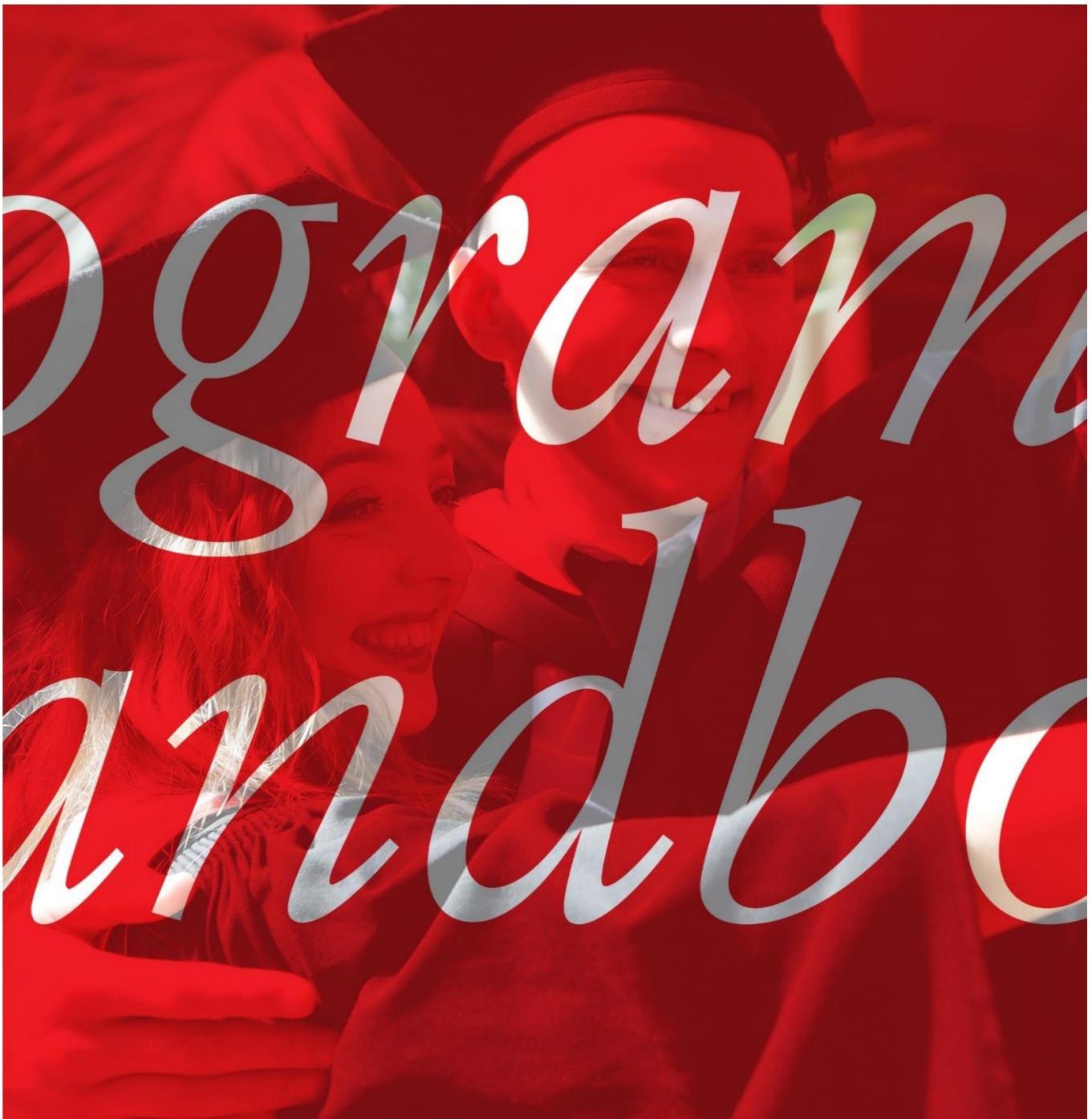


Programme Handbook 2020-21

Engineering HNC (Electrical & Electronic)

