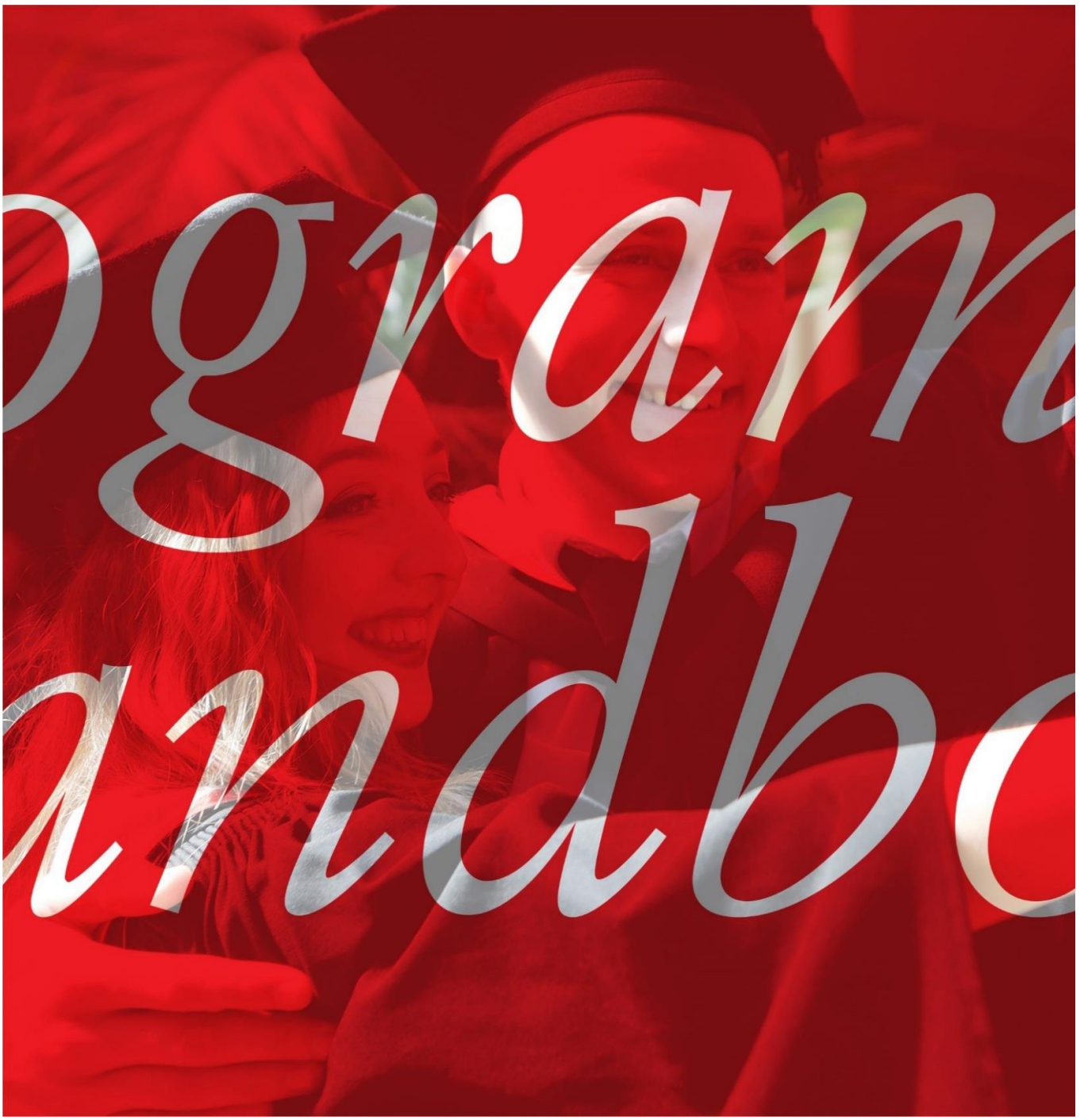
Programme Handbook 2020-21

Early Childhood Studies

ECS-2017



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WELCOME

Welcome to Blackpool and The Fylde College and to the Early Childhood Studies (ECS-2017) 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.

More information is 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	ECS-2017

Programme Title	Early Childhood Studies
Teaching Institution	Blackpool and The Fylde College
Professional, Statutory and Regulatory Body (PSRB) Accreditation	None
UCAS Code	Foundation Degree; TBC, Honours Degree: L590
Language of Study	English
Version	1

Programme Awards			
Award	**Award Type**	**Level**	**Awarding Body**
LU Foundation Degree in Arts	Foundation Degree (240 credits)	Level 5	Lancaster University
LU Bachelor of Arts with Honours (Top-up)	Honours Top-up Degree (120 credits)	Level 6	Lancaster University

THE FRAMEWORK FOR HIGHER EDUCATION QUALIFICATIONS (FHEQ)

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

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

PROGRAMME OVERVIEW

The Foundation Degree in Early Childhood Studies will develop your knowledge of the advanced theoretical principles and contemporary issues that underpin early years practice. It provides you with the opportunity to develop an understanding of the wider social, political and economic issues related to the care and development of young children and develop the skills and attributes needed to enter a leadership and management position. The programme of study has a mandatory requirement of employment or placement to ensure that you have the opportunity to trial theory and concepts learned in the classroom environment in practice.

