Programme Handbook 2019-20

English: Language, Literature and Writing

ELL-2019
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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 Partners for Success HE Guide which includes an overview of the College partners and how they will support you on your journey, alongside key information on College facilities, student representation and events you can get involved in. Guidance on term times, Travel to College, Attendance Expectations can be accessed through the College website and virtual learning environment (VLE).

It is strongly recommended that you refer to your Programme Handbook and Partners for Success HE Guide 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**

<table>
<thead>
<tr>
<th>Programme Code</th>
<th>ELL-2019</th>
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<tbody>
<tr>
<td>Programme Title</td>
<td>English: Language, Literature and Writing</td>
</tr>
<tr>
<td>Teaching Institution</td>
<td>Blackpool and The Fylde College</td>
</tr>
<tr>
<td>Professional, Statutory and Regulatory Body (PSRB) Accreditation</td>
<td>None</td>
</tr>
<tr>
<td>UCAS Code</td>
<td>TBC</td>
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<tr>
<td>Language of Study</td>
<td>English</td>
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**Programme Awards**

<table>
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<tr>
<th>Award</th>
<th>Award Type</th>
<th>Level</th>
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<tbody>
<tr>
<td>LU Bachelor of Arts with Honours</td>
<td>Honours Degree (360 credits)</td>
<td>Level 6</td>
<td>Lancaster University</td>
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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.

### Programme Overview

Our BA (Hons) English, Language, Literature and Writing is a uniquely-designed, programme that has an excellent track record of student satisfaction and success. This is evident from ongoing positive survey results and cohorts of students who continually achieve classifications significantly above the national average. This programme’s tripartite structure offers an exciting blend of academic and creative projects that will enhance your professional communication skills and enable you to explore research frameworks in literature and language, which will feed your creative practice in poetry, prose, scriptwriting, journalism, teaching and teaching-related professions.

In addition to developing subject-specific skills that will prepare you for a range of careers in professional writing and education, you will also develop a wealth of wider employability skills in communication, creative problem solving and critical thinking, and will take part in industry-facing collaborative projects that will make you highly employable across a range of professions. As part of Creative Arts and Digital Industries at Blackpool and the Fylde College, you will have the opportunity to...
see your writing come to life through collaborations with actors, filmmakers, live projects with employers and national competitions that will build your skills and reputation as you study.

On this programme, you will work closely with highly qualified, experienced staff and industry professionals to gain an exciting, real world experience. By studying with us, you not only graduate with an excellent degree – awarded by Lancaster University – but will have developed a portfolio of experience that will enhance your chances of success in getting the job you want.

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

### PROGRAMME AIMS

1. To provide a programme of study which inspires enthusiasm for the subject providing an appreciation of historical developments and the social, cultural political and economic importance of English.
2. To provide students with the opportunity to learn in a stimulating and challenging environment which promotes understanding of verbal creativity and the aesthetic features of literary and non-literary texts.
3. To enable students to recognise and utilise the expressive resources of language and in so doing encourage students to critically reflect on the acts of reading and writing and the history of textual production and reception.
4. To provide a learning experience which supports the development of students ‘own writing and helps them develop confidence through a critical, technical and creative understanding of the subject and of their own creative processes.
5. To develop a range of subject specific and generic skills of value in graduate employment, including high order critical thinking, analytical and research skills alongside advanced competence in oral and written communication.

### PROGRAMME LEARNING OUTCOMES

#### Level 6

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

1. Critically analyse literature, language and visual communication devices across prose, poetry, drama and other media.
2. Analyse the role of readers and writers in shaping texts.
3. Discuss the history, structure, levels and discourse functions of the English Language.
4. Critically examine the relationship between different genres and media.
5. Critically analyse complex texts and ideas in order to discuss critical, theoretical, linguistic and stylistic concepts and terminology.
6. Discuss how culture, language, technology and economics affect how, where and by whom texts are produced and received.
7. Analyse texts and discourses responding to the affective power of language using appropriate approaches and terminology.
8. Critically interpret literary, critical, linguistic or creative material.
9. Test, interpret and critically analyse information and evidence independently and critically in order to produce cogent arguments and decisive judgements.
10. Synthesise complex information and diverse evidence applying scholarly referencing skills in order to write clearly, accurately and effectively.
11. Create a range of texts across poetry, prose, drama and/or other media to suit different purposes and audiences.

### PROGRAMME STRUCTURE & ASSESSMENT OVERVIEW

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<thead>
<tr>
<th>Pathway</th>
<th>Module</th>
<th>Level</th>
<th>Credits</th>
<th>Coursework</th>
<th>Practical</th>
<th>Written Exam</th>
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<tr>
<td><strong>Stage 1: Year 1</strong></td>
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<tr>
<td>All</td>
<td>ELL401: Literature: A Historical Perspective (Mandatory)</td>
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<td></td>
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<td></td>
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<td>ELL505: Linking Language, Literature and Writing: Practice (Mandatory)</td>
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<td>ELL506: Creative and Professional Development (Mandatory)</td>
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<td><strong>Stage 3: Year 3</strong></td>
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<td>Stage exit award: LU Bachelor of Arts with Honours (Awarded by Lancaster University)</td>
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<td>All</td>
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<td>ELL602: Professional Writing (Mandatory)</td>
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<td>ELL603: Language in Interaction (Mandatory)</td>
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<td></td>
<td>ELL604: Shakespeare: Interpretation, Adaptation and Appropriation (Mandatory)</td>
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<td></td>
<td>ELL605: Dissertation (Elective)</td>
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<td></td>
<td>ELL606: Creative Writing Portfolio (Elective)</td>
<td>6</td>
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WHERE WILL I STUDY?

This programme may be studied at the following location:

B&FC University Centre

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

GETTING STARTED

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

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

COURSE OPTIONS

The majority of modules on this programme are mandatory, with the exception of ELL605 Dissertation and ELL606 Creative Writing Portfolio in your final year. These modules are two 40 credit elective modules and allow you to specialise on an academic or creative writing route in your final year to suit your personal and professional needs and aspirations. However, whilst all other modules are mandatory, it is worth noting that in the second year, semester two, ELL506 Creative and Professional Development allows you the autonomy to be assessed on the production of work that relates to your personal career aspirations, which offers you the freedom to choose how you meet the learning outcomes rather than follow a prescribed path. Also in the second semester of the second year, module ELL504 Writing for the Workplace, you produce materials that, again, emphasise the practicalities of using English as a vocational qualification.

Additionally, the module ELL602 Professional Writing is delivered with two potential options, where you can either work toward producing a micro-teach session and scheme of work to illustrate your abilities in teaching and learning; or you could produce a piece of writing with a reflection that demonstrates skills for either post-graduate study or a specific audience/market.
STUDY WORKLOAD

We deliver the programme over two full days, rather than over 5 days. This is well received by students as it works well for those of you who may have other personal and professional commitments.

