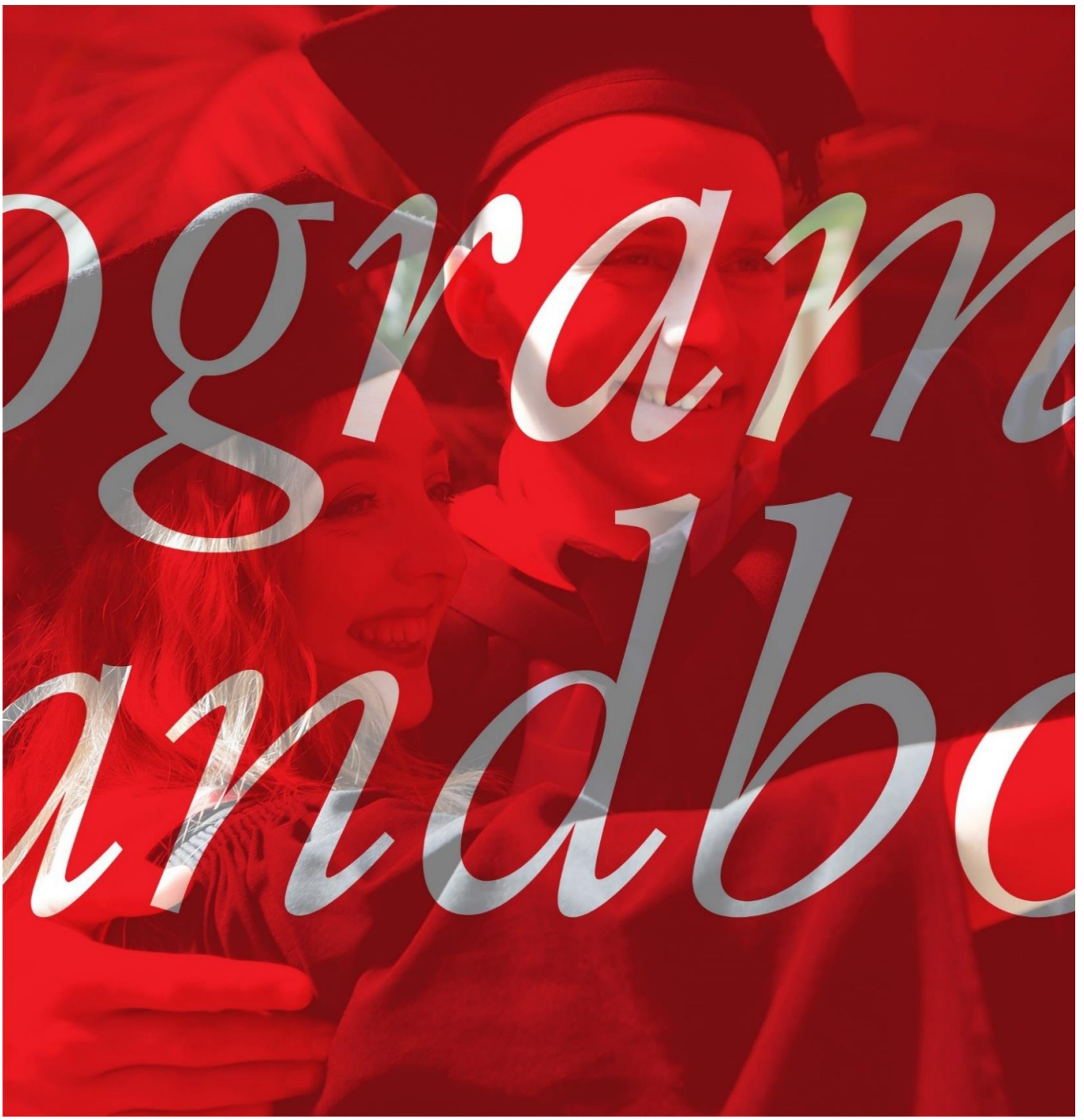
Programme Handbook 2020-21

Higher National Certificate in Computing

COM-HNC-2018



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WELCOME

Welcome to Blackpool and The Fylde College and to the Higher National Certificate in Computing (COM-HNC-2018) programme.

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

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

It is strongly recommended that you refer to your **Programme Handbook** and **Student SharePoint** to ensure that you get the most out of the time you will have invested in participating in your valuable and hopefully enjoyable learning experience.

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

Studying with B&FC from September 2020

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

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

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

- Studying with B&FC from September 2020
- HE Student FAQs

GENERAL INFORMATION ABOUT YOUR PROGRAMME

Programme Code	COM-HNC-2018
Programme Title	Higher National Certificate in Computing
Teaching Institution	Blackpool and The Fylde College
Professional, Statutory and Regulatory Body (PSRB) Accreditation	None
UCAS Code	
Language of Study	English
Version	1

Programme Awards

Award	Award Type	Level	Awarding Body
Pearson Higher National Certificate	Higher National Certificate	Level 4	Pearson

THE FRAMEWORK FOR HIGHER EDUCATION QUALIFICATIONS (FHEQ)

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

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

PROGRAMME OVERVIEW

If you are looking for a recognised qualification that covers a broad spectrum of exciting and contemporary computer science and digital technologies, the HNC in Computing is an excellent programme to get you involved in Higher Education level study in this ever-changing and vibrant sector. If you are in work and want to retrain, sharpen your skills or if you are in a computing-related job, receive a qualification that recognises the work you do, our part-time delivery provides a manageable two year route so you can manage your commitments and studies to experience success.