The BA (Hons) Early Childhood Studies provides the opportunity to critically engage with the underpinning theoretical principles of the Early Years Foundation Stage to support effective and current practice in the workplace. You will consider the importance of reflection and how this can make positive changes not only to the professional development of the individual child but also the wider community. You will be provided with the opportunity to further develop their knowledge of communication theory to sustain change management within the sector further promoting collaboration between agencies. The

mandatory requirement of employment or placement ensures that you have vocationally relevant skills that ensure currency of practice.

PROGRAMME AIMS

Foundation Degree Early Childhood Studies:

- To develop digital and academic literacy skills in the production of a range of resources in a variety of communicative modes.

- To provide students with a variety of contexts in which to develop knowledge of reflective theory and apply this in practice.

- To provide students with the opportunity to explore the importance of the early years environment and the impact on learning and development.

- To provide the opportunity for the student to gain access to contemporary knowledge, skills and attributes directly relating to child development and wellbeing.

- To provide opportunities for students to appreciate the relationship between policy and practice and the impact on the sector.

- To develop an awareness of ethical safeguarding procedures and how these are implemented within the early years sector .

BA Hons Early Childhood Studies:

- To engage students with a dynamic interchange between theory, research and practice, and to foster an understanding of the changing nature of the psychological, socio-economic and developmental barriers to early childhood.

- To facilitate and encourage student acquisition of vocationally relevant qualifications for the planning of early years curricula.

- To progressively develop students cognitive, key, transferable and, where applicable, practical skills through multi-disciplinary, inter-disciplinary and progressive modular content that directly relates to a successful career in a wide variety of sector specific roles.

- To further promote research skills that enable students to make recommendations for changes to practice that will continue to support the development and learning opportunities for the young child.

- To further promote safeguarding procedures and acknowledge responsibility for leading and managing practice in collaboration with a range of multi-disciplinary services.

PROGRAMME LEARNING OUTCOMES

Level 5

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

1. Discuss a range of philosophical, historical, psychological, sociological and health perspectives and how these underpin the wider concept of development from babies to young children.
2. Examine and apply multiple perspectives to early childhood issues, recognising that early childhood studies involve a range of research methods, theories and evidence.

3. Evaluate the appropriateness of different approaches in relation to the construction of childhood by different subjects, place and culture and apply these in a work context.
4. Promote collaborative working and evidence interpersonal skills and the capacity to plan, share goals and propose solutions in a practical context.
5. Explore the depth and strength of relationships with individual children, groups and the facilitation of building relationships with their peers
6. Apply digital and academic literacies to plan and manage continued personal and professional development.
7. Constructively critique, examine and evaluate the significance of the cultural, historical and contemporary features of various policies, institutions and agencies in regard to babies, young children and childhood.
8. Evaluate creative learning opportunities for play, curriculum and assessment taking into account young children's health and wellbeing.
9. Promote ethical safeguarding practices that follow and adhere to current legislative guidance.

Level 6

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

10. Critically examine leadership and management in the context of the early years sector and analyse the strategies required to lead, support and work collaboratively with others including parents, colleagues and other professionals.
11. Use research and inquiry skills to critically investigate early years practices in order to analyse data and draw considered conclusions and recommendations.
12. Produce critical arguments for improvements to multi-agency and multi-professional practices for babies and young children with particular emphasis on current safeguarding legislations
13. Critically examine societal inequalities and consider the impact on range of culturally diverse backgrounds and where appropriate act as an advocate for babies, young children, families and communities.
14. Critically analyse the ethics of studying babies and young children from a range of perspectives at a local, national and global level.
15. Critically evaluate the interrelationships between political, economic, cultural and ideological contexts in the lives of children and their families.

PROGRAMME STRUCTURE & ASSESSMENT OVERVIEW

Pathway	Module	Level	Credits	Coursework	Practical	Written Exam
Stage 1: Year 1 Stage exit award: LU Certificate of Higher Education (Awarded by Lancaster University)						
All	B4SHACECS: Introduction to Academic Study (Mandatory)	4	20	60%	40%	
	ECS402: Children and Childhoods (Mandatory)	4	20	50%	50%	
	ECS403: The Early Years Outdoor Environment (Mandatory)	4	20	100%		
	ECS404: Reflective Practice in the Early Years Sector (Mandatory)	4	20	100%		
	ECS405: Safeguarding (Early Years) (Mandatory)	4	20	70%	30%	
	ECS406: Inclusive Practice (Mandatory)	4	20	100%		

Stage 2: Year 2 Stage award: LU Foundation Degree in Arts (Awarded by Lancaster University)						
All	BFC501-S: Work Based and Placement Learning (Mandatory)	5	20	100%		
	ECS502: Communication and Partnerships (Mandatory)	5	20	100%		
	ECS503: Critical Issues in Early Child Development (Mandatory)	5	20	60%	40%	
	ECS505: Research in Early Childhood (Mandatory)	5	20	100%		
	ECS506: Professional Development (Mandatory)	5	20	100%		
	ECS507: Social Policy (Mandatory)	5	20	75%	25%	
Stage 3: Year 3 Stage award: LU Bachelor of Arts with Honours (Awarded by Lancaster University)						
All	ECS601: Dissertation (Mandatory)	6	40	100%		
	ECS602: Global Perspectives on the Curriculum (Mandatory)	6	20	75%		25%
	ECS603: Child Health and Wellbeing (Mandatory)	6	20	70%	30%	
	ECS604: Leadership and Management (Mandatory)	6	20	75%		25%
	ECS605: Special Support Strategies (Mandatory)	6	20	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.