Each week in addition to attending taught sessions for 9 hours you will be expected to engage in a minimum of 28.5 hours per week of independent study to support your achievement on the BA (Hons) English: Language Literature and Writing

LEARNING AND TEACHING

The changing shape of education and employment in the 21st Century has informed our approach to teaching, learning and assessment. Throughout this programme, you will take an active role in your learning through enquiry, project and problem-based learning by working in partnership with your fellow students, staff and employers to co-produce your personal and professional development. This is an approach that has contributed to a high proportion of graduates with First Class and Upper-Second Class honours degrees – as well as an excellent track-record for post-graduate study and graduate employment.

At the heart of our teaching and learning strategy, we encourage collaborative practice on a range of academic and creative projects with your fellow students, students on other degree programmes and opportunities to work on live briefs and competitions with employers and staff. Specifically, there will be opportunities to collaborate and critique one another’s practice with research-based tasks that will develop into creative outcomes. In addition, you will work independently and collaboratively on creative writing projects, where you will follow a process of research, creation and peer-critiquing, which will in turn, feed the evolution of your ideas. We also encourage a collaborative approach to professional development modules, which are a key part of your second and third year.

This broad-ranging approach will provide you with an evolving academic, creative and digital literacy that gives you the skills and confidence to publish and promote professional artefacts and an in-depth knowledge and understanding of industry trends and contextual factors. In essence, we want you to actively participate and take ownership of your learning in order to become ‘real world ready’.

In order to facilitate your personal and professional development, the team will ensure that modules are student-centred, allowing you to make decisions about the direction your learning will take. For instance, you will be able to choose your own focal texts and critique one another’s ideas through class-based discussions and forums on our virtual learning environment whilst in creative writing modules, you will research and produce your own original ideas, find opportunities to collaborate, share good practice and choose areas to specialise in as the programme progresses. We have found that this approach leads to excellent results, high levels of student satisfaction and better prepares you for the work place.

Independent Learning

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

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

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

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

GRADUATE SKILL DEVELOPMENT

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

A commitment to lifelong learning and career development:

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

Collaborative teamwork and leadership skills

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

Personal and intellectual autonomy

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

Ethical, social and professional understanding

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

Communication, information and digital literacies

As a graduate who specialises in researching, writing and presenting contemporary and classical ideas pertinent to language, literature and writing, the development of skills in communication, the ability identify, judge and present information, and the mastery of digital literacy through multi-platform writing and professional practice modules, are central to your graduate attributes.
Global citizenship
Throughout this programme, global citizenship is a framework for learning that is promoted in class through contextual studies into the creation and reception of language and literature texts. The humanities focus of this degree allows you to reflect on a wide range of approaches to texts, ideologies, situations and conditions, encouraging you to evaluate and re-evaluate your global citizenship.

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

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

ASSESSMENT

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

The variety of assessment methods used throughout the programme are: essays and dissertations, writing portfolios, examinations, presentations: Professional Development Portfolios: reflective journals, evaluations and critical reflections.

Assessment Methods

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

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

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

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

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

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

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

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

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

**Presentations**
Lots of students worry about presentations – you normally build up to these as your course progresses and you’ll be given lots of support and time to prepare. You may be involved in group or solo presentations, perhaps to some or all of your class, usually with the tutor present. Sometimes peer assessment is used. Presentations measure your ability to talk fluently about a topic, and to answer questions from the group. They also measure your skills at preparing visual aids (overheads, handouts, PowerPoint presentations) to support your presentation. On some courses there are very few presentations. However, in the workplace, more and more people have to be involved in them, so practising on your course is a very good way of developing your skills.
Self and peer assessment
There is strong evidence that involving students in the assessment process can have very definite educational benefits. Not so much a type of assessment like those already listed, this is something which can be done in conjunction with any type of assessment. The important aspect is that it involves the student in trying to apply the assessment criteria for themselves. This might include: a marking exercise on 'fictitious' or previous years’ student work; the completion of a self-assessment sheet to be handed in with your work; ‘marking’ a peer’s work and giving them feedback (which they can then possibly redraft before submission to the tutor); or really marking other students' work (i.e. allocating marks which actually count in some way) - a seminar presentation, for example, or a written product using a model answer. The evidence is that through trying to apply criteria, or mark using a model answer, you will gain much greater insight in to what is actually being required and subsequently your own work improves in the light of this.

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

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

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

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Grade</th>
<th>Aggregation Score</th>
<th>Grade Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent Pass</td>
<td>A+</td>
<td>24</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Good Pass</td>
<td>B+</td>
<td>17</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Satisfactory Pass</td>
<td>C+</td>
<td>14</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Weak Pass</td>
<td>D+</td>
<td>11</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D-</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Marginal Fail</td>
<td>F1</td>
<td>7</td>
<td>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</td>
</tr>
<tr>
<td>Fail</td>
<td>F2</td>
<td>4</td>
<td>Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions</td>
</tr>
<tr>
<td>Poor Fail</td>
<td>F3</td>
<td>2</td>
<td>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</td>
</tr>
<tr>
<td>Very poor Fail</td>
<td>F4</td>
<td>0</td>
<td>No convincing evidence of attainment of any intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary</td>
</tr>
</tbody>
</table>
What if I experience circumstances which mean I will not be able to complete an assessment?

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

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

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

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

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

What if I miss a deadline?

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

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

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

What happens if I fail a module?

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

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

Moderation

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

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

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

**Board of Examiners**

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

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

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

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

**PARTNERS FOR SUCCESS**

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

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

Our central aim is to enable all students to become confident and competent independent learners and achieve to the maximum of their potential through the development of their academic skills, personal well-being, literacies and professional employability attributes.

- We will work in partnership with all stakeholders, students, staff and others to ensure and assure personal change and development through mutual expectations, mutual agency and clear communications.
- We will provide students with a network of support to enable their development and achievement of their personal, academic and professional goals.
Key partners in your success are:

- Your Progress Tutor and the programme delivery team
- Careers team
- Student Support and Wellbeing including HE Learning Mentors (HELMS)
- Learning Resource Centre teams
- Student Union
- You!

Your Progress Tutor and the programme delivery team

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

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

You can ensure that you get the most out of tutorials by:

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

The Careers Team

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

Bispham Campus
Located opposite the main Reception area in the Hub
Tel. 01253 504298
Student Advisors
Student Advisers provide you with confidential and impartial information on a range of areas, and work to matrix quality standard to ensure excellence of support, advice and guidance to all our Students and prospective Students. Quick-query interviews usually last approximately ten minutes. For example, you might want to ask about job vacancies, for help with preparing for an interview, or advice on financial assistance etc. If you have a more complex query the Student Adviser will make a mutually convenient appointment with you for a longer interview. Careers Information Advice and Guidance and financial Help Group sessions also take place throughout the academic year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

HEAR (Higher Education Achievement Report)
The HEAR provides verified information about your academic and college verified non-degree related achievements.

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

Engage with ‘DegreePlus’ to evidence your employability skills and attributes to enhance your future employment opportunities.