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

The HNC Computing is recognised qualification that has recently been redeveloped in consultation with industry to meet the needs of the digital sector and prepare students for a range of entry level job roles or progression to further more highly specialised study, such as our British Computer Society

accredited and Lancaster University awarded degree programmes.

The HNC Computing can be delivered full-time over 1 year or part-time over 2 years. This is ideal if you are looking to enter higher education however have other daily commitments. Also it aids if you are already in a computing role and are looking to update skills with a recognised qualification. The HNC Programme includes a range of core digital skills that forms the basis for a full range of contemporary computing disciplines in the ever-growing digital economy.

Key elements of the programme include:

- You will use industry standard languages and development environments such as the Adobe suite, Visual Studio, Packet tracer and HTML / CSS / .NET / SQL
- You will explore web design and development concepts and apply them, creating and testing a website to a client brief
- You will explore and apply basic programming concepts using a contemporary language to develop an application
- You will explore networking concepts, and design and implement a small network in a practical environment to meet business needs
- You will gain general software engineering skills including working with databases requirements gathering, producing technical designs and developing and testing interfaces all of which increase the range of careers you can pursue in the digital sector
- You will explore fundamental cyber security concepts, evolving threats and means of protecting against them
- You will build a portfolio including websites, databases, and applications, providing to employers and clients evidence of your abilities and aptitude for key development roles
- You will manage a project individually, building management and problem solving skills which will enhance value to future employers and develop yourself both personally and professionally

PROGRAMME AIMS

- To provide students with a range of computing abilities and skills including analysis of systems, software, hardware and data

- To develop skills in core computing disciplines; including design, implementation and testing of software and systems; enabling students to formulate decisions and implement computer based solutions.

- To aid students to apply their subject-related and transferable skills in contexts where the scope of the task and the criteria for decisions are generally well defined but where some personal responsibility and initiative are required

- To support students in building a commitment to lifelong learning and career development through industry-focused scenarios, work placements, career focussed tutorials, and personal and professional development planning

- To build students' communication, information and digital literacy skills using a range of assessment approaches in core computing disciplines

PROGRAMME LEARNING OUTCOMES

Level 4

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

1. Identify, explain and discuss the technical and theoretical disciplines and applications involved in the design, development and testing of computer-based systems
2. Analyse the social, legal and ethical aspects of design, development, testing and evaluation of computer based systems
3. Apply mathematical principles required to design, development and testing of computer based systems
4. Analyse, design, develop, and test, computer based systems, producing appropriate documentation, drawing on supporting evidence, and critically analyse, select and apply suitable tools and techniques with consideration of important relationships between development stages
5. Communicate information in a variety of formats to a range of audiences using a range of media that evidences both academic and digital literacy skills
6. Work effectively as an individual and as a member of a team undertaking critical self-appraisal to support continued professional development, employability, lifelong learning and transferable skills
7. Integrate and apply essential concepts, principles and practice in the design and development of computer based systems, producing well-constructed programs to solve well-specified problems

PROGRAMME STRUCTURE & ASSESSMENT OVERVIEW

Pathway	Module	Level	Credits	Coursework	Practical	Written Exam
Stage 1: Year 1 Stage award: Pearson Higher National Certificate (Awarded by Pearson)						
All	D/615/1618: Programming (Mandatory)	4	15	100%		
	H/615/1619: Networking (Mandatory)	4	15	100%		
	H/615/1622: Database Design and Development (Mandatory)	4	15	100%		
	K/615/1623: Security (Mandatory)	4	15	100%		
	K/615/1637: Data Analytics (Mandatory)	4	15	100%		
	R/615/1633: Website Design and Development (Mandatory)	4	15	100%		
	T/615/1625: Managing a Successful Computing Project (Mandatory)	4	15	100%		
	Y/615/1620: Professional Practice (Mandatory)	4	15	100%		

WHERE WILL I STUDY?

This programme may be studied at the following location:

B&FC University Centre

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

GETTING STARTED

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

Our annual Freshers' Fair is a fun, vibrant event and a great chance to find out more about what's on offer locally, with representatives from the B&FC Student Union, Higher Education Learning Mentors (HELMs), 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.

STUDY WORKLOAD

This programme can be delivered in either full or part time modes. The full time delivery mode will be completed within the space of a year whereas the part time delivery mode will take two years to complete. The part time route will have modules delivered to accommodate students in work.

There are many opportunities to work on assessments provided within our timetabled sessions however there will be formative and summative assessments set where you will be expected to complete work by a set deadline. Spending regular time on these activities will make this more manageable hence 'little and often' is an approach we take. Most summative deadlines are set for Sunday night to enable weekends to be spent on finishing work.

The expected volume of independent study is on average 102 hours per module, which equates to 6.375 hours per week. Often students find that this is a high expectation, however through engagement with our formative assessments and direction, building up work over time and improving skills, students find the workload manageable and succeed from a diverse range of backgrounds.