COURSE OPTIONS

You need to be aware that at present there are no planned optional modules on the Foundation Degree or the BA Hons Early Childhood Studies.

STUDY WORKLOAD

The expectations that the college has in relation to the amount of study time that you can expect would be as follows: Presently learners spend 8 hours (one day per week) on the Full time Foundation Degree and BA Hons programme and 4 hours per week (one evening) on the part-time Foundation Degree route. It is expected though that you will study independently to support the scheduled college hours for approximately an additional 15 hours per week, this is to engage in further reading, research and the completion of assessments.

LEARNING AND TEACHING

Whilst lectures, seminars and practical workshops feature strongly in the teaching and learning strategy, we will be making considerable use of alternative methods of delivery and study, particularly online options such as tutor and self-assessment revision tests and formative exercises, power-point and other software-based lecture material, learning portals and hyper-linked resource-materials. You may expect therefore to participate in a wide variety of learning activities including; live and online projects, presentations and discussion alongside more traditional modes of delivery.

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

The programme both at foundation degree and honours level has a mandatory work based element that can be done through employment or by finding a placement in an appropriate setting. This enables you to take on appropriate role(s) within the workplace, giving you the opportunity to learn and apply the skills and knowledge that you have acquired as an integrated element of the programme.

It involves the development of higher-level learning within both the institution and the workplace. It facilitates a two-way process, where the learning in one environment is applied in the other. Work-based learning can be achieved through many forms, including full-time or part-time work, integrated work placements, and real work environments. Payment is not a defining characteristic of the work, and 'working' is in itself not sufficient. Work-based learning requires the identification and achievement of defined and related learning outcomes.

GRADUATE SKILL DEVELOPMENT

One of the aims of this programme is to develop practitioner's autonomy and continuing professional development, whilst at the same time offering support in working with families and other professionals. This aligns with the subject benchmark statements that engagement with practice is a key feature of approaches to teaching and learning in early childhood studies and there is, within this programme, the opportunity for you to plan for the curriculum assessment, evaluation and improvement of creative learning, which takes into account young children's health & wellbeing.

Independent learning makes up a significant proportion of time on each module on the programme and the team use a directed approach initially in level four, which progressively develops independence further in level 5. Very directed and guided individual tasks are provided at first on the VLE Canvas pages and then you are encouraged to develop your approach to independent learning structured in line with your assessments through constructive alignment (Biggs and Tang, 2007) for extension work and further research. It is through this varied approach to teaching and learning that you will be continually developing the core graduate skills required in the workplace.

It could also be argued that there have been significant changes in the way that the early years is run and managed over the last few years. Competition is now high as more and more private nurseries are emerging as demand grows therefore, future graduates need to be armed with a range of entrepreneurial and business skills to progress in their career choices. This intended programme of study aims to demonstrate currency of knowledge and a continued awareness for you to engage with digital literacies as part of the teaching and learning process.

ASSESSMENT

Assessment will include a variety of formal and informal, summative and formative techniques, all of which will be capable of independent verification.

Assessment methods will:

- Reflect and support the programme aims and learning outcomes.
- They will for example: reflect local application of national initiatives; offer the opportunity to reflect upon real work experience and practice, and encourage exploration of alternatives to received wisdom in the care and education of young children.
- Provide feedback to you and indicate ways in which to improve
- Contribute to the grading of coursework, module and final award

Assessment Methods

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

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

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

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

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

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

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

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

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

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

Self and peer assessment
There is strong evidence that involving students in the assessment process can have very definite educational benefits. Not so much a type of assessment like those already listed, this is something which can be done in conjunction with any type of assessment. The important aspect is that it involves

the student in trying to apply the assessment criteria for themselves. This might include: a marking exercise on 'fictitious' or previous years' student work; the completion of a self-assessment sheet to be handed in with your work; 'marking' a peer's work and giving them feedback (which they can then possibly redraft before submission to the tutor); or really marking other students' work (i.e. allocating marks which actually count in some way) - a seminar presentation, for example, or a written product using a model answer. The evidence is that through trying to apply criteria, or mark using a model answer, you will gain much greater insight in to what is actually being required and subsequently your own work improves in the light of this.

When will I be assessed?

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

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

How will my work be marked and graded?

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

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

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

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

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

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

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

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

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

What if I miss a deadline?

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

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

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

What happens if I fail a module?

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

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

Moderation

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

External Examiners

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

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

Board of Examiners

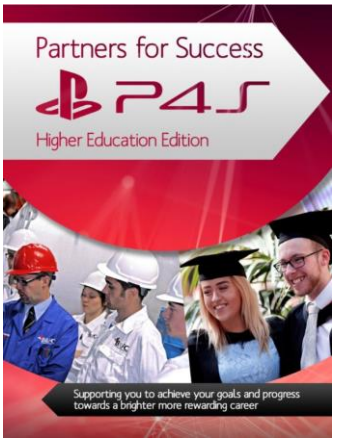
Once a module is complete, the marks for all assessments are compiled together to create an overall module mark.