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

Gaining additional qualifications can help you stand out as someone who is passionate about professional development. More information is available on the VLE.
Student Support and Wellbeing

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

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

HE Learning Mentors (HELM)

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

- Improving your academic writing style.
- Grammar, sentence structure and developing expression.
- Critical and reflective writing.
- Information skills development, such as research, applying theory to your practice / study and referencing.
- Effective study techniques, planning, structuring and polishing assignments, time management and organisation.
- Revision and examination techniques.
- Digital literacy
- Support with Personal Mitigating Circumstances and Interruption of Study to help you get back on track and complete
- Keeping in touch support for Care Leavers, Carers and students with no family support contact.
- Signposting to other Partner for Success services

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

For help, advice and information:

- Phone: 01253 504494
- Email: HELMinfo@blackpool.ac.uk
- Drop in: to the University Centre South Building Entrance
**SUCCEED** is Blackpool and The Fylde College’s package for Higher Education care leavers, carers and students who do not have any contact with your family, we can support you.

We offer you help with:

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

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

For help, advice and information:

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

**Disability Support**

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

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

**Conditions and evidence required**

**Disabilities or long-term health condition**
A photocopy of a report or letter from your doctor or consultant - you can also fill in the [disability evidence form from your Funding Body](https://www.blackpool.ac.uk/support/funding/degrees) (PDF, 65KB)

**Mental-health condition**
A photocopy of a report or letter from your doctor or consultant - you can also fill in the [disability evidence form from your Funding Body](https://www.blackpool.ac.uk/support/funding/degrees) (PDF, 65KB)

**Specific learning difficulty like dyslexia**
A photocopy of a ‘diagnostic assessment’ from a practitioner psychologist or suitably qualified specialist teacher

**Support with gaining diagnostic evidence**

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

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

**Disabled Students’ Allowance**

DSAs are Student Finance grants that pay directly for extra Assistive Technology and Specialist Support (out of class) that may benefit you as a direct result of your medical/health condition. Visit the [DSA pages](https://www.gov.uk/government/publications/student-disability-support-disa) on the UK Government website to learn more about the application process.

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

**Examination Arrangements**

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

Final dates for evidence to be received and assessed for exam access arrangements:

- Semester One exams - 31/10/19
- Semester Two exams - 28/2/20

**General Support**

**Campus Access:**

Visit [AccessAble](https://www.accessable.org.uk) website for access information for our campus sites. This includes details of B&FC facilities.

**Wellbeing Support**

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

**To access support from the wellbeing team, please complete the wellbeing referral form.**

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

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

Visit the [Wellbeing area](https://www.bfctc.ac.uk/StudentServices/Wellbeing) on the VLE for more information and guided self-help.

Visit the Contemplation rooms for quiet meditation, prayer or just ‘time out’.

The Contemplation rooms can be found at:

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

To use the contemplation rooms, visit the main campus reception and sign for the room key.

For help, advice and information:
Need help now?

**B&FC Safeguarding** - If you feel unsafe or at risk at College contact your tutor or the Student Direct Safeguarding College Hotline: 01253 504444 (9am-4.30pm). If you require advice or assistance about disclosing a safeguarding concern you should discuss this with your Progress Tutor or any member of staff.

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

Alternatively go to your nearest Walk in Medical Centre:

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

**Need to Talk?**

Support is also available externally from the following organisations:

**Mental Health Helpline** Freephone 0800 915 4640. [http://www.lancs-mentalhealthhelpline.nhs.uk](http://www.lancs-mentalhealthhelpline.nhs.uk)

**Samaritans** (24 hour) Freephone 116 123 [http://www.samaritans.org](http://www.samaritans.org)

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

**LEARNING RESOURCE CENTRE TEAMS**

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

You will have access to a wealth of information through a wide range of physical and online resources such as e-books and full text journal databases giving 24/7 support for your academic work. Our online search tool Discovery is available for you to search for high quality, relevant journal articles to support your studies. Our online catalogue - [https://libcat.blackpool.ac.uk](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. More information about The Loops, including the opening hours for each centre, can also be found on the [college website](http://www.blackpool.ac.uk).
Term time opening hours

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

**The Loop at Fleetwood**
Monday - Thursday 8.15 – 19.45
Friday 8.15 – 17.00
Saturday 10:00 – 15.50
Email: lrcfle@blackpool.ac.uk
Telephone: 01253 504714

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

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

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

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

Following an initial Welcome Tour of your local Loop, your tutor will arrange for us to work with you in follow-up in-depth sessions on key skills such as effective searching of online resources and referencing. Induction sessions are also provided at the start of your programme to help you find your way around technology in the college. Additional one-to-one tutorials are available to all students. LRC support is supplemented by a range of interactive resources on the VLE.

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. Our virtual learning environment, and contains lots of key information about your course and is accessible 24:7. As part of your induction we will make sure you are able to make the most of this resource.
As a student at Blackpool & the Fylde College you will be provided with a web-based Microsoft Office 365 account. This account provides anytime, anywhere access to a suite of Microsoft programmes including Outlook email and web-based versions of Word, Excel and PowerPoint. You also get access to your own online storage area so you can download, edit and save your college work wherever you are.

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

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

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

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

STUDENT UNION

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

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

The Union provides the framework and financial backing for students to organise trips and events, which can be a great way to broaden your interests and meet new people. With a wealth of information, our Students’ Union can also advise you on places to go and things to see and do.

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

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

BEING A PARTNER IN YOUR OWN SUCCESS

Higher education is as much about personal change and development as it is about subject knowledge and skills development. By facilitating your development we enable you to take responsibility for your
own learning. Students who are fully informed about the opportunities available to them, but who are also aware of their responsibility to engage with those opportunities, are more likely to make effective use of services and resources (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](https://www.blackpool.ac.uk/he-regulations)

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

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

**STUDENT IDENTITY CARD**

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

**FOOD ON CAMPUS**

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

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

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

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

ENRICHMENT

Enrichment is about providing you with opportunities to bring your learning to life, developing your range of interests, meeting new friends and growing as a person. Some activities will be related to your area of study whilst others may not be directly linked. More information is available in your Partners for Success Guide; via the Students’ Union and through your progress tutor.

Curriculum-based activities

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

Extra-curricular activities

College is also as much about the social side as it is about learning. At Blackpool and The Fylde College we offer a vast range of activities, from discounted theatre trips to lunchtime sports activities and book club. Activities are free to everyone enrolled on a course and in most cases, there’s no need to book. For more information about what’s on check your Partners for Success Guide; visit the Students’ Union website or speak to your progress tutor.

Fee-based activities

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

The Enrichment Team can also organise one-off fitness activities, such as trips to Manchester’s Chill Factor for skiing or outings to Grizedale Forest for mountain biking. For more information please visit the Students’ Union website or contact the Enrichment Team on 01253 504134.