LEARNING AND TEACHING

This programme is delivered on either a full-time basis for 1 year or a part-time basis over 2 years to provide accessible opportunities for entering Higher Education and gaining new and current skills to enhance your career. We have researched and practiced the best means of teaching technical subjects to ensure that you have the most engaging experience that is effective in supporting the growth of your knowledge and skills.

We have various approaches to ensuring that course content is delivered in the most effective way including: a wealth of multimedia resources so you can work at your own pace; supported workshops to aid you in coding, debugging, problem solving, and enhancing work; lectures, class discussions to introduce students to new concepts, theories and techniques, and to help in building your understanding of theoretical content; clear building of academic skills, employability and graduate skills, with a focus on reflective practice to enhance your personal and professional development; and approachable and friendly staff with an open door policy and individualised support so that students and employers can feel welcome and comfortable in asking questions, gaining feedback and making progress.

The content is regularly updated to ensure you are working with current software tools, technologies and practices. There are specialist rooms containing sandboxed environments and virtualised servers to ensure you build your skills in an industry relevant environment as well as high-spec machines for programming and multimedia development.

In addition, we review and adjust our teaching practices to best suit particular group dynamics and feedback that is received during module delivery to ensure that you have the best experience.

Part-Time Support

If you are part-time, we have a number of mechanisms to ensure that you receive support in achieving even though you may not be able to attend the campus as much as full time students. Our open door policy extends digitally and if you are looking for subject specific support, tutors can arrange with you to communicate digitally at agreed times outside of campus opening hours. Our Higher Education Learning Mentors (HELMs) can provide support with study skills, proof reading, referencing and other academic skills in appointment with you in the evenings or via e-mail, able to be flexible to meet your needs. Additionally, we have excellent multimedia and digital resources which are accessible online as well as specialised software which can be accessed remotely.

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

Pearson have developed the HNC Computing in consultation with representatives from industry including the British Computer Society, Institute of Engineering and Technology, Cisco, and The Tech Partnership among others. This has helped to ensure that the content of the programme is current and industry focused containing a broad range of the skills considered to be a necessary foundation for any computing professional in the digital sector.

We regularly consult with industry partners to ensure that the tools, techniques and development environments are fit for current and evolving needs. This feeds into our investment of resources, training of staff and construction of assessments that mirror industry scenarios, such as designing a database system to meet certain small business needs.

GRADUATE SKILL DEVELOPMENT

There are a number of graduate skills that are developed during the HNC which will form the basis for further development in additional qualifications at higher levels. These aim to help you perform well in both your academic life and career.

An overview of some of the skills and how this programme links to them follow here:

- **A commitment to lifelong learning and career development**
  - Personal and professional development planning is included in the programme so that you can plan for career and skills development including post-graduate study or career opportunities, most notably in Unit 3: Professional Practice.
- **Collaborative teamwork and leadership skills**
  - As part the Professional Practice unit you will examine teamwork, interpersonal skills and work together in groups to plan and deliver a small training event which will help you develop these transferrable skills for a variety of contexts.
- **Personal and intellectual autonomy**
  - We support your development of independence in academic and practical skills throughout the programme with open scenarios where appropriate to facilitate your creativity and contextualise skills within your personal and career interests.
- **Ethical, social and professional understanding**
  - The Professional Practice and Managing a Successful Computing Project units focus on professional management of individuals, teams and project goals building a professional understanding of approaches in the sector. Ethical considerations are seeded throughout however most notably you will consider this in depth in the Security and Database Design and Development units where storage and security of sensitive data has wider ethical implications and is a hot topic in contemporary society.
- **Communication, information and digital literacies**
  - You will develop your use of digital resources such as searching, blogging, messaging, use of wikis and collaborative environments and cloud storage which are valuable in all industries
- **Global citizenship**
  - The global nature of digital industries means that certain standards and documentation approaches have arisen that can be understood internationally; you will become familiar with some of these through the Programming, Networking and Database Design and Development units. Additionally, you will examine international standards as part of the Security unit.
- **Research, scholarship and enquiry skills**
  - Over the course of the HNC you will develop the capabilities to seek out reliable and valid sources of information to construct arguments and critically engage with literature preparing you for study on degrees and

ASSESSMENT

We provide regular formative assessment opportunities giving you the chance to submit drafts and practice tasks to gain feedback to improve. We employ digital submission and feedback so that you can refer back to previous assessments to reflect upon progress and build confidence for future assessments. Assessments include a mix of written reports, design documentation, created assets, source code / program demos, reflective writing and other methods will be employed in coursework so you have a wide range of skills both academic and practical. Graded assessment submissions are balanced throughout the academic year so that you can manage their workload effectively.

All summative (graded) assessments on this programme are coursework based. Typically you'll be given a brief and a set of tasks to perform mapped to different criteria which will determine your grade. This brief will be based on industry focused scenarios, such as developing a website for specific client requirements or a implementing a network infrastructure to support specified business needs. There will be multiple opportunities to seek feedback prior to final submission to support your development and achievement.

Assessment Methods

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

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

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

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

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

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

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

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

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

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

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

When will I be assessed?

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

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

How will my work be marked and graded?

To achieve your Higher National Certificate you must have:

- completed units equivalent to 120 credits at level 4
- achieved at least a pass in 105 credits at level 4.