ENG-EE-HN-2017



Contents

WELCOME.....	3
GENERAL INFORMATION ABOUT YOUR PROGRAMME.....	3
THE FRAMEWORK FOR HIGHER EDUCATION QUALIFICATIONS (FHEQ)	5
PROGRAMME OVERVIEW	5
PROGRAMME AIMS	6
PROGRAMME LEARNING OUTCOMES	7
PROGRAMME STRUCTURE & ASSESSMENT OVERVIEW	7
WHERE WILL I STUDY?	8
GETTING STARTED.....	8
LEARNING AND TEACHING.....	8
WORK BASED AND PLACEMENT LEARNING.....	9
ASSESSMENT	9
PARTNERS FOR SUCCESS	14
ABSENCE REPORTING	22
STUDENT IDENTITY CARD	23
FOOD ON CAMPUS.....	23
SPORTS FACILITIES AND COLLEGE TEAMS.....	23
ENRICHMENT.....	23
GETTING INVOLVED IN THE QUALITY OF YOUR PROGRAMME.....	24
ACADEMIC APPEALS	24
COMPLIMENTS, COMPLAINTS AND FEEDBACK	25
GRADUATION	25
MODULE OUTLINES	25
STUDENT PROTECTION PLAN.....	34

WELCOME

Welcome to Blackpool and The Fylde College and to the Engineering HNC (Electrical & Electronic) (ENG-EE-HN-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.

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

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

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

Studying with B&FC from September 2020

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

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

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

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

GENERAL INFORMATION ABOUT YOUR PROGRAMME

Programme Code	ENG-EE-HN-2017
Programme Title	Engineering HNC (Electrical & Electronic)
Teaching Institution	Blackpool and The Fylde College
Professional, Statutory and Regulatory Body (PSRB) Accreditation	None
UCAS Code	
Language of Study	English
Version	1

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

THE FRAMEWORK FOR HIGHER EDUCATION QUALIFICATIONS (FHEQ)

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

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

PROGRAMME OVERVIEW

The HNC Level 4 Engineering programme has been delivered at Blackpool and the Fylde for over 25 years. The programme pathways have a history of effective employer engagement and support making them an ideal choice for employee and potential employee development in the engineering sector. The programme has, over the years, provided local and regional engineering companies and employers with a trained and educated workforce, helping to meet technical and professional skills shortages and plug skills gaps contributing to economic prosperity and the development of engineering technologies and productivity. The programme has produced many successful cohorts who have been able to either access a rewarding career in engineering or progress within their career with a particular employer.

This strong, industry relevant and recognised qualification meets your needs in that it develops core engineering subject discipline knowledge and skills whilst enabling you to choose pathways and options which are particular to your current and future needs and contexts. This variability in pathways is a key strength to the programme and makes it attractive to employees and employers

alike. Students who have graduated from the programme have been able to access careers as diverse as Mechanical Design Engineers, Mechanical Production Engineers, Quality Control Engineers, Electrical & Electronic Instrumentation Engineers, Field Service Engineers, Mechanical and Electronic CAD Engineers, Continuous Improvement Engineers, Engineering Product Designers, Manufacturing Engineers, Mechanical Maintenance Engineers, Motion Control Application Engineers, Nuclear Power Generation Engineers, Technical Project Engineers and Engineering Surveyors of Pressure Systems.

The Edexcel BTEC Level 4 HNC in Electrical and Electronic Engineering provides you with a specialist work-related programme of study which covers the key knowledge, understanding and practical skills required in the Electrical and Electronic Engineering sector, and also offer you the opportunity to engage in particular specialisms through the choice of specialist modules.

Edexcel BTEC Level 4 HNCs provide a nationally recognised qualification offering you career progression and professional development for those of you already in employment; and opportunities to progress further in higher education. This HNC in Electrical and Electronic Engineering programme works in close partnership with local and regional employers and the programme is recognised by The Engineering Council Engineering Technician Standard (**EngTech**) (Engineering Technician member of The Engineering Council) and The Institute of Engineering Technology (**TMIET**) (Technician Member of the Institution of Engineering and Technology). These are designatory letters you may use after graduating from this programme, subject to joining both Professional Bodies.

The programme is intended for those students who wish to pursue a career at higher professional/technician level within the Electrical and Electronic Engineering industry but who may not, as yet, have decided upon a specific career area. The variety of units covered allows you to explore different specialist areas that best match your individual strengths and aspirations and your employers' business needs.

The School of Engineering and Science has excellent, well-developed working relationships with a wide range of employers. These links to local and national employers will give you the skills and applied knowledge required for a career in Electrical and Electronic Engineering. Many past students are now employed by companies such as BAE Systems, EDF Energy (Heysham) Power Stations, United Utilities, Rolls Royce (Barnoldswick), Westinghouse Springfield Fuels (Preston), Scanlite Electronics, Blackpool Illuminations and Fylde Micros to name but some.