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

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

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

PARTNERS FOR SUCCESS



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

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

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

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

Key partners in your success are:

- Your Progress Tutor and the programme delivery team

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

Your Progress Tutor and the programme delivery team

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

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

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

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

The Careers Team

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

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

Student Advisors

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

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

Financial Help and Support

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

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

Accommodation

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

Careers Information, Advice and Guidance

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

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

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

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

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

Enhancing your Employability

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

Getting Ready to Graduate

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

Grad Intelligence

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

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

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

HEAR (Higher Education Achievement Report)

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

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

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

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

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

Student Support and Wellbeing

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

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

HE Learning Mentors (HELM)

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

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

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

For help, advice and information:

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

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

We offer you help with:

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

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

For help, advice and information:

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

Disability Support

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

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

Conditions and evidence required

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

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

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

Support with gaining diagnostic evidence

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

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

Disabled Students' Allowance

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

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

Examination Arrangements

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

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

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

General Support

Campus Access:

Visit AccessAble 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.

B4SHACECS: Introduction to Academic Study
Level 4 - Mandatory

Module Abstract

This module aims to give you specific knowledge, skills and understanding required for successful higher education study and engagement with industry. It will draw explicit attention to the introduction and / or development of such skills; encourage you to consider your approaches to learning and enable opportunities for discussing multiple perspectives of your subject and wider related issues.

You will become familiar with identifying your own values and experiences and applying these to case studies and examples of practice. You will develop the strategies and understanding needed to find, interpret and evaluate academic sources, theories and models in order to compare approaches to your subject and form new ideas.

The module will provide opportunities to communicate your developing knowledge and awareness of own values in terms of academic research both formally and informally, requiring you to express your ideas verbally, in writing and digitally.

A key focus of the module is the importance of academic practice when communicating your interpretations of subject specific material. Formative and summative activities will provide you with a sound basis for expressing ideas, solving problems and analysing perspectives related to industry in a style and format appropriate for higher education. This will include structuring a written piece of coursework, adhering to standards such as word count, referencing effectively and evaluating secondary sources.

Learning Outcomes

1 Find, interpret and evaluate a range of digital and traditional sources to produce written communication that meets academic expectations of higher education.

2 Analyse data sets to produce graphical representations of data OR analyse a case study to identify and discuss theoretical perspectives, models and research.

3 Produce verbal presentations appropriate to audience and level of complexity.

Indicative Content

Academic Writing
- Conventions
- Terminology
- Paraphrasing
- Summarising
- Reports / Essays
- Referencing
- Academic integrity

Secondary Research
- Use of digital and traditional tools for discovery; open access journals
- Referencing and in text citation, plagiarism, reliability and validity of sources
- Comparison, contrast and critical evaluation
- Critical reading and note making

Data Collection
- Interviews
- Focus groups
- Observation
- Questionnaires / Surveys

Data Analysis
- Statistical analysis Mean, median, mode, standard deviation, correlation
- Accuracy, precision, error and uncertainty
- Reporting data (graphical methods, tabular grouped vs ungrouped etc.)
- Interpreting data (confidence intervals and p values

Reflective Practice and Writing
- Models of reflection

Critical Reflections
- Academic formality voice / academic, personal and professional

Presentations
- Selection of relevant points
- Communication of ideas verbally / visually

ECS402: Children and Childhoods
Level 4 - Mandatory

Module Abstract

In this module you will explore the idea of childhood as a social construct from the late 18th Century to the present day. You will consider the development of theories of learning through time and how these apply to current early years practice. You will discuss how the values of pioneers have influenced early

childhood studies and explore the theories and principles of theorists such as Piaget, Isaacs, Vygotsky, Montessori all leading to more contemporary influences on practice from Goldschmied, Bruce and Sturrock and Else. Furthermore the module will also require you to apply these theories to current practice and distinguish where these are embedded within the current curriculum framework. These pioneering influences all have had significant influence on how practitioners understand the diverse nature of play based on this historical evidence based research the impact on current practice will inform positive outcomes.

Learning Outcomes

1 Explain the social construct of children and childhood
2 Discuss the implications of the digital age and media on the social construct of childhood and current practice in early years settings
3 Identify the pioneering values that influence contemporary childhood studies
4 Apply learning and development theories to early years practice

Indicative Content

Concept of childhood

Block play

Growth of the digital age and media and the impact on learning and development in early childhood

Frederich Frobel

Heuristic play

The play cycle

Loose parts theory

Robert Owen

Susan Isaacs

Maria Montessori

Johann Pestalozzi

History of education in the UK

ECS403: The Early Years Outdoor Environment
Level 4 - Mandatory

Module Abstract

This module will explore the benefits of the outdoor environment, in order to support you in advancing your knowledge of early years education and child development. You will explore the value of risky play and consider the advantages and disadvantages in building resilience for children.

This module will introduce you to the physical, emotional and social benefits of the outdoor environment for early years' children and will examine how the outdoors can be utilised to promote the health and wellbeing of the child.

Children need to develop confidence in and explore the outside environment in order to learn how to take risks, identify and solve problems, work collaboratively and co-operatively with others and to develop resilience and well-being.