To achieve your Higher National Diploma you must have:

- completed units equivalent to 120 credits at level 5
- achieved at least a pass in 105 credits at level 5
- completed units equivalent to 120 credits at level 4
- achieved at least a pass in 105 credits at level 4.

The calculation of the overall qualification grade is based on your performance in all units. You will be awarded a Pass, Merit or Distinction qualification grade, using the points gained through all 120 credits, at Level 4 for the
HNC or Level 5 for the HND, based on unit achievement. Your overall qualification grade is calculated in the same way for the HNC and for the HND.

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

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 happens if I fail a module?

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

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

Moderation

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

External Examiners

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

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

Board of Examiners

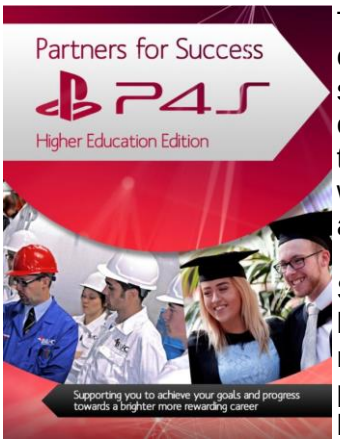
Once a module is complete, the marks for all assessments are compiled together to create an overall module mark.

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

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

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

PARTNERS FOR SUCCESS



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

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

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

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

Key partners in your success are:

- Your Progress Tutor and the programme delivery team
- Careers team

- Student Support and Wellbeing including HE Learning Mentors (HELMS)
- Learning Resource Centre teams
- Student Union
- You!

Your Progress Tutor and the programme delivery team

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

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

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

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

The Careers Team

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

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

Student Advisors

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

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

Financial Help and Support

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

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

Accommodation

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

Careers Information, Advice and Guidance

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

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

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

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

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

Enhancing your Employability

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

Getting Ready to Graduate

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

Student Support and Wellbeing

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

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

HE Learning Mentors (HELM)

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

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

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

For help, advice and information:

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

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

We offer you help with:

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

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

For help, advice and information:

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

Disability Support

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

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

Conditions and evidence required

Disabilities or long-term health condition
A photocopy of a report or letter from your doctor or consultant - you can also fill in the disability evidence form from your Funding Body (PDF, 65KB)

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

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

Support with gaining diagnostic evidence

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

If you are moving locally to Blackpool for the purpose of your study, you may want to consider temporarily transferring your health support to ensure cover for medication/prescriptions and referrals

to local support groups. To find a local GP you can use the national NHS link https://www.nhs.uk/Service-Search/GP/LocationSearch/4

Disabled Students' Allowance

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

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

Examination Arrangements

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

General Support

Campus Access:

Visit AccessAble website for access information for our campus sites. This includes details of B&FC facilities.

Wellbeing Support

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

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

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

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

Visit the Wellbeing area on SharePoint for more information and guided self-help.

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

The Contemplation rooms can be found at:

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

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

For help, advice and information:

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

Need help now?

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

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

Alternatively go to your nearest Walk in Medical Centre:

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

Need to Talk?

Support is also available externally from the following organisations:

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

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

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

LEARNING RESOURCE CENTRE TEAMS

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

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

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

Term time opening hours

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

The Loop at Fleetwood
Monday - Thursday 8.15 – 19.45
Friday 8.15 – 17.00

Saturday 10:00 – 15.50
Email: lrcfle@blackpool.ac.uk
Telephone: 01253 504714

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

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

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

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

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

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

Information Technology Resources

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

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

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

To find your course materials, log-on to the VLE, the College's virtual learning environment. The VLE contains lesson notes, multimedia materials, quizzes, forums and lots of different tools to help you achieve your academic goals. You may submit your assignments through the VLE and receive online feedback from your tutors. The VLE also provides easy ways for you to communicate with your tutors

and fellow students using messaging, chat rooms and forums. You can access your Office 365 and VLE accounts by logging into one simple webpage MyDay which also contains useful college information, news and links:

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

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

STUDENT UNION

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

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

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

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

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

BEING A PARTNER IN YOUR OWN SUCCESS

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

ABSENCE REPORTING

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

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

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

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

STUDENT IDENTITY CARD

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

FOOD ON CAMPUS

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

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

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

SPORTS FACILITIES AND COLLEGE TEAMS

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

ENRICHMENT

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

Curriculum-based activities

Whilst studying your chosen subject at College, you will have the chance to see how your subject works in real life and apply that insight to your studies. We also aim, during your programme of study, to develop your employability skills and interview techniques. To provide this valuable enrichment, your

programme may feature such activities as guest speakers, trips into industry and overseas visits, 'real life' assignments, competitions, work experience and work placements (some of which can lead to permanent positions).

Extra-curricular activities

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

Fee-based activities

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

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

GETTING INVOLVED IN THE QUALITY OF YOUR PROGRAMME

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

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

ACADEMIC APPEALS

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

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

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

An academic appeal is different from a complaint so appeals and complaints are looked at under

different procedures. A complaint is dissatisfaction about the provision of a programme or academic service or facility or any other service provided by the College.

Students studying either a:

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

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

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

COMPLIMENTS, COMPLAINTS AND FEEDBACK

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

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

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

GRADUATION

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

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

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

MODULE OUTLINES

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

D/615/1618: Programming
Level 4 - Mandatory

Module Abstract

This unit introduces students to the core concepts of programming with an introduction to algorithms and the characteristics of programming paradigms.