Industry experienced tutors, aided by input from employers and partner organisations, ensure this course is kept up-to-date and closely aligned to the needs of industry. The programme content is delivered by highly-qualified tutors, all with industrial experience from a variety of Electrical and Electronic Engineering disciplines who work to create a strong climate of student support.

PROGRAMME AIMS

- To develop engineers with core knowledge skills and techniques who are able to be successful and progress in the engineering sector,
- To provide students with the opportunity to fault find, problem solve, propose solutions and engage in professional engineering practices relevant to the engineering context in which they work; exercising resilience, ethical and social responsibility,
- To provide a structured programme of development to equip students with the necessary transferable skills to support academic and or professional progression in the industry,
- To provide a flexible and engaging programme of study informed by employers, the Engineering Council Engineering Technician Standard (EngTech) and The Institute of Engineering Technology (TMIET) (Technician Member of the Institution of Engineering and Technology).

PROGRAMME LEARNING OUTCOMES

Level 4

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

1. Develop the core knowledge, skills and techniques that all engineers require, irrespective of future specialism, to achieve high performance in the engineering profession
2. Build a body of specialist knowledge, skills and techniques in order to be successful in a range of careers in engineering at the Associate Engineer or Operational Engineer level
3. Develop the skills necessary to fault find and problem solve in a timely, professional manner, reflecting on their work and contributing to the development of the process and environment they operate within
4. Understand the responsibilities of the engineer within society, and work with integrity, regard for cost, sustainability and the rapid rate of change experienced in world class engineering
5. Enter, or progress in, employment within the engineering sector, or progress to higher education qualifications such as degrees and honours degree in engineering or a closely related area, by balancing employability skills with academic attainment
6. Make progress towards achieving internationally recognised registration with a Professional Body regulated by the Engineering Council

PROGRAMME STRUCTURE & ASSESSMENT OVERVIEW

Pathway	Module	Level	Credits	Coursework	Practical	Written Exam
Stage 1: Year 1						
All	A/615/1478: Managing a Professional Engineering Project (Mandatory)	4	15	100%		
	M/615/1476: Engineering Maths (Mandatory)	4	15	50%		50%
	M/615/1493: Electrical and Electronic Principles (Mandatory)	4	15	50%		50%
	T/615/1477: Engineering Science (Mandatory)	4	15	100%		
Stage 2: Year 2						
Stage exit award: Pearson Higher National Certificate (Awarded by Pearson)						
All	A/615/1495: Electrical Machines (Mandatory)	4	15	100%		
	F/615/1496: Electronic Circuits and Devices (Mandatory)	4	15	100%		
	K/615/1475: Engineering Design (Mandatory)	4	15	60%	40%	
	K/615/1489: Automation, Robotics and Programmable Logic Controllers (PLC's) (Mandatory)	4	15	100%		

WHERE WILL I STUDY?

This programme may be studied at the following location:

B&FC Bispham Campus

Courses in Construction, Engineering and Automotive are delivered at our Bispham Campus. Here you can access a central reception, vital student support functions and a convenient number of retail outlets all within one attractive Hub development. Bispham Campus has recently been the focus of a stunning £3.5m upgrade, with the result that it is now dramatically more energy efficient, along with the multi-million pound development of the Advanced Technology Centre. The Bispham campus hosts a range of specialist equipment and facilities tailored towards computing, engineering and construction.

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.

LEARNING AND TEACHING

The HNC in Electrical and Electronic Engineering programme combines theoretical and practical elements which are delivered in a number of different ways. Interactive lectures and problem based learning are the most common techniques used, which will offer you the opportunity to engage with other students in your group, and is where the focus is on sharing knowledge through the use of presentations, calculations and case studies. Another delivery technique which will be used in a number of modules is practically orientated teaching, where you will use testing equipment in electrical and electronic workshops and laboratory work, bringing the real world of electrical and electronics into the college environment. Tutorials will present you with an opportunity for group and focused one to one support, where teaching is led by your individual requirements. These tutorials are sometimes most effective in the run up to assessment, where tutors can provide you with more focused direction, perhaps based on a formative assessment.