GETTING INVOLVED IN THE QUALITY OF YOUR PROGRAMME

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

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

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

COMPLIMENTS, COMPLAINTS AND FEEDBACK

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

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

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

GRADUATION

Our annual higher education awards event is a spectacular occasion, representing the culmination of masses of dedication and hard work, and the gateway to an exciting and rewarding future. The graduation ceremonies will take place at the Winter Gardens and Opera House, 97 Church Street, Blackpool, Lancashire, England FY1 1HL.
Your graduation day may seem a long way off now, but you will be there quicker than you think! Blackpool and the Fylde College’s Awards Ceremonies are a part of the celebration of your achievement and we hope you will be able to attend. You will need to budget for the cost of guest tickets, academic dress and photography. Awards Ceremonies are held each year at the Winter Gardens. If you attend the Awards Ceremonies we publish the names and awards of all graduates in the Awards Ceremony booklet and in a graduation supplement in the local press. If you do not wish your name to appear, you must contact Student Administration to inform us. We will print the name we have recorded for you on your degree certificate, so it’s important that you tell us in advance of any spelling or other changes. After we have printed the certificate we will not be able to change it for you.

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

**MODULE OUTLINES**

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

**ELL401: Literature: A Historical Perspective**  
**Level 4 - Mandatory**

**Module Abstract**

This module will introduce you to the relationship between literary texts and their cultural, social and historical contexts, in order to enrich your understanding of literature. We will concentrate on two genres of English Literature - poetry and the novel - and will be looking texts alongside a range of historical documents, prose works and cultural artefacts.

In the first part of the programme, we will trace the journey of poetry chronologically from the Renaissance to World War 1; you will read Shakespeare’s sonnets to early English music, and discover the poetry of T.S. Eliot through the paintings of Picasso. You will even be given the opportunity to use your discoveries in your own creative writing, such as writing a love sonnet or a dramatic monologue.

In the second part of the programme, we will look at the conditions which produced the birth of the novel in the 18th century, and follow its development through the political and industrial revolutions of the 19th century to the present day.

During the module, we will also equip you with the key skills of critical thinking, academic writing and independent learning that will be an essential part of your future studies.

**Learning Outcomes**

1. Identify the importance of context upon the production and reception of literary texts
2. Interpret specific literary texts with reference to their historical, social and cultural context
3. Recall and explain key terms regarding poetry and its analysis
4. Apply close textual analysis to specific literary texts
ELL402: Language: Textual and Contextual Analysis
Level 4 - Mandatory

Module Abstract
This module presents the concepts of language study and develop the skills and techniques of language analysis. You will be required to identify features of different types of text as well as features dependent upon genre, audience and purpose. You will develop your understanding of the various linguistic levels on which written communication can be analysed. The texts and examples used will be taken from a variety of sources and will include poetry, prose, advertisements, newspapers and web pages. You will encounter contemporary schools of thought surrounding descriptive and prescriptive approaches to language use and structure, considering the historical contexts of some more archaic language ‘rules’. This module creates a solid basis for progression onto ELL405 and is designed to give you a strong foundation and an effective toolkit for progression throughout the degree.

This module will also introduce you to some of the key academic and digital skills that you will develop over this module and throughout your studies. You will study corpus aided analysis techniques, using cutting edge corpora technologies. It is expected that as you work through the module, you will develop your confidence and ability to use digital sources and academic literacy techniques to enable you to study and learn effectively in your subject discipline context.

Learning Outcomes

1. Identify the underlying concepts and principles associated with language analysis across prose, poetry and drama.
2. Interpret the role of readers and writers in shaping language.
3. Indicate the relationship between different genres and media and illustrate the impact upon language meaning.
4. Evaluate and interpret the impact of language upon text producers and text receivers.
5. Analyse texts and approach discourses using language analysis frameworks.

Indicative Content

Phonology
Morphology
Semantics
Register
Formality
Syntax
Cohesion
Writing Skills
Grammar and punctuation
Academic and digital literacies
ELL403: Writing: Creating Poetry and Prose
Level 4 - Mandatory

Module Abstract

In this module, you will apply skills and knowledge gained from other semester one modules in language and literature to produce your own original writing in the forms of poetry and prose. Having studied a broad range of conventional and non-conventional texts and contexts, you will be able to experiment with forms and techniques to create your own body of work. Whilst the initial focus of the module is to develop your own writing skills and confidence, the study of representative texts within each of the genres will encourage you to evaluate your own writing and the writing of others.

This module will aim to develop your knowledge and understanding of the structural elements of a range of non-literary and literary genres, differentiated to accommodate those who have already studied Creative Writing as well as those who are new to writing. This module will also aim to develop freedom of expression within the existing conventions, styles and structures of these genres, encouraging you to experiment with genres and narratives codes to develop your practical writing skills.

Learning Outcomes

1. Produce original poetic artefacts that incorporate effective editing of form, convention, language and production to engage its target demographics.
2. Produce original prose that incorporates effective editing of form, convention, language and production to engage the target demographics.
3. Use theories to inform and support the production of creative work in relation to specific audiences and professional contexts.
4. Evaluate your creative artefacts concisely in relation to the theoretical and professional conventions of poetry and prose.

Indicative Content
Poetry (syllable forms)
Prose Fiction (Characters)
Writing for a range of audiences and purposes
Adapting writing styles, conventions and structures of set texts.
Poetry (rhyming forms)
Poetry (ballads)
Prose Fiction (Dialogue)
Prose Fiction (Plot)
Prose Fiction (Description)
Commentary Writing

ELL404: Literature: Theatre and Society
Level 4 - Mandatory

Module Abstract

This module will provide you with an introduction to reading and writing about drama, with a focus on theatre’s relationship with society and the ways in which it reflects or challenges the views of its audience. We will study plays from different historical periods and learn about the development of dramatic genres, concentrating particularly on the genre of comedy in all its forms. From tragi-comedy to farce, from ‘comedy of manners’ to ‘comedy of menace’, we will look at how - despite its frivolous
reputation - comedy has proved an effective vehicle for social observation and critique.

Chronological in scope, the module begins with the Elizabethan and Jacobean period, before tracing the development of drama through the 18th, 19th and 20th centuries. You will not only be analysing specific plays, but also thinking about the performative aspect of drama. As we move from ‘page’ to ‘stage’, you will be looking at historical theatre practices and the reception of plays by their respective audiences. We will be watching filmed performances, and reading accounts and reviews of notable productions. We will also study drama in the context of literary criticism, examining how modern scholarship interprets these plays in new and exciting ways.

During this module, you will further develop the research skills which will be vital to your future academic career. You will learn how to locate and review secondary critical material, determining its value and relevance to your work. Through this process, you will also be developing your understanding of the novels studied in ELL401 in the first assessment.

**Learning Outcomes**

1. Identify dramatic genres and the formal characteristics of comedy, discussing its development and social function.
2. Discuss the historical development of drama from the early-modern period to the mid-20th century, with reference to performance practices and audience
3. Interpret plays using close textual analysis, identifying key themes and ideas
4. Relate plays to their historical and social context
5. Locate, identify and engage with secondary critical material
6. Analyse the historical, social and cultural context of novels with reference to their key themes and ideas.