Among the topics included in this unit are: introduction to algorithms, procedural, object-orientated & event-driven programming, security considerations, the integrated development environment and the debugging process.

On successful completion of this unit students will be able to design and implement algorithms in a chosen language within a suitable Integrated Development Environment (IDE). This IDE will be used to develop and help track any issues with the code.

Learning Outcomes

1 P1. Provide a definition of what an algorithm is and outline the process in building an application.
2 P2. Give explanations of what procedural, object-oriented and event-driven paradigms are; their characteristics and the relationship between them.
3 P3. Write a program that implements an algorithm using an IDE.
4 P4. Explain the debugging process and explain the debugging facilities available in the IDE.
5 P5. Outline the coding standard you have used in your code.
6 M1. Determine the steps taken from writing code to execution.
7 M2. Compare and contrast the procedural, object orientated and event driven paradigms used in given source code of an application.
8 M3. Use the IDE to manage the development process of the program.
9 M4. Evaluate how the debugging process can be used to develop more secure, robust applications.
10 D1. Evaluate the implementation of an algorithm in a suitable language and the relationship between the written algorithm and the code variant.
11 D2. Critically evaluate the source code of an application which implements the procedural, object-orientated and event driven paradigms, in terms of the code structure and characteristics.
12 D3. Evaluate the use of an IDE for development of applications contrasted with not using an IDE.
13 D4. Critically evaluate why a coding standard is necessary in a team as well as for the individual.

Indicative Content

Algorithms: defining algorithms, the relationship between algorithms and code, classic algorithms to solve common problems, e.g. Bubble sort

Characteristics of code and development environments: debugging tools, structural syntax, code highlighting and support features, procedural and object-oriented coding approaches

Applying basic programming principles: variables, conditional statements, loops, arrays, input handling, validation

Debugging and Testing: Call Stack, Step Through, Locals, White Box / Black Box testing, Test logs

H/615/1619: Networking
Level 4 - Mandatory

Module Abstract

The aim of this unit is to provide students with wider background knowledge of computer networking essentials, how they operate, protocols, standards, security considerations and the prototypes associated with a range of networking technologies.
Students will explore a range of hardware, with related software, and will configure and install these to gain knowledge of networking systems. A range of networking technologies will be explored to deliver a fundamental knowledge of Local Area Networking (LAN), Wide Area Networking (WAN) and their evolution to form largescale networks and the protocol methodologies related to IP data networks will be explored.
On successful completion of this unit students will gain knowledge and skills to successfully install, operate and troubleshoot a small network; and the operation of IP data networks, router, switching technologies, IP routing technologies, IP services and basic troubleshooting. Supporting a range of units in the Higher National suite, this unit underpins the principles of networks for all and enables students to work towards their studies in vendor units, if applicable.

Learning Outcomes

1 P1. Discuss the benefits and constraints of different network types and standards.
2 P2. Explain the impact of network topology, communication and bandwidth requirements.
3 P3. Discuss the operating principles of networking devices and server types.
4 P4. Discuss the interdependence of workstation hardware with relevant networking software.
5 P5. Design a networked system to meet a given specification.
6 P6. Test and evaluate the design to meet the requirements and analyse user feedback with the aim of improving efficiency.
7 P7. Implement a networked system based on a prepared design.
8 P8. Document and analyse test results against expected results.
9 M1. Compare common networking principles and how protocols enable the effectiveness of networked systems.
10 M2. Explore a range of server types and justify the selection of a server, considering a given scenario regarding cost and performance optimisation.
11 M3. Install and configure network services and applications on your choice.
12 M4. Recommend potential enhancements for the networked systems.
13 D1. Critically evaluate the topology protocol selected for a given scenario to demonstrate the efficient utilisation of a networking system.
14 D2. Design a maintenance schedule to support the networked system.
15 D3. Use critical reflection to evaluate own work and justify valid conclusions.

Indicative Content

Networking basics: Role of Networks, system types / architectures, networking standards, topologies, protocols

Devices: Hardware (switches, routers), Software (client, server, firewall), server types (web, mail, files, virtual), workstation (memory, users, permissions)

Efficient network Design: bandwidth, load balancing, constraints, QoS, static vs. dynamic IP addressing

Implementation and troubleshooting: Devices, verification of configuration and connectivity, system monitoring, maintenance scheduling, diagnosing and resolving layer 1 problems, policy review

H/615/1622: Database Design and Development
Level 4 - Mandatory

Module Abstract

The aim of this unit is to give students opportunities to develop an understanding of the concepts and issues relating to database design and development, as well as to provide the practical skills to translate that understanding into the design and creation of complex databases.
Topics included in this unit are: examination of different design tools and techniques; examination of different development software options; considering the development features of a fully functional robust solution covering data integrity, data validation, data consistency, data security and advanced database querying facilities across multiple tables; appropriate user interfaces for databases and for other externally linked systems; creating complex reports/dashboards, testing the system against the user and system requirements; and elements of complete system documentation.
On successful completion of this unit students will be able to use appropriate tools to design and develop a relational database system for a substantial problem. They will be able to test the system to ensure it meets user and system requirements and fully document the system by providing technical and user documentation. For practical purposes, this unit covers relational databases and related tools and techniques. A brief overview of object-oriented databases will also be covered.