The module content will develop your understanding of pioneering influences such as Froebel, Montessori, Malaguzzi and Steiner and how their ideas are applied in the context of Beach and Forest Schools

Learning Outcomes

1 Identify the physical, emotional and social benefits of outdoor education and the impact on child development
2 Explain the advantages and disadvantages of risky play in relation to the development of resilience
3 Discuss how the outdoor environment promotes the health and wellbeing of the child
4 Explain the barriers to providing an outdoor provision and make recommendations for enhancement

Indicative Content

The concept of Forest and Beach school

Historical and contemporary approaches and models.

Pioneering influences of Froebel, Montessori, Malaguzzi, Steiner, Isaacs and Bruner

Physical, emotional and social benefits of outdoor education

Risky play and the outside environment

How children develop skills, identify and problem solve

Work collaboratively and co-operatively with other children

Resilience and well-being in children

ECS404: Reflective Practice in the Early Years Sector
Level 4 - Mandatory

Module Abstract

This module is influenced by the current OFSTED guidelines for the early years sector which discuss the need for practitioners within early years settings to incorporate ‘Reflective Practice’ as part of their daily routine. Students will examine the work of Schon, Kolb, Borton and Brookfield, along with other current contemporary theorists and will develop reflective writing and observation skills. This module will further examine child development policy and practice and the training and CPD available to support practitioners in developing effective early years practice.

Learning Outcomes

1 Use models of reflection to reflect on areas of own professional practice

2 Evaluate established models of reflection in use in the early years sector
3 Conduct observations to assess children's learning and development
4 Make recommendations using developmental parameters for future planning and next steps

Indicative Content

Reflective theory, including the work of Donald Schon, Stephen Brookfield, Terry Borton, David Kolb and Graham Gibbs.

Reflective Writing

Observation techniques

Child development

Early Years Foundation Stage (EYFS)

Developmental norms

Policy and practice of the early years

Training and CPD

Appraisals

ECS405: Safeguarding (Early Years)
Level 4 - Mandatory

Module Abstract

This module will introduce you to the subject of safeguarding and the implications this has on ethical practice particularly early intervention. The module will support you in developing knowledge and understanding about the purpose of safeguarding children and young people .The module will consider factors involved in serious case reviews and explore how child abuse and neglect can occur in relation to causal factors.

Through case study work and reflective practice you will be able to apply your knowledge and skills in order to demonstrate your understanding and application of safeguarding principles in order to make informed judgements within your working / placement practice.

This module will raise awareness of the ethical implications of new and contemporary practices in relation to safeguarding when working with children & families whilst developing and strengthening your professional resilience.

Learning Outcomes

1 Discuss legislation and policy relating to contemporary safeguarding practices
2 Explain the consequences of failing to adhere to Safeguarding protocol
3 Evaluate models and theories of the causation of child abuse and neglect

4 Assess professional codes of conduct within multiagency frameworks in the light of the needs of the early years sector.

Indicative Content

Safeguarding principles and practices

Key legislation

Professional boundaries

Child abuse and neglect

Serious case reviews

Historical perspectives of Safeguarding

ECS406: Inclusive Practice
Level 4 - Mandatory

Module Abstract

The inclusive practice module will focus on the importance of inclusion in early years' provision, developing knowledge of inclusive practice through the identification of current practices and policies used in current educational practice. This module considers the variety of ways a child faces exclusion from inclusive education, the vital members of staff that support them and strategies implemented to ensure all children achieve. You will be required to observe inclusive practice and use this to produce your assignment which will involve using these observations to formulate a report, leading to creating an action plan of inclusive strategies to implement. This module will assist you in starting to develop your knowledge of inclusive practice within the early years sector.

Learning Outcomes

1 Identify and evaluate current inclusive practice and strategies
2 Explain current legislation and how this impacts on inclusion
3 Discuss the roles of professionals having an impact on inclusive practice
4 Produce an action plan for implementing recommendations in professional settings.

Indicative Content

Children's rights in education

The wider family and it's role – family dynamics

Stereotyping

Transient communities (Refugees, asylum seekers and travelling families)

Strategies for inclusive education

Observation styles

Policy and Legislation

Learning difficulties and disabilities

High Achieving Pupils

Behaviour

Looked After Children

Gender

BFC501-S: Work Based and Placement Learning
Level 5 - Mandatory

Module Abstract

This module will provide you with the opportunity to undertake a period of work based learning under the direction of an employer and an academic supervisor enabling you to learn and develop in a working environment. The module will provide you with opportunities to develop an understanding of the key factors associated with working in industry and provide a framework for you to evidence key transferable skills gained in the work setting. During your work based learning experience you will be expected to undertake a task or project negotiated between you, your tutor and the employer and set in the context of work and industry. Throughout your work based learning experience you will be expected to actively and critically reflect on the range of different processes engaged in for both productive work tasks and the completion of your project/task. It is also vitally important for you to work on integrating your knowledge from a theoretical perspective into a pragmatic work based context, this will support your critical analysis and reflections and help you to review, evaluate and make decisions based on the integration of theory and practice. Critical reflection is essential for the achievement of the outcomes in this module and a substantial part of the assessment requires you to critically reflect, evaluate and make recommendations for action, a key skill in graduate employment. To conclude this module you will be expected to design and deliver a presentation which reflects the processes and outcomes of your work based project and will be delivered to a selected audience. This presentation activity will help you develop and evidence your research, communication and organization skills and provides an interactive and fitting conclusion to your work in this module.