Moodle Virtual Learning Environment (VLE) is an invaluable aid to your studies, acting not only as a repository for taught material but also for the setting of formative assessment such as quizzes. Further reading and research support will also be provided for you on Moodle VLE, along with a copy of your programme documents, such as the Programme Handbook and Assessment Timetable. As the majority of students on your HNC in Electrical and Electronic Engineering programme will be employed in the industry, there will be an opportunity for staff and your employer to integrate work based learning into your programme. This will add realism, and will give you the opportunity to link theory to practice in a way in which case studies cannot. For example, in the Managing an Engineering Project module, the teaching and learning approach differs in that only 18 hours are covered by lecture methods and the majority of teaching and learning is focused on your real world work context. Your Project brief may therefore be based on a real world workplace electrical or electronic requirement, which will require work based application of knowledge thereby bringing theory to life through the curriculum. Assessment will be through written assignment, which may be in the form of a detailed log book, and a

formal presentation of the completed project in front of your peers and invited external guests such as your employer.

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

There is no formal work placement within this qualification; however if you are not employed within the industry, you will be encouraged to engage in work experience. The School has excellent relationships with local employers and opportunities for work experience frequently arise.

The programme is highly vocational in nature and uses industry examples and assignment briefs to ensure that you continuously develop employability and work related skills. For the vast majority of you who are already employed in industry, the Managing a Professional Engineering Project module will align with the needs of your employer whereby a work based project will be conducted which provides value to your employer's business needs.

ASSESSMENT

Formative Assessment

You will receive many opportunities to take part in formative assessment on your HNC programme. We encourage all students to take advantage of the opportunity to submit drafts of assignments for review and formative feedback. You will receive constructive and useful feedback from all tutors, which will enable you to understand the strengths and limitations of your performance, providing positive comments where possible as well as explicit comments on how improvements can be made in future assessments. In addition to drafts, you may be set self and peer assessments, short exercises or quizzes on the VLE (Moodle), calculations, short written and verbal tasks, group work, practical observations and question and answer activities which will all help structure your work in preparation for the demands of the summative formal assessments.

Summative Assessment

The formal summative assessments on this programme are in the main assignments which are written and practical in nature but more often a mixture of the two. Projects are used as are examinations and presentations to ensure that there is a variety of assessments to support your development and achievement.

We aim to ensure that you experience an enjoyable and at the same time vocationally relevant learning experience which will prepare you for the demands of progression within the Electrical and Electronic Engineering industry.

Assessment Methods

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

Essay

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

Assignment or brief

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

Group project or assignment

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

Exams

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

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

Logs and Portfolios

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

Reports

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

Calculations and problem solving

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

Presentations

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

Self and peer assessment

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

When will I be assessed?

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

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

How will my work be marked and graded?

To achieve your Higher National Certificate you must have:

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

To achieve your Higher National Diploma you must have:

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

The calculation of the overall qualification grade is based on your performance in all units. You will be awarded a Pass, Merit or Distinction qualification grade, using the points gained through all 120 credits, at Level 4 for the

HNC or Level 5 for the HND, based on unit achievement. Your overall qualification grade is calculated in the same way for the HNC and for the HND.

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

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

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

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

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

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

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

What 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

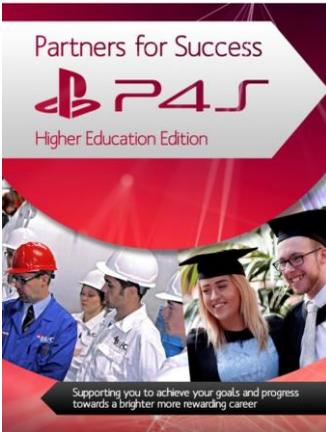
Board of Examiners

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.



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

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 Advisors 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 Advisors 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 Advisors 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 Advisors are available to help you with all aspects of your career planning and decision-making, such as:

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

At Blackpool and The Fylde, our careers service extends far beyond helping you to pinpoint your ideal career. The emphasis is on tailoring a 'careers package' to your particular aims and aspirations that

gives you the skills and experience needed to make you highly employable from the moment you graduate.