**Indicative Content**

- The History of Theatre
- Dramatic Genre
- The Social Function of Comedy
- William Shakespeare’s The Tempest
- Oliver Goldsmith’s She Stoops to Conquer
- Oscar Wilde’s The Importance of Being Earnest
- Harold Pinter’s The Homecoming

**ELL405: Language: Analysing Contemporary Literature**

**Level 4 - Mandatory**

**Module Abstract**

This module will give you the opportunity to interact with post 19th century texts through theoretical frameworks derived from the study of stylistics. This approach, derived from the literary theories of Russian Formalism, will enable you to identify and analyse the authorial techniques used to further character, plot and world creation whilst employing some of the more basic skills of language analysis that you have already accrued, for the purposes of evidence retrieval.

This module is concerned with the linguistic analysis of literary texts. Its aims are to introduce the most central concepts in stylistics, including some recent advances in the field (especially in cognitive stylistics), and to enable you to use linguistic analysis in order to explain how literary texts achieve their effects (e.g. how they convey new views of reality, how they project text worlds and characters, how they convey different points of view). The focus is mostly on prose fiction, but poetry and drama will also be considered. You will develop your knowledge of the underlying concepts and principles associated with the analysis of literature using the framework of language analysis including schemata.
and blending, characterisation and mind style. You will develop your ability to present, evaluate and interpret qualitative and quantitative data, in order to progress lines of argument and make sound judgements in accordance with basic theories and concepts of literary stylistics.

Learning Outcomes

1. Identify and explain the underlying concepts and principles associated with language analysis across prose, poetry and drama.
2. Interpret the impact of a producer's stylistic choice upon the intended receivers.
3. Discuss the relationships between stylistic features, discourse and the genre of texts.
4. Evaluate and interpret the impact of style upon text producers and text receivers.
5. Discuss and apply critical stylistic theories and frameworks.

Indicative Content

Foregrounding, Deviation and Parallelism
Speech and Thought Presentation
Text Worlds
Character Worlds
Narrative
Metaphor
Schemata and Blending
Characterisation
Mind Style

ELL406: Writing: Scriptwriting and Journalism
Level 4 - Mandatory

Module Abstract

This module offers you the opportunity to put your theoretical and analytical knowledge into practice across two exciting and ever-evolving platforms. It follows on from the portfolio of work you produced for ELL403 Writing: Creating Poetry and Prose, but will also continue to develop your intellectual appreciation of the ways in which writing forms evolve and the role that spectatorship plays in terms of trends, tastes and increased media literacy.

As part of this module, you will learn about the similarities and differences of professional practice in scriptwriting across a range media by learning how to structure stories for different purposes and audiences, how to develop dimensional characters, how to build visual exposition, write dialogue and how to format and present your work using industry-standard conventions. Alongside this, you will study and learn how to create journalistic writing across traditional and digital platforms, demonstrating how to write for different purposes and audiences in an increasingly complex world of communication production and consumption.

In addition, you will also continue to develop a critical awareness of professional writing in context by reflecting on the work you have produced in relation to the work of other writers. This will be assessed in an evaluative task, where you will analyse and reflect upon your work in relation to existing media and useful theoretical approaches. Whilst the emphasis is on creative practice in this module, it is also important to evaluate the process by which you achieved your goals in order to continue to evolve as a writer in subsequent projects.

Overall, the writing modules at this level, aim to embed the skills and confidence to produce more substantial and diverse projects in the second and third year.
Learning Outcomes

1. Produce a screenplay extract for an audio-visual platform that incorporates effective editing of form, convention, language and production.
2. Produce a journalistic artefact or artefacts that incorporate effective editing of form, convention, language and production.
3. Use theory to inform and support the production of creative work in relation to specific audiences and professional contexts.
4. Evaluate creative artefacts concisely in relation to the theoretical and professional conventions of scriptwriting and journalism.

Indicative Content

Story structure for different platforms and audiences.
Developing dimensional characters.
Approaches to visual exposition.
Writing dialogue and other non-visual modes of exposition.
Formatting your work using industry-standard conventions.
Researching and recording information for journalistic writing.
Comparing journalistic forms and platforms.
Traditional and digital journalism.
Contextual issues and debates surrounding professional writing.
Reflective practice using theoretical approaches.

ELL501: Literature: Theory and Criticism
Level 5 - Mandatory

Module Abstract
Where is the ‘meaning’ of a literary text to be found? Does it lie with the author and what s/he intended; does it depend on the interpretation of the reader; is it a linguistic property of the text itself? Is this ‘meaning’ stable or changeable? What is the text’s relationship with the individual, and the world around it?

This module will introduce you to a range of major theories – New Criticism, Reader-Response, Marxism, Feminism, Post-Colonialism, Structuralism, and Post-Structuralism - all of which attempt to answer the questions above differently. The purpose of the module is to present the wide array of approaches available to you as a reader, and to demonstrate how each theory has a history, a methodology and a politics attached.

During the module we will be reading a range of late-20th and 21st century literature through a variety of theoretical lenses, engaging in recent debates about language and selfhood, and discussing themes such as class, gender and national identity. You will also have the opportunity to develop your own readings of specific texts drawing on fields of contemporary critical theory of interest to you (for example, ecocriticism or disability studies).

Learning Outcomes

1. Identify the differences between traditional and theoretical approaches to literature
2. Distinguish between and discuss specific schools of theoretical criticism
3. Analyse the relationship between theory and its historical, cultural and ideological context.
4. Analyse and evaluate the debates between different theoretical schools of thought.
Deploy theoretical ideas and vocabulary to support a detailed analysis of specific literary texts.

Indicative Content

• Liberal Humanism, New Criticism, Russian Formalism
• Marxism and Cultural Materialism
• Feminism and Intersectionality
• Post-Colonialism and New Historicism
• Structuralism/Post-Structuralism
• Eco-Criticism, Queer Studies and Disability Studies
• Psychoanalysis and Neo-Marxism
• Political Theatre: Brecht and Artaud
• Theatre, Language and Power
• Theory and Intertextuality

ELL502: Language: Power and Discourse
Level 5 - Mandatory

Module Abstract

This module introduce you to the study of Critical Discourse Analysis (CDA), with the main focus being on how language simultaneously represents and impacts power relationships in real world contexts. You will build upon the skills developed in previous modules, whilst being introduced to a variety of different methods and issues that impact upon this contemporary discipline, supported by theoretical frameworks like corpus linguistics, cognitive linguistics, conversational analysis and pragmatics. Some of the topics we will consider relate to society (gender, sexuality, race), identity, celebrity, law (written and functional) and politics.

You will be given the opportunity to practice methods of analysis and given opportunity to engage and analyse a wide range of texts. You will also be encouraged to engage, through close textual analysis, with discourses of specific interest to you. This will give you the opportunity to practice academic impartiality and understand appropriate restraints of inherent bias.

Learning Outcomes

1. Apply underlying concepts of Critical Discourse Analysis in order to analyse media texts.
2. Identify the roles of reader and writer within the condition of interaction frameworks and discuss the situational relevance of a text in terms of critical discourse theory.
3. Analyse how the symbiotic relationships between culture, language, technology and economics impact how different genres of media are received.
4. Interpret literary, critical, linguistic and creative material in terms of power dynamics and relationships.