This module aims to draw together both your academic and practical development and prepares you for the nature and scope of the demands future graduate employment will make of you. It is an opportunity to combine practical experience with theory and has the potential to support your learning in all other modules on your programme.

Learning Outcomes

1 Negotiate and undertake a work based project/task

2 Critically evaluate the process and work undertaken

3 Integrate theory and practice when proposing solutions and evaluating outcomes in work based settings.

4 Present the outcomes of the project to selected audiences.

5 Critically reflect and make recommendations to improve both personal and professional practice.

Indicative Content

Principles of Work Based Learning and negotiated projects

Identification of appropriate work based task/project and agreement from employer and tutor

The work based learning contract – roles and responsibilities

Project methodologies and tasks

Project management

Work based competencies

Reflective Practice

Integrating theory and practice

Subject specific sessions will be provided to contextualise the generic WBL content

ECS502: Communication and Partnerships
Level 5 - Mandatory

Module Abstract

Partnership working is a key concept in early years policy. Recent legislative and policy developments identify the importance of the role of key stakeholders in the care, development, welfare and education of young children. The concept of safeguarding will be considered as early years practitioners are front line professionals supporting children and families.

Since the turn of the century there has been an increased emphasis placed on effective and holistic approaches to working with young children, parents, carers, families and other major stakeholders involved in their lives.

Changes in legislation and policy have led to partnerships such as SureStart, Common Assessment Framework, Team Around the Child, Team Around the Family and ultimately Children Centres being established.

This module considers partnerships in existence within the early years sector, including working within same-setting teams, between early years practitioners and external professionals, between early years practitioners and parents / carers. This module will also consider how practitioners work in partnership with children in their care. There is a specific focus on the work of the multi-disciplinary team and how such teams should work effectively towards meeting the holistic needs of the child. Theoretical perspectives on teams will be examined and students will explore the challenges and benefits of working collaboratively with external partners, agencies and professionals. Fundamental policy development relating to partnership working will also be examined. Throughout the module students will be encouraged to consider and reflect on the partnerships in which they play a part and to evaluate their effectiveness.

Learning Outcomes

1 Analyse professional roles within the Early Years sector and examine the responsibilities of professionals when working in partnership
2 Discuss the development of policy frameworks for partnership working within the Early Years sector
3 Apply team theory perspectives to multi agency working in Early Years settings
4 Analyse the complexities, challenges and opportunities of working in partnership with other professionals, children, parents and carers

Indicative Content

Legislation and policy development

Models of Partnership working in Early Years e.g. SureStart, CAF, Childrens Centres

Roles of Multi-agency Teams

Team Development

Team Dynamics

Positive and negative effects of partnership working e.g. differing agendas

Team Theories (e.g Tuckman, Belbin)

ECS503: Critical Issues in Early Child Development
Level 5 - Mandatory

Module Abstract

This module charts the development of the child from conception until the end of the Early Years Foundation Stage. In order to 'Facilitate Positive Parenting' learners will explore issues relating to pregnancy and childbirth and the importance of good parenting skills in order to nurture the developing child through the critical first years of early childhood development. This will be through an investigation of both pre-natal and post-natal care to enable practitioners to support parents/carers in the parenting process of the children in their care. Health care professionals will support the teaching team in their delivery of the modules to ensure currency with regard to the content of the modules. Consideration will also be given to a number of theoretical approaches to underpin this topic including attachment theory and the concept of toxic stress on the young child's developing brain, enabling the student to explore and develop appropriate pedagogical practice for children and families.

Learning Outcomes

1 Evaluate strategies to support pregnant women and the unborn child at both a local and national level.
2 Analyse the social and economic influences which impact the developing child.
3 Analyse Attachment Theory and Brain Development in relation to the young child.
4 Explain the impact of toxic stress and Post Natal Depression on parents and children.
5 Evaluate government health initiatives in supporting professionals, parents and children.

Indicative Content

Legislation and Policy

Local and national strategies surrounding pregnancy and childbirth

Toxic Stress

Attachment Theory

Family Dynamics

Social and economic factors influencing early childhood development

Brain Development

Post Natal Depression

ECS505: Research in Early Childhood
Level 5 - Mandatory

Module Abstract

This module will give you the opportunity to carry out your own research on a contemporary subject .You will be focusing on factors influencing child wellbeing , including poverty ,disability, race and access to services. You will develop your knowledge and understanding of the research process, through a number of taught sessions, after which, you will prepare a research proposal, based upon your own area of interest. You will then carry out the necessary primary and secondary research and produce a research report. Each week you will be expected to meet with your tutor to discuss the development of the project and the content/extent of your reading and research to date.

You will be expected to use your own initiative in the development, planning procedure and evaluation of the research project, viewing the project as entirely your own work and responsibility, with supervision being just one of the many resources available to you.
This is an exciting module which provides you with the opportunity to develop your research skills and practices and to explore a chosen contemporary issue in depth.

Learning Outcomes

1 Choose and justify a contemporary issue suitable for research
2 Research using both primary and secondary sources to inform research tasks
3 Analyse data drawing conclusions and making recommendations
4 Present findings and conclusions in an appropriate manner.

