to create the performance.

3   Give a conceptual presentation that tracks the process of the artistic creation of an original piece of group performance material including the key methodologies that have been imported, reflections on the rehearsal and development process and the relevant contributions of you as a collaborator.

4   Design a planning document detailing how an original performance may apply for funding from a relevant industry body including finance implications and timescale.

Indicative Content

Study of contemporary innovators and their approaches

Collaboration within inventive theatre

Working for a specified audience

Site-Specific theatre

Creation of a group approach

Innovation of a completely original performance piece

Using various points of inspiration

Use in rehearsal and performance of performance techniques drawn from a wide variety of theorists

AMT615: Singing for Industry
Level 6 - Elective

Module Abstract

Building on the skills gained in Commercial Singing at level 5, this module is designed look to explore alternate performance opportunities recognised by the musical theatre industry to facilitate a clear specialism for the performer from within their musical theatre skill set. The summative assessment will take the form of a professional cabaret style performance of material, which has been chosen, arranged and produced by the student, in a public venue.

Concept and ideas will link to other live Level 6 projects alongside an early requirement that you revisit Level 5 skills to consolidate understanding and knowledge regarding vocal technique and musicianship. Further, demonstration of sound business acumen is integral to this module as you will be responsible for all business affairs associated with booking a professional performance. You will be assessed for essential competences and expected workflow practice in one time based assessment.

Learning Outcomes

1   Synthesise techniques learned across all levels and disciplines, to create a piece of commercially

viable work to a professional standard.

2   Perform with expertise and confidence at an externally sourced venue with due consideration given to the type of venue.

3   Employ an advanced level of musical and technical proficiency when devising melody and harmony writing.

4   Apply appropriate and effective techniques to ensure personal development throughout the rehearsal process.

Indicative Content

Advanced training in vocal technique and musicianship skills

Exploration and analysis of current industry trends

Opportunity to hone devising/improvisational skills

Advanced musical and technical vocabulary

Practical approach to devising musical theatre

Develop business acumen

CS601: Independent Research Project
Level 6 - Mandatory

Module Abstract

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

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

Learning Outcomes

1   Plan and implement a focused, researched investigation, culminating in a written dissertation.

2   Devise and explain connections between the research enquiry and a chosen area of professional and creative practice.

3   Formulate questions and evaluate significant debates and theory related to the dissertation enquiry.

4   Relate the enquiry to a range of relevant contexts: including current creative, theoretical, political and cultural concerns, giving relevant historical background.

5   Present ideas and arguments clearly and coherently in written form.

6   Implement a professional approach to the management and presentation of learning: attending meetings and submitting drafts where required; conforming to academic, ethical and presentation standards as stated within the module and College regulations.

Indicative Content

Critical enquiry and analysis

Consolidate and synthesise research into theory and practice

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

Critical approaches to developing an enquiry for the research project.

Support of dissertation processes (research, written, structure)

MUT601: Choreography for Performance
Level 6 - Elective

Module Abstract

At level 6 the purpose of the choreography of performance is to create a platform for your specific key interest in dance to further maximise your exploration within this field and further explore dance skills with the specific focus on choreographic skills and to create professional choreographers. You will be assessed upon both the creation and performance of choreography drawn from specific styles of musical theatre devised by your own choreography and fully implementing the work studied from levels 4 and 5. Specific dance influences may include Bourne, Fosse, Robbins, Lynne, de Mille, etc. and dance styles implemented may include Ballet, Jazz, Contemporary, Tap, Commercial, Street and Hip hop. Technique classes will continue, but at an advanced level. Critical analysis and understanding will be developed through the creation and analysis of live dance leading to your initial exploration of creating your own work as a choreographer.

Learning Outcomes

1   Compose and execute a piece of choreography in accordance with the techniques, styles and influences fundamental to the discipline.
2   Perform a detailed combination of appropriate dance techniques in the development and realisation of a new routine.
3   Develop and operate within a working personal code of practice matched to the professional demands of creation and performance on stage, including appropriate consideration of relationship to the wider ensemble.
4   Provide in depth analysis of choreographic choices with a clear consideration of contextual elements.

Indicative Content

In depth physically intensive training.

Exploration of key techniques related to choreography.

Advanced dance vocabulary.

Practical approach to working as a choreographer.

Key development of specialist skill set.

ADDITIONAL COSTS

There will be additional costs to consider such as optional educational visits to theatres and workshops

as well as photocopying/printing.

EQUIPMENT REQUIREMENTS

Students will be required to purchase:

- pink/black spilt sole ballet shoes
- black ballet leotard/black vest top
- pink/black ballet tights
- black ballet belt
- black jazz leggings
- leotard
- crop top
- black t-shirt
- Jazz shoes or foot thongs
- black tap shoes
- black character shoes/black dress shoes
- character skirt
- knee pads

Books, Journals and electronic resources can be accessed via the College Learning Resources Facility.

STUDENT PROTECTION PLAN

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

Blackpool and the Fylde College (B&FC) has been providing high quality career focussed education for over 125 years; the risk that B&FC is unable to fulfil its obligations and duties to you is very low because our financial performance is consistently strong. B&FC provides a range of services to a diverse student population and this economy of scale provides security that our financial position presents low to zero risk of non-continuation or closure.

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

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

The risk that we are no longer able to deliver material components of a course is low because courses are designed to be taught by integrated teams of academic staff who have levels of expertise matched against modules and levels, each module has at least two convenors attached thereby mitigating risks of dependency on individual members of staff. The breadth of provision at B&FC, where academic teams may deliver across multiple programmes and levels, provides highly

effective continuity of service. This mitigates reliance on individual team members. In some areas where there are highly specialised skills, Marine Biology for example, we engage with a range of professional bodies, The Environment Agency and The Institute for Marine Biology for example, this provides an added layer of security to mitigate against any local skills shortage.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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