Learning Outcomes

1 P1. Design a relational database system using appropriate design tools and techniques, containing at least four interrelated tables, with clear statements of user and system requirements.

2 P2. Develop the database system with evidence of user interface, output and data validations, and querying across multiple tables.

3 P3. Implement a query language into the relational database system.

4 P4. Test the system against user and system requirements.

5 P5. Produce technical and user documentation.

6 M1. Produce a comprehensive design for a fully functional system which includes interface and output designs, data validations and data normalisation.

7 M2. Implement a fully functional database system which includes systems security and database maintenance.

8 M3. Assess whether meaningful data has been extracted through the use of query tools to produce appropriate management information.

9 M4. Assess the effectiveness of the testing, including an explanation of the choice of test data used.

10 M5. Produce technical and user documentation for a fully functional system, including diagrams showing movement of data through the system, and flowcharts describing how the system works.

11 D1. Evaluate the effectiveness of the design in relation to user and system requirements.

12 D2. Evaluate the effectiveness of the database solution in relation to user and system requirements, and suggest improvements.

13 D3. Evaluate the database in terms of improvements needed to ensure the continued effectiveness of the system.

Indicative Content

The role of database systems, user and system requirements, relational database modelling (entities, attributes, relationships, normalisation), user interface design

Database development: DBMS Platforms (Oracle, MySQL, SQL Server), query writing in SQL, data types, constraints, keys, connectivity and three-tier architectures

Testing: boundary data, erroneous data, CRUD operations, validation checks

Technical and user documentation: step-by-step guides, data dictionaries, entity relationship diagrams

K/615/1623: Security
Level 4 - Mandatory

Module Abstract

The aim of this unit is to provide students with knowledge of security, associated risks and how security breaches impact on business continuity. Students will examine security measures involving access authorisation, regulation of use, implementing contingency plans and devising security policies and procedures.

This unit introduces students to the detection of threats and vulnerabilities in physical and IT security, and how to manage risks relating to organisational security.

Among the topics included in this unit are Network Security design and operational topics, including address translation, DMZ, VPN, firewalls, AV and intrusion detection systems. Remote access will be covered, as will the need for frequent vulnerability testing as part of organisational and security audit compliance.

Learning Outcomes

1 P1. Identify types of security risks to organisations.
2 P2. Describe organisational security procedures.
3 P3. Identify the potential impact to IT security of incorrect configuration of firewall policies and third-party VPNs.
4 P4. Show, using an example for each, how implementing a DMZ, static IP and NAT in a network can improve Network Security.
5 P5. Discuss risk assessment procedures.
6 P6. Explain data protection processes and regulations as applicable to an organisation.
7 P7. Design and implement a security policy for an organisation.
8 P8. List the main components of an organisational disaster recovery plan, justifying the reasons for inclusion.
9 M1. Propose a method to assess and treat IT security risks.
10 M2. Discuss three benefits to implement network monitoring systems with supporting reasons.
11 M3. Summarise the ISO 31000 risk management methodology and its application in IT security.
12 M4. Discuss possible impact to organisational security resulting from an IT security audit.
13 M5. Discuss the roles of stakeholders in the organisation to implement security audit recommendations.
14 D1. Evaluate a minimum of three of physical and virtual security measures that can be employed to ensure the integrity of organisational IT security.
15 D2. Consider how IT security can be aligned with organisational policy, detailing the security impact of any misalignment.
16 D3. Evaluate the suitability of the tools used in an organisational policy.

Indicative Content

IT Security risks: unauthorised access, copying of resources, damage to physical assets, natural disasters, social engineering

Organisational security: business continuance; backup/restoration of data; audits; testing procedures

IT Security Solution Evaluation, network security infrastructure, Data Security, vulnerabilities (logs, traces, honeypots)

Risk assessment and integrated enterprise risk management, Company regulations: site or system access criteria for personnel; physical security types e.g. biometrics, swipe cards, theft prevention

Security risk assessments and compliance with security procedures and standards e.g. ISO/IEC 17799:2005 Information Technology (Security Techniques – code of practice for information security management)

K/615/1637: Data Analytics
Level 4 - Mandatory

Module Abstract

This unit will introduce the theoretical foundation of data analytics and a range of data analytic processes and techniques to provide hands-on experience for enhancing students' skills.
Topics included in this unit are: data analytic terminologies, types of data analytics, data exploration and visualisation, understanding data with descriptive, predictive and prescriptive analytics.
On successful completion of this unit students will be able to understand the theoretical foundation of data analytics, data analytic processes and techniques. Moreover they will gain hands-on experience of implementing data analytic processes and techniques using a programming language such as Python, R, or a tool such as Weka, KNIME, PowerBI, Excel etc.