Indicative Content

Research Design

Secondary research

The nature of qualitative research

The nature of quantitative research

Sampling

Structured, semi-structured and unstructured Interviewing

Self-completion questionnaires

Focus groups

Action research

Data analysis

Writing up social research

ECS506: Professional Development
Level 5 - Mandatory

Module Abstract

This module will evaluate the importance of continuous professional development in the early year's sector: You will critically review and analyse your practice within the early year's sector. This will entail reviewing the skills, knowledge and attributes required of an effective practitioner to meet the demands of this competitive sector. You will be required to critically reflect on your own professional development and plan for future career progression. You will analyse recruitment, selection and interview processes to evaluate communication skills, working and leading teams, mentoring, the importance of resilience in the workplace and will maximise your employability potential through effective engagement with contemporary professional literature and documentation. The early years sector has increasingly professionalised its workforce and this module will further enhance your employability, career progression and approach to lifelong learning.

Learning Outcomes

1 Critically review the importance of continuous professional development within the early years workforce

2 Critically analyse the barriers to engaging in continuous professional development and propose recommendations to facilitate access

3 Critically reflect on personal professional development with identification of key strengths and areas for improvement.

4 Propose informed future career plans incorporating continuous professional development opportunities

Indicative Content

Employability in early years

Graduate skills audit /self-analysis

Professional development

Career planning and goal setting

Advanced Graduate CV's / Online graduate recruitment platforms

Organisational Training assessments

Job design processes (job descriptions and personal specifications)

Understanding Recruitment and Selection systems

Advanced Communication

Coaching and mentoring

Understanding Team dynamics and groups

Stress management and Resilience

Interview preparation and processes

Critically reflecting for professional development

ECS507: Social Policy
Level 5 - Mandatory

Module Abstract

Social policy has a huge impact on families and children that attend early years setting. This module will consider the historical development and provision of services within the early years sector. You will be encouraged to explore the philosophies and ideologies underpinning the approaches of the main U.K. political parties. You will also consider the external influences on policy, including poverty, deprivation and their subsequent impact on early childhood development.

The module will trace the development of the welfare state and the theoretical framework on which it was established before moving on to consider policy and legislation specifically relevant to children and their families. You will be encouraged to take an analytical approach to the values, norms and customs embodied in current legislation. You will draw upon a range of diverse philosophical approaches to issues surrounding family needs in contemporary society and will evaluate the effectiveness of current and historical policy. The module will examine policy frameworks at both national and local level with reference to a range of academic and professional resources.

Learning Outcomes

1 Analyse the complexities of social policy from a historical perspective.
2 Identify how ideological and political values affect early years education in the UK.
3 Examine the relationship between social inequality and ethnicity.
4 Critically evaluate the impact of current government welfare reforms on families and their children.

Indicative Content

The creation of the Welfare State

Legislation and policy development

Political ideologies, values and principles

Poverty, disadvantage and deprivation

Social divisions in equality and diversity

The housing crisis in the UK

Policy and benefits: Are we supporting those most in need?

ECS601: Dissertation
Level 6 - Mandatory

Module Abstract

This module will enable you to demonstrate the application of the analytical, investigative and evaluative skills developed during the course. You will have opportunity to pursue issues in depth and undertake your own research with limited supervision. You will be provided with the opportunity to examine issues from a range of perspectives and established theoretical frameworks in explaining behaviours and needs of children within the early years sector.

You will be supported to plan, and produce a written dissertation where you will apply specific knowledge in order to make informed judgements and speculate on possible solutions.

This module provides you with the opportunity to develop primary and/or secondary research skills and apply these to a research study. Furthermore it aims to enhance skills in critical analysis, reflection and evaluation to enable the formulation of ideas and the development of valid conclusions and recommendations. As a significant piece of independent work, the dissertation provides the opportunity for you to communicate ideas effectively and professionally in written formats thus developing significant transferable skills. Finally the dissertation encourages the development of self-management and independent learning through the planning, operation and completion of an extended piece of work.

Learning Outcomes

1 Propose a relevant area of investigation and formulate a research proposal appropriate for treatment, relevant to the subject discipline

2 Provide a critical review of relevant literature and related concepts to form an effective framework for the study

3 Plan and carry out an ethically sound research investigation with limited supervision within which appropriate methodologies and analytical techniques are applied to the investigation.

4 Clearly communicate the nature, rationale and outcomes of the enquiry, drawing valid conclusions and/ or making logical recommendations.

Indicative Content

Choice of research topics

Research design

Ethical considerations

Literature reviews

Methodology

Data presentation and analysis

Conclusions and recommendations

Presentation of dissertation

ECS602: Global Perspectives on the Curriculum
Level 6 - Mandatory

Module Abstract

The module will provide an insight into the various approaches of early years curriculum adopted into practice with an international comparative perspective; examining different countries and considering the wide variety of cultural similarities and variations in approach. It will take into account the wider political, societal and economic perspectives of the country and how these impact significantly on the provision of early year's education.

Constructively critique, examine and evaluate International safeguarding procedures through awareness of unethical practices that continue to exist on a global scale.