Indicative Content

Representation and identity
Gender and sexuality
Taboo language
Rhetoric and propaganda
Modality, agency and POV
Framing
Signs and Symbols
Spoken Discourse
Politics
Society
ELL503: Writing for the Workplace
Level 5 - Mandatory

Module Abstract

In this module, you will build on your creative experimentation and exploration in ELL403 Writing: Poetry and Prose and ELL406 Writing: Scriptwriting and Journalism, which focused on four disciplines and will have the opportunity to focus your creative work more closely by specialising on areas that suit your personal and professional needs and interests. As part of your studies, you will produce a variety of literary and/or non-literary texts, which will require you to write according to professional codes of practice, which will be accompanied by analytical and evaluative commentaries on the processes of writing and a discussion of the strategies you have adopted.

This module intentionally builds on the content of creative writing first year modules and has also been designed to integrate with the language and literature modules in the second year. This is intended to further develop the connections between intellectual inquiry and the application of your emerging of professional practice and identity as a writer.

To support your exploration and creative development, the initial focus of the module aims to further develop your knowledge base, writing skills and confidence. To that end, the module will be delivered in blocks relating to the four key disciplines, which will lead to the production of a portfolio which comprises creative artefacts and a critical reflection of your work. Furthermore, you will learn about publishing and self-publishing, the role of agents, copyrighting and intellectual property, all of which will complement your professional development work in ELL506 Excellence and Employability: Personal Development Planning.

Learning Outcomes

1. Analyse and evaluate writing for different purposes in relation to form, conventions, audience and professional contexts.
2. Use research into professional codes of practice to inform and support the production of creative work in relation to chosen platforms and audiences.
3. Produce a creative writing artefact(s) that demonstrate effective editing of form, convention, language and production.
4. Analyse and evaluate creative artefacts in relation to critical and contextual language or literary theory incorporating professional conventions.

Indicative Content

The codes and conventions of professional writing across poetry, prose, scriptwriting and journalism. Writing for a specific audience.
Self-evaluation, leading to strategic development towards employment.
Developing incisive analytical and evaluative commentaries of your work.
Developing academic and communication skills to analyse and evaluate through peer-critiques.
Effectively editing your work to meet the needs of creative industries and audiences.
Exploring and creating texts that conform to and challenge narrative conventions.
Exploring evolutions in genre in relation to contextual factors.
Developing dimensional characters and effective dialogue for scriptwriting.
Developing research and interview techniques for journalistic writing.
Module Abstract

This module explicitly links language, literature and writing to further develop your theoretical understanding of the three strands and their relationship with one another. Having developed a foundational understanding of language, literature and its application in creative writing in separate module at Level 4, this is the first of two modules which explicitly brings the three strands together to explore the benefits of combined study for your continued personal and professional development.

In this module, you will develop an in-depth study of the relationship between literary theories, linguistic theories, and theories of writing in order to analyse texts – both literary and non-literary - in a greater critical depth. This will intentionally complement your critical exploration in ELL501: Literature, Theory and Criticism and will inform your practical application in ELL505: Linking Language, Literature and Writing: Practice.

The module begins by looking at a range of texts and showing how these can be studied in a variety of ways that utilise literary theory. The titles include Hard Times by Charles Dickens, Tess of the d'Urbervilles by Thomas Hardy, Wide Sargossa Sea by Jean Rhys, Nice Work by David Lodge and Things Fall Apart by Chinua Achebe. Once you have analysed one of the above texts from a specific literary perspective, you will then move on to analyse extracts of the same text using stylistic frameworks associated with language and linguistics.

Topics you will study include theoretical approaches to the study of English in all three areas: Language, Literature and Writing, but with a particular emphasis on the linking of the three.

Learning Outcomes

1. Discuss the rules, conventions and possibilities of written and spoken language in a range of forms, genres and media.
2. Distinguish between and discuss specific schools of theoretical criticism relating to linguistic and literacy texts and their conventions.
3. Analyse and evaluate texts using literary theories.
4. Distinguish between and discuss specific approaches to language analysis.
5. Analyse and evaluate the usefulness of writing theories in the deconstruction of a text.

Indicative Content

Story structure for different platforms and audiences
Comparison of traditional and contemporary approaches to narrative
Applying literary theories to the critical exploration texts.
Applying linguistic theories to the critical exploration texts.
Contextual studies of texts in relation to pertinent social, political, historical and other cultural factors.
Improving your communication skills
Enhancing the application of research to structure and contest arguments.
Critical reflection and theoretical approaches to language, literature and writing.
The relationship between academic study and creative practice.
Module Abstract

Building on your critical development and theoretical exploration of language, literature and writing and their relationship with one another in ELL504, ELL505: Linking Language, Literature and Writing: Practice will allow you to apply these skills to the production of a creative piece of prose that utilises and exhibits what you have learnt. In addition, you will further develop analytical and evaluative skills of your creative work through critical discourse analysis (CDA). Here, you will develop skills in deconstructing and exploring how your literary fiction was written to incorporate established genre tropes, including the semantic and syntactic tropes, and explore the ways in which your work could be published, distributed and exhibited to a specific audience or for a specific purpose.

Your development of these creative and professional competencies intentionally aligns with your development in ELL503: Writing for the Workplace and ELL506: Excellence and Employability: Personal Development Planning, so that you further develop a portfolio of creative artefacts and develop the skills and confidence to not only create competent work that aligns with industry standards, but have the know-how to get your work seen and/or published.

Learning Outcomes

1. Plan and produce original creative work using literary and linguistic approaches.
2. Analyse and evaluate creative outcomes using relevant literary theory.
3. Discuss specific approaches to language analysis as they relate to original work.
4. Analyse creative practice in response to other published work.
5. Evaluate options for publication, distribution and/or exhibition.

Indicative Content

Exploring and applying genre codes and conventions
Applying contextual readings such as Feminism, Marxism and Post-Colonialism
Critical Discourse Analysis
Applying story design paradigms to creative practice
Publication and self-publication
Distribution, exhibition and performance
Targeting and positioning audiences

Module Abstract

Creative and Professional Development is a career development module that aims to develop your knowledge and skills of professional codes of practice in academic and creative sectors relevant to your field of study. By exploring career path ways, engaging with employers and peers, building communication practices and exploring case studies and contexts, you will develop the know-how to produce professional resources and artefacts across areas that suits your individual needs such as education, freelance writing, marketing and self-promotion.
As part of your creative and professional development, you will produce a portfolio of material that evidences your academic and/or creative practice, supporting key themes and strands that run throughout the programme as a whole. As well as exploring a range of professional roles and producing communicative materials that relate to those pathways, you will also develop contextual knowledge and skills to develop a wider awareness of graduate attributes in an ever-evolving landscape. This will be achieved through research into industrial trends and developments in educational and creative sectors, theoretical and practical insights into branding, marketing and advertising, exploration of freelance writing opportunities and codes of practice, and live projects with employers – all of which will inform the creation of a developmental portfolio that will influence and shape your progression in your final year, the potential for post-graduate study and meaningful employment in a sector you want to work in.