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

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

Enhancing your Employability

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

Getting Ready to Graduate

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

Grad Intelligence

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

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

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

HEAR (Higher Education Achievement Report)

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

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

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

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

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

Student Support and Wellbeing

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

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

HE Learning Mentors (HELM)

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

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

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

For help, advice and information:

- Phone: 01253 504494
- Email: HELMinfo@blackpool.ac.uk

- Drop in: to the University Centre South Building Entrance

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

We offer you help with:

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

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

For help, advice and information:

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

Disability Support

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

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

Conditions and evidence required

Disabilities or long-term health condition

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

Mental-health condition

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

Specific learning difficulty like dyslexia

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

Support with gaining diagnostic evidence

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

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

Disabled Students' Allowance

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

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

Examination Arrangements

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

General Support

Campus Access:

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

Wellbeing Support

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

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

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

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

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

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

The Contemplation rooms can be found at:

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

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

For help, advice and information:

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

Need help now?

B&FC Safeguarding - If you feel unsafe or at risk at College contact your tutor or the Student Direct Safeguarding College Hotline: 01253 504444 (9am-4.30pm). If you require advice or assistance about

disclosing a safeguarding concern you should discuss this with your Progress Tutor or any member of staff.

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

Alternatively go to your nearest Walk in Medical Centre:

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

Need to Talk?

Support is also available externally from the following organisations:

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

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

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

LEARNING RESOURCE CENTRE TEAMS

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

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

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

Term time opening hours

The Loop at UC

Monday – Thursday 8.30 – 21.00

Friday 8.30 – 17.00

Saturday 10.00 – 15.45

Email: CentralLoopLRC@blackpool.ac.uk

Telephone: 01253 504414

The Loop at Fleetwood

Monday - Thursday 8.15 – 19.45

Friday 8.15 – 17.00

Saturday 10:00 – 15.50

Email: lrcfle@blackpool.ac.uk

Telephone: 01253 504714

The Loop at Bispham

Monday – Tuesday 8.30 – 17.00

Wednesday 8.30 – 20.00

Thursday - Friday 8.30 – 17.00

Email: lrcbis@blackpool.ac.uk

Telephone: 01253 504290

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

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

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

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

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

Information Technology Resources

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

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

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

To find your course materials, log-on to the VLE, the College's virtual learning environment. The VLE contains lesson notes, multimedia materials, quizzes, forums and lots of different tools to help you achieve your academic goals. You may submit your assignments through the VLE and receive online feedback from your tutors. The VLE also provides easy ways for you to communicate with your tutors and fellow students using messaging, chat rooms and forums. You can access your Office 365 and

VLE accounts by logging into one simple webpage MyDay which also contains useful college information, news and links:

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

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

STUDENT UNION

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

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

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

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

B&FC Student Union Sabbatical Officer

Tel: 01253 504 517

Email: studentsunion@blackpool.ac.uk

BEING A PARTNER IN YOUR OWN SUCCESS

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

ABSENCE REPORTING

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

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

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

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

STUDENT IDENTITY CARD

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

FOOD ON CAMPUS

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

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

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

SPORTS FACILITIES AND COLLEGE TEAMS

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

ENRICHMENT

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

Curriculum-based activities

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

life' assignments, competitions, work experience and work placements (some of which can lead to permanent positions).

Extra-curricular activities

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

Fee-based activities

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

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

GETTING INVOLVED IN THE QUALITY OF YOUR PROGRAMME

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

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

ACADEMIC APPEALS

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

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

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

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

Students studying either a:

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

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

appeals@blackpool.ac.uk

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

COMPLIMENTS, COMPLAINTS AND FEEDBACK

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

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

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

GRADUATION

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

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

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

MODULE OUTLINES

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

Module Abstract

The responsibilities of the engineer go far beyond completing the task in hand.

Reflecting on their role in a wider ethical, environmental and sustainability context starts the process of becoming a professional engineer – a vial requirement for career progression.

Engineers seldom work in isolation and most tasks they undertake require a range of expertise, designing, developing, manufacturing, constructing, operating and maintaining the physical infrastructure and content of our world. The bringing together of these skills, expertise and experience is often managed through the creation of a project. This unit introduces students to the techniques and best practices required to successfully create and manage an engineering project designed to identify a solution to an engineering need. While carrying out this project students will consider the role and function of engineering in our society, the professional duties and responsibilities expected of engineers together with the behaviours that accompany their actions.

Among the topics covered in this unit are: roles, responsibilities and behaviours of a professional engineer, planning a project, project management stages, devising solutions, theories and calculations, management using a Gantt chart, evaluation techniques, communication skills, and the creation and presentation of a project report.