Learning Outcomes

1 P1. Identify data analytic, activities, techniques, and tools.
2 P2. Demonstrate an ability to use a popular programming language or tool used in the data analytics industry.
3 P3. Investigate descriptive analytic techniques and explain with appropriate examples.
4 P4. Apply an appropriate tool or programming language to demonstrate these descriptive analytic techniques.
5 P5. Identify predictive analytic techniques and describe these techniques with examples.
6 P6. Apply an appropriate tool or programming language to demonstrate these predictive analytic techniques.
7 P7. Analyse prescriptive analytic techniques with appropriate examples.
8 P8. Demonstrate these techniques using an appropriate programming language or tool.
9 M1. Investigate the three types of data analytic methods and their use in industry.
10 M2. Show how these descriptive analytic techniques contribute to decision-making.
11 M3. Compare a range of predictive analytical techniques for forecasting purposes.
12 M4. Describe how these prescriptive analytic techniques are used to find the best course of action in a situation.
13 D1. Evaluate the importance of data analytical techniques to the decision-making process.
14 D2. Evaluate how predictive analytic techniques can be used for forecasting purposes.
15 D3. Apply an appropriate programming language or tool to demonstrate how these prescriptive analytic techniques are used to find the best course of action in a situation.

Indicative Content

Data analytics terminology, types of data analytics, exploratory data analysis, data visualisation

Descriptive statistics, probability distribution sampling and estimation, statistical inferences, models and assumptions

Predictive analytics, regression analytics linear and logistic, forecasting techniques, time series methods, causal relationships

Prescriptive analytics, optimisation, decision analysis, justifiable and defensible decisions

R/615/1633: Website Design and Development
Level 4 - Mandatory

Module Abstract

This unit introduces students to the underpinning services required to host, manage and access a secure website before introducing and exploring the methods used by designers and developers to blend back-end technologies (server-side) with frontend technologies (client-side). To help ensure new designers are able to design and deliver a site that offers an outstanding User Experience (UX) supported by an innovative User Interface (UI) this unit also discusses the reasons, requirements, relationships, capabilities and features of the systems they will be using and gives them an opportunity to explore various tools, techniques and technologies with 'good design' principles to plan, design and review a multipage website.
Among the topics included in this unit are: domain structure, domain name systems, web protocols, database servers, development frameworks, website publishing, content management, search engine optimisation, web browsers, HTML standards, CSS and CSS pre-processing (LESS, SASS), presentation models, responsive design, integrated development environments, user requirements, interface design, user experience, branding, navigation, optimisation and validation.
On successful completion of this unit students will be able to explain server technologies and management services associated with the hosting and management of secure websites, categorise website technologies, tools and software used to develop websites, utilise website technologies, tools and techniques with good design principles to create a multipage website and create and use a Test Plan to review the performance and design of a multipage website.

Learning Outcomes

1 P1. Identify the purpose and types of DNS, including explanations on how domain names are organised and managed.

2 P2. Explain the purpose and relationship between communication protocols, server hardware, operating systems and web server software with regards to designing, publishing and accessing a website.

3 P3. Discuss the capabilities and relationships between front-end and back-end website technologies and explain how these relate to presentation and application layers.

4 P4. Discuss the differences between online website creation tools and custom built sites with regards to design flexibility, performance, functionality, User Experience (UX) and User Interface (UI).

5 P5. Create a design document for a branded, multipage website supported with medium fidelity wireframes and a full set of client and user requirements.

6 P6. Use your design document with appropriate principles, standards and guidelines to produce a branded, multipage website supported with realistic content.

7 P7. Create a suitable Test Plan identifying key areas and use it to review the functionality of your

website.

8 M1. Evaluate the impact of common web development technologies and frameworks with regards to website design, functionality and management.

9 M2. Review the influence of search engines on website performance and provide evidence-based support for improving a site's index value and rank through search engine optimisation.

10 M3. Evaluate a range of tools and techniques available to design and develop a custom built website.

11 M4. Compare and contrast the multipage website created to the design document.

12 M5. Evaluate the Quality Assurance (QA) process and review how it was implemented during your design and development stage.

13 D1. Justify the technologies, management services, tools and software chosen to realise a custom built website.

14 D2. Critically evaluate the design and development pro cess against your design document and analyse any technical challenges.

15 D3. Critically evaluate the results of your Test Plan and include a review of the overall success of your multipage website; use this evaluation to explain any areas of success and provide justified recommendations for areas that require improvement.

Indicative Content

Hosting and website management, different server technologies, common web development technologies and frameworks

Front-end technologies, User Interface Design, User Experience, HTML, CSS, web design and development software

Establishing client requirements, audience and purpose, accessibility, applying design principles

Testing across different resolutions and devices, search engine optimisation, well-formedness validation

T/615/1625: Managing a Successful Computing Project
Level 4 - Mandatory

Module Abstract

The aim of this unit is to offer students an opportunity to demonstrate the skills required for managing and implementing a project. They will undertake independent research and investigation for carrying out and executing a computing project which meets appropriate aims and objectives.
On successful completion of this unit students will have the confidence to engage in decision-making, problem-solving and research activities using project management skills. They will have the fundamental knowledge and skills to enable them to investigate and examine relevant computing concepts within a work-related context, determine appropriate outcomes, decisions or solutions and present evidence to various stakeholders in an acceptable and understandable format.

Learning Outcomes

1 P1. Devise project aims and objectives for a chosen scenario.

2 P2. Produce a project management plan that covers aspect of cost, scope, time, quality, communication, risk and resources.