The module will critically analyse comparative practices involved in providing early years education and to evaluate the religious and cultural connotations that are intrinsically linked to delivery of service. The provision will be considered from all national, voluntary, charitable and independent providers

You will evaluate policy development; both in the UK and the wider international arena, taking into account the economic and political stability of countries. You will consider the long term aims and impacts of policy initiatives on national and international populations and the factors affecting service delivery

Learning Outcomes

1 Critically review international approaches to early years education and curricula
2 Analyse and critically evaluate political and economic factors which impact international approaches to early years education
3 Compare and contrast early years professional practice in the UK with international perspectives.
4 Critically evaluate international cultural and societal norms and their impact on early years practice

Indicative Content

Cultural variance

International approaches to early years curricula

Cross- Cultural ethical issues

National and international political agendas

The impact of economic stability on provision

Religious and cultural connotations

Differentiation in international professional practice

ECS603: Child Health and Wellbeing
Level 6 - Mandatory

Module Abstract

This module draws on ideas of childhood and child development to explore how children and young people's health and well-being are conceptualised. It will provide students with an in-depth understanding of the different models of health and the range of physical, psychological, sociological and cultural factors that influence children's health and well-being. This module adopts a critical approach to exploring these factors enabling students to engage with theoretical perspectives and debates related to health and well-being. This includes how health is 'produced' and how contested notions of children's health and well-being emerge in policy and practice in a range of health and education settings.

Learning Outcomes

1 Explain the complexity of children's health and well-being in relation to the social determinants and inequalities in health and well-being.

2 Critically discuss and analyse the concept of resilience and its importance in the health and wellbeing of children

3 Critically analyse key models and theories of children's health and well- being.

4 Critically evaluate health promotion practice, reflected in relevant local and national health promotion activities and policy contexts

Indicative Content

Physical, Cognitive and Social Emotional Developmental

Theories of neuroscience and the effects of human interaction on brain development

Models of Health

Wellbeing

Resilience

Factors affecting child health and wellbeing Family and social influences

Health Inequalities

Public Health and the effectiveness of focused Health Promotion campaigns

Factors that influence and impact on the health and wellbeing of children

ECS604: Leadership and Management
Level 6 - Mandatory

Module Abstract

In this Module you will be introduced to the skills qualities and attributes required to lead and manage effectively in early year's settings. The direction of this module is to consider the role of leadership and management in practice in the early years. You will be encouraged to consider current theoretical models and evaluate their implementation in an early years' setting.

Management and leadership theory will also be examined through a human resources focus exploring how these concepts apply in practice and context. This module will enable students to establish and sustain a culture of collaborative working between colleagues and work towards a shared sense of purpose and values. It will foster an approach that draws upon the knowledge and skills of peers to share expertise and experiences enabling them to plan, deliver evaluate and improve practice and provision within the early years sector.

Learning Outcomes

1 Critically review management and leadership theory in the context of leading practice in an early years setting.

2 Appraise and critically evaluate how the role of the lead practitioner has evolved and is a catalyst for change in an early years setting.

3 Analyse and evaluate the strategies for and barriers to effective collaboration, networking and teamwork in the wider community context of early years provision.

4 Critically examine the importance of coaching, mentoring and role modelling as essential skills for leading practice in the early years.

Indicative Content

Legislation and policy development

Roles of Multi-agency Teams

Team Development

Team Dynamics

Coaching and Mentoring

Collaborative Working Practices

Theories & Approaches to Leadership and Management

ECS605: Special Support Strategies
Level 6 - Mandatory

Module Abstract

The module will further develop your understanding of child development when supporting a child with a diagnosed Special Education Need (SEN) or additional need. You will critical analyse the impact of social, emotional and learning development on the individual child.

The module will further enhance students' knowledge of supporting children with Special Education and additional needs from prior learning, reviewing learning needs such as Dyslexia, Dyscalculia, Dysgraphia, Apraxia and Attention deficit hyperactivity disorder. You will expand your knowledge and explore a diagnoses needs such as Prader Willi syndrome, Fragile X syndrome, Angelman syndrome and Foetal alcohol. You will analyse current Early Years practice demonstrating understanding of the importance of settings, the Special Education Needs Coordinator (SENCO) role and the necessity for children with SEN or additional needs to successful transition to educational settings.

Students will critically evaluate early intervention techniques and strategies used to support the child's individual learning needs. Students will evaluate recent government legislation and contemporary practice.

The module will prepare the student for working within their early years setting by developing their skills to work in multiagency approaches accessing universal services to support individual needs.

Learning Outcomes

1 Critically analyse the impact of social, emotional and learning development on the individual child with a diagnosed medical special education need.

2 Analyse additional learning needs and identify the level of support needed to promote a positive learning environment.

3 Critically evaluate early intervention techniques and contemporary strategies in early years' provision to support inclusivity.

4 Critically evaluate transition strategies in use in early years sectors

Indicative Content

Collaborative working

The process of the Team around the child

Early intervention strategies

Role of the SENCO

Government legislation – (current practice Education, Health and Care Plans)

Contemporary issues

Diversity in provision

Effective inclusive practice including strategies to address barriers

Personal reflection on inclusion in work-based setting

Professional roles and boundaries

Dyslexia, Dyscalculia, Dysgraphia, Apraxia and Attention deficit hyperactivity disorder

Diagnosed medical needs - Reflection on current practice

Early Years SEN code of practice

Transition

ADDITIONAL COSTS

A DBS is mandatory for the placement element of the programme, however the college is not compelled to pay for this so in some cases you may need to cover the cost of the DBS.

EQUIPMENT REQUIREMENTS

With regard to any equipment requirements for the programme, you are at this present time advised that you can access a range of resources via our Learning Resource Centre to use on site to assist you in your studies.

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