On successful completion of this unit students will be able to conceive, plan, develop and execute a successful engineering project, and produce and present a project report outlining and reflecting on the outcomes of each of the project processes and stages. As a result, they will develop skills such as critical thinking, analysis, reasoning, interpretation, decision-making, information literacy, and information and communication technology, and skills in professional and confident self-presentation.

This unit is assessed by a Pearson-set assignment. The project brief will be set by the centre, based on a theme provided by Pearson (this will change annually). The theme and chosen project within the theme will enable students to explore and examine a relevant and current topical aspect of professional engineering.

Learning Outcomes

- 1 Select an appropriate plan, engineering based project, giving reasons for the selection.
- 2 Create a project plan for the engineering project.
- 3 Conduct project activities, recording progress against original project plan.
- 4 Produce a project report covering each stage of the project and analysing project outcomes.
- 5 Present the project using appropriate media to an audience.
- 6 Undertake a feasibility study to justify project selection.
- 7 Explore alternative methods to monitor and meet project milestones, justify selection of chosen method(s).
- 8 Use appropriate critical analysis and evaluation techniques to analyse project findings.
- 9 Analyse own behaviours and performance during the project and suggest areas for improvement.
- 10 Illustrate the effect of legislation and ethics in developing a project plan.
- 11 Critically evaluate the success of the project plan, making recommendations for improvements.
- 12 Critically analyse the project outcome, making recommendations for further development.

Indicative Content

Module Abstract

Electrical machines can be found in manufacturing, transport, consumer appliances and hospitals. People will come across them every day in their home and at work. They convert energy in three ways: transformers which change the voltage level of an alternating current; motors which convert electrical energy to mechanical energy; and generators which convert mechanical energy to electrical energy. Transducers and actuators are also energy converters, and can be found in a wide range of industrial and domestic applications.

This unit introduces students to the characteristics and operational parameters of a range of electromagnetic powered machines that are used in a variety of applications. Among the topics included in this unit are: principles underlying the operation and construction of transformers, induction motors, synchronous machines, electromagnetic transducers, actuators, and generators; and operating characteristics of electrical machines such as voltage, current, speed of operation, power rating, electromagnetic interference (EMI) and efficiency.

On successful completion of this unit students will be able to identify the constructional features and applications of transformers; investigate the starting methods and applications of three-phase induction motors and synchronous machines; investigate the types of generator available in the industry by assessing their practical application; and analyse the operating characteristics of electromagnetic transducers and actuators.

Learning Outcomes

- 1 Examine the types of transformers available.
- 2 Discuss suitable applications for available transformers.
- 3 Discuss the different methods of connections available for three-phase transformers.
- 4 Analyse the types of electrical motors available, discussing suitable applications.
- 5 Analyse the different methods of starting induction motors and synchronous machines.
- 6 Explain the types and construction of generators.
- 7 Identify a generator for a specific application, considering their characteristics.
- 8 Analyse the operation, types and uses of electromotive transducers and actuators, examining features that support their suitability for specific applications.
- 9 Illustrate the operation of the transformer, considering the equivalent circuit.
- 10 Justify the selection of a motor for a specific industrial application.
- 11 Justify the application of a specific type of generator.
- 12 Justify the selection of suitable transducers for specific industrial applications.
- 13 Assess the efficiency of a number of available transformers and make a recommendation for an actual operational requirement.
- 14 Critically evaluate the efficiency of a number of available motors and make a recommendation for a specified operational requirement.
- 15 Assess the efficiency of a number of available generators and make a recommendation for a specified operational requirement.
- 16 Analyse the practical application of transducers and actuators in an industrial situation and make recommendations to improve the operating efficiency of the units in use.

Indicative Content

F/615/1496: Electronic Circuits and Devices Level 4 - Mandatory

Module Abstract

Electronics is all around us today: in our homes, the workplace, cars and even on or in our bodies. It's hard to believe that it was only in 1947 that the transistor was developed by American physicists John Bardeen, Walter Brattain, and William Shockley. The invention of the transistor paved the way for cheaper radios, calculators and computers. This unit introduces students to the use of electronics manufacturers' data to analyse the performance of circuits and devices, the operational characteristics of amplifier circuits, the types and effects of feedback on a circuit performance, and the operation and application of oscillators. They will also be introduced to the application of testing procedures