3 P3. Produce a work breakdown structure and a Gantt Chart to provide timeframes and stages for completion.

4 P4. Carry out small-scale research by applying qualitative and quantitative research methods appropriate for meeting project aims and objectives.

5 P5. Analyse research and data using appropriate tools and techniques.

6 P6. Communicate appropriate recommendations as a result of research and data analysis to draw valid and meaningful conclusions.

7 P7. Reflect on the value of undertaking the research to meet stated objectives and own learning and performance.

8 M1. Produce a comprehensive project management plan, milestone schedule ad project schedule for monitoring and completing the aims and objectives of the project.

9 M2. Evaluate the accuracy and reliability of different research methods applied.

10 M3. Evaluate the selection of appropriate tools and techniques for accuracy and authenticity to support and justify recommendations.

11 M4. Evaluate the value of the project management process and use of quality research to meet stated objectives and support own learning and performance.

12 D1. Critically evaluate the project management process and appropriate researcg methodologies applied.

13 D2. Critically evaluate and reflect of the project outcomes, the decision-making process and changes or developments of the initial project management plan to support justification of recommendations and learning during the project.

Indicative Content

Project Management stages, initiation of project and project planning, work breakdown structure, success criteria, scope, timescales, Gantt Charts

Execution phase, requirements gathering, stakeholder management, sampling, ethics reliability and validity, analysis of data

Communicating project outcomes, persuasiveness, critical and objective analysis and evaluation

Reflective writing, self-critical discussion, developmental analysis, recommendations for future practice

Y/615/1620: Professional Practice
Level 4 - Mandatory

Module Abstract

This unit provides a foundation for good practice in a variety of contexts. The ability to communicate effectively using different tools and mediums will ensure that practical, research, design, reporting and presentation tasks are undertaken professionally and in accordance with various communication conventions.
Among the topics included in this unit are: the development of communication skills and communication literacy; the use of qualitative and quantitative data to demonstrate analysis, reasoning and critical thinking; and tasks that require the integration of others within a team-based scenario and planning and problem solving.
On successful completion of this unit students will be able to demonstrate leadership skills through the dynamics of team working, and through reflective practice be able to evaluate the contributions made as an individual and also of others. As a result they will develop skills such as communication literacy, critical thinking, analysis, reasoning and interpretation, which are crucial for gaining employment and developing academic competence.

Learning Outcomes

1 P1. Demonstrate, using different communication styles and formats, that you can effectively design and deliver a training event for a given target audience.

2 P2. Demonstrate that you have used effective time management skills in planning an event.

3 P3. Demonstrate the use of different problem-solving techniques in the design and delivery of an event.

4 P4. Demonstrate that critical reasoning has been applied to a given solution.

5 P5. Discuss the importance of team dynamics in the success and / or failure of group work.

6 P6. Work within a team to achieve a defined goal.

7 P7. Discuss the importance of CPD and its contribution to own learning.

8 P8. Produce a development plan that outlines responsibilities, performance objectives and required skills, knowledge and learning for own future goals.

9 M1. Design a professional schedule to support the planning of an event, to include contingencies and justifications of time allocated.

10 M2. Research the use of different problem-solving techniques used in the design and delivery of an event.

11 M3. Justify the use and application of a range of solution methodologies.

12 M4. Analyse team dynamics, in terms of the roles group members play in a team and the effectiveness in terms of achieving shared goals.

13 M5. Compare and contrast different motivational theories and the impact they can have on performance within the workplace.

14 D1. Evaluate the effectiveness and application of interpersonal skills during the design and delivery of a training event.

15 D2. Critique the process of applying critical reasoning to a given task / activity or event.

16 D3. Provide a critical evaluation of your own role and contribution to a group scenario.

17 D4. Evaluate a range of evidence that is used as a measure for effective CPD.

Indicative Content

Effective communication, interpersonal skills, time management skills

Specification of problems, identification of possible outcomes, planning and implementation, evaluation

Working with others, teams and team building (group dynamic, common goals, flexibility, coaching, ethics, mentoring)

CPD: Responsibilities, performance objectives, evidence criteria, motivation and performance, development planning

ADDITIONAL COSTS

There may be opportunities for field trips to conferences, exhibitions or for other interests. This is done so through negotiation as new venues / locations / trips must be Risk Assessed and approved. There is often room in the budget to subsidise costs so discounted contributions can be made yet this will depend on many factors, including entry fees / travel.

EQUIPMENT REQUIREMENTS

There is no requirement for students to purchase equipment, as there are several resources on campus however it would be advantageous for you to purchase a computer as some of the software is demanding and you will be able to spend more time on work outside of campus hours.

Students looking to purchase hardware should consider that as a minimum it should be able to support the recommended specifications of the latest Adobe Creative Cloud version. Most mid-high range

desktops / laptops are in the region of £400 - £1,000. However, it pays to shop around and speaking to some of our staff could help you in getting best value. Many students prefer to bring their own laptops into college and accessing the network through Wi-Fi to save them from transferring files and we encourage this, however this is a personal choice. Software is available to students from the College and there are many discounted subscriptions available, including student pricing for Adobe Creative Cloud.

We also have remote access to a range of specialist software and you can access your college files from home. This service has been positively commented on by students who are able to continue work without needing to be present on campus.

STUDENT PROTECTION PLAN

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