Learning Outcomes

1. Create a strategy for career development based on research into specific job roles and sectors.
2. Produce career development material that is informed by research into relevant sectors.
3. Discuss the ways in which creative and/or professional artefacts have met the needs of specific audiences.
4. Analyse and evaluate research and practice using theoretical models and professional and/or creative codes of practice.

Indicative Content

The importance of multi-platform practice for creative and academic careers.
Building your personal and professional identity.
Job roles and how to make the most of your transferable skills.
Theoretical approaches marketing and advertising and their practical application for self-promotion.
Professional communication using traditional and digital modes.
Effective social media practice.
Preparing to teach – putting theory into practice.
Industrial research and finding gaps in the market.
Freelance writing and publishing.
Live briefs - working collaboratively and autonomously.
Critically evaluating your work.

ELL601: Children's Literature
Level 6 - Mandatory

Module Abstract

This module will introduce you to the academic study of texts which have been traditionally overlooked by mainstream academia, and which belong to the only literary subgenre defined purely by its readership - children's literature. The module will take a chronical, thematic and generic approach to its subject, and will explore the wider philosophical and ideological influences which have shaped the literature produced for children over the last 250 years. We will trace the historical development of children's literature from traditional fairy-tales to the latest best-selling cross-over fictions, and use theory to analyse how these texts address themes such as identity, power, religion and nature. We will also be looking at the genres of realism and fantasy in relation to fiction written for children, questioning whether the primary purpose of such fiction is to educate or entertain. Finally, we will be looking at some of the most recent controversies surrounding children's literature and asking ‘Are there any topics which are ‘off-limits' for children's books?’
Learning Outcomes

1. Critically analyse the history of children’s literature, its material production and the changing nature of its audience
2. Critically analyse the wider ideological, philosophical and cultural factors which affect the production of literature for children, identifying these influences at work within individual texts
3. Critically evaluate a wide range of primary texts, identifying how literary theory can contribute to the analysis of those texts
4. Critically analyse and compare specific texts in relation to their key themes, narratorial devices, stylistic strategies and generic variations found within a body of writing

Indicative Content

- Perceptions of ‘Childhood’ and Children’s Literature: A Historical Perspective
- The ‘Golden Ages’ of Children’s Literature
- Fairy tales and Ideology
- The Narrator in Children’s Literature
- Classic Texts and Literary Theory
- The Natural World in Children’s Literature
- Intertextuality in Children’s Literature
- Authority, Conflict and Rebellion in Children’s Literature
- Fantasy and Escapism in Children’s Literature
- Realism and Controversial Subjects in Children’s Literature

ELL602: Professional Writing
Level 6 - Mandatory

Module Abstract

ELL602 Professional Writing acts as a complementary module to the optional module ELL606 Creative Writing Portfolio to give those of you who are particularly interested in further developing a professional portfolio of creative writing artefacts the ability to grow and showcase your skills for prospective employers. However, for those of you who choose ELL605 Dissertation (as opposed to ELL606), this module will at least ensure that you still have the opportunity to continue to develop your creative output alongside your continued academic development, which will provide you with a wide skill set for post-graduate study and employment, by continuing to explore the programme’s unique tripartite structure.

Building on the creative, evaluative professional skills and knowledge you developed in ELL503, ELL505 and ELL506, this module will offer you the opportunity to develop and refine the skills and knowledge you have acquired in practical and professional situations which are more work orientated than previous tasks. You will apply the knowledge gained from the academic background provided by the degree programme to create a finished ‘product’ suitable for a vocational context such as teaching, broadcasting or writing in a specific literary genre for a particular audience.

The rationale behind this module lies in the overall philosophy underpinning the degree programme: that you will have gained knowledge and practical skills in analysing language and literature, will be competent users of language in a variety of contexts and will be able to write to a specific ‘brief’ and to a time limit as you would be required to do in a vocational context. On completion, you will be required to write an evaluation of your chosen option, detailing the processes you went through to progress from the academic background knowledge to the finished product. You will have identified the issues involved in producing the text, planned and implemented the required course of action, justifying the choices you have made and will write a critical assessment of your own product.
Learning Outcomes

1. Create texts that meet industry standards and are relevant to their purpose and audiences.
2. Critically analyse the role of readers and writers in shaping texts.
3. Critically evaluate how culture, language, technology and economics affect how, where and by whom texts are produced and received.
4. Critically evaluate complex information and diverse evidence to support the production of creative work.

Indicative Content

Vocational Writing
Academic Writing
Writing for Publication
Self-evaluation
Commentary Writing
Editing

ELL603: Language in Interaction
Level 6 - Mandatory

Module Abstract

This module will give you the opportunity to engage with an introduction to some of the the specialised perspectives within the discipline. Using the core techniques developed within your previous studies, you will apply frameworks from the field of applied linguistics, with some recognition given to the founding precepts of Cognitive Linguistics and the embodiment of language.

You will be able to construct clear and logical arguments informed by the application of both theory and research, with the aim of producing a presentation that demonstrates your research and reading, and an essay outlining your critical perspectives on the research undertaken. Each lecture will provide an introduction to each framework, allowing for further independent exploration and in preparation for potential continuation to post-graduate level study.

Initially you will look at how the study of stylistics has been applied to world discourses, allowing for linguistic research to create breakthroughs in mental health, climate science strategies and cancer treatments.

This will serve you as an introduction to the contemporary field of Forensic Linguistics; from its emergence as a profiling tool culminating in the development of stylometric analysis, to the role of linguistics in informing police interview procedure. You will also develop your analytical skills in analysis of spoken language and a working understanding of the BNC (2014) Spoken Corpus.

You will then approach the theoretical aspect of internet linguistics and be able to recognise its impact upon language use and language change, understanding that as language changes, so does human experience of the world. This will bring you to the theoretical field of cognitive linguistics and the flexible framework approach. You should develop a clear sense of the field’s grounding in cognitive psychology, and how this differs from formalist frameworks, such as Generative Grammar and its derivatives. You will re-enact experiments and critique their outcomes.

You will be afforded the chance to focus upon a specific research interest, whilst developing your approach to include precision and criticality. This involves initiating a line of inquiry across multiple research papers and theoretical frameworks.
Learning Outcomes

1. Discuss the history, structure, levels and discourse functions of the English Language.
2. Critically analyse complex texts and ideas in order to discuss critical, theoretical, linguistic and stylistic concepts and terminology.
3. Interpret how culture, technology and economics affect how, where and by whom language is produced and received.
4. Analyse texts and discourses responding to the affective power of language using appropriate approaches and terminology.
5. Critically interpret multiple levels of discourse.

Indicative Content

Stylistics in action
Forensic Linguistics
Conversational Analysis and the BNC Spoken Corpus 2014
Digital Language and Literacies
Embodied Language
Experimental approaches to linguistics

ELL604: Shakespeare: Interpretation, Adaptation and Appropriation
Level 6 - Mandatory

Module Abstract

References to Shakespeare and his plays surround us; from sitcoms to bank notes, Shakespeare’s image is ubiquitous, and his plays continue to exert a powerful influence over British culture. In this module, you will not only be scrutinizing the texts of three of Shakespeare’s greatest tragedies, but also examining how critical, theatrical and cinematic readings of these plays at different points in history have reflected the fears and desires of their respective audiences. At the heart of this module is a question: how much of the ‘meaning’ of Shakespeare’s tragedies derives from the texts themselves, and how much is created through the acts of interpretation, adaptation and appropriation?

In the first part of the module, you will be investigating the theatrical history of King Lear - from its original staging at the court of King James to modern productions - including the notorious ‘happy ending’ of Nahum Tate’s 1681 adaptation of the play. You will also analyse the differing interpretive responses of literary critics to Macbeth - a critical history which will encompass the moral censure of 18th century, the anti-hero worship of the protagonist by the Romantics, and the politicised readings of the play by late 20th century critics. Finally, we move to modern popular culture, where you will look at how Hollywood and world cinema has adapted Shakespeare for the screen, comparing versions of Hamlet produced in different decades and by different cultures.

In the second part of the module, you will examine how playwrights of the 20th and 21st century have appropriated Shakespeare’s plays (and the genre of tragedy itself) to articulate a range of political and philosophical concerns. With plays ranging from a Marxist rewriting of King Lear to a post-colonial sequel to Macbeth, you will look at how literary theory has impacted upon the re-imagining of Shakespeare’s plays in modern drama.

Learning Outcomes

1. Discuss the performance and publication history of Shakespeare’s plays, with reference to Renaissance theatrical conventions and publication practices.
2 Critically analyse plays by Shakespeare, identifying key themes in relation to their historical, cultural and social context
3 Assess how critical interpretations and theatrical/cinematic adaptations of Shakespeare’s plays relate to their own historical, cultural and social context
4 Analyse the genre of Shakespearean tragedy, and distinguish this from the use of tragic conventions by specific 20th-21st century playwrights
5 Critically evaluate the impact of theory on 20th and 21st century dramatic appropriations of Shakespeare’s plays

Indicative Content

- Renaissance Theatre and Publication Practices
- King Lear: Tragedy and Performance
- Macbeth: A Critical History
- Hamlet: Shakespeare on Screen
- Humanism, Anti-Humanism and the ‘Nightmare’ of 20th century History
- Edward Bond’s Lear: Theatre, Politics and Shakespeare.
- Tom Stoppard’s Rosencrantz and Guildenstern are Dead: Theatre, Philosophy and Shakespeare
- David Greig’s Dunsinane: Theatre, Theory and Shakespeare

ELL605: Dissertation
Level 6 - Elective

Module Abstract

This module will provide you with the opportunity to plan and carry out a programme of work with limited supervision, within which appropriate theories, methodologies and analytical techniques are applied to the investigation of a topic in English-related studies. You will identify an area of investigation and formulate a research proposal appropriate for treatment by the techniques and approaches developed during the course. You will develop a critical awareness of the information sources relevant to the study – draw valid conclusions and/or make logical recommendations appropriate to the objectives of the dissertation.

You will be required to effectively communicate the nature, rationale and outcomes of the work and produce a piece of work which critically analyses and puts into context a question, which relates specifically to the course content from the BA(Hons) English Language, Literature and Writing. You will be assigned a dissertation supervisor based on subject specialism, and you will negotiate with your supervisor, the nature of the research enquiry and the appropriate methodological, epistemological and ethical considerations.

Learning Outcomes

1 Plan and carry out an investigation with limited supervision, critically applying data collection methodologies and analytical techniques.
2 Draw valid conclusions and/or make logical recommendations
3 Critically analyse and contextualise an area of enquiry.
4 Effectively communicate the nature, rationale and outcomes of the work.

Indicative Content

The Dissertation/Writing Portfolio module will begin with a series of workshops to provide guidance on topic choice and scope; research design, methodology and implementation; assessment criteria and processes, and the student-supervisor relationship. Thereafter, the student will conduct self-directed study and writing, with regular continuing workshops and individual supervision sessions.
Module Abstract

The Creative Writing Portfolio requires you to demonstrate a culmination of all the skills you have learnt across the programme. You will need to provide evidence of a sophisticated critical knowledge and understanding of texts and audience, the ability to research, plan and work collaboratively (as required), the creative skill to produce and edit work that is of a professional standard and an awareness of industry, relating to legal, economic, socio-political and production-based contexts. This module will give you the opportunity to undertake a substantial creative writing project on an area of your choosing that you have studied during your first and second year. This includes writing poetry, prose, scripts, journalism or scriptwriting for film, television, theatre, or across platforms. As part of this process, you will refine your intellectual knowledge and understanding of professional codes of practice, modes of representation and the roles of institutions, and a critically evaluative knowledge of genre codes, narrative structure, authorship and their symbiotic relationship with spectators. As well as producing a creative writing artefact or artefacts, you will also learn about professional experience and employment through liaison with employers and opportunities to enter competitions and submit your work to potential publishers.

In terms of reflective practice, you will be required to demonstrate an in-depth critical awareness of contemporary industry-standard practices by analysing and evaluating the work you have produced in relation to a sophisticated body of research. This will be achieved by researching and critiquing your work in relation to the work of professional writers, evidence of formative planning and pre-production skills and continuous engagement with your peers, tutors and employers. In your evaluation, you will critically analyse your work and the work of others, synthesise research and reflect upon your work in relation to professional codes of practice.

Learning Outcomes

1. Identify and critically analyse communication systems, modes of representation and role of institutions in relation to the production of an intended manuscript.
2. Produce a creative writing text or texts which meets the needs of specific audiences
3. Critically analyse contextual frameworks to demonstrate evidence of planning and contemporary industrial practices.
4. Critically analyse professional approaches and conventions to support the production and critical evaluation of creative work.
5. Critically evaluate creative outputs in relation to theoretical models and texts

Indicative Content

Professional codes of practice in writing for publication.
Structuring stories for different platforms and audiences.
The art of writing principal and supporting characters.
Classical and non-conventional approaches to exposition.
Evolving the use of dialogue.
Narrative modes of exposition.
Formatting work to a professional standard.
Editing work to fully engage an audience and industry demands.
Enhancing critical skills.
Professional communication, experience and codes of practice.
ADDITIONAL COSTS

Whilst there are no specific or on-going additional equipment requirements, you may have the opportunity to go on cultural visits and trips to academic and creative conferences, which will incur minimal costs. The anticipated costs however cannot be stipulated, as they will be event specific.

EQUIPMENT REQUIREMENTS

There are no additional costs for equipment as part of this programme. The only costs incurred as part of your modular study will be books and/or other resources. The opportunity to borrow core and secondary texts on reading lists is also available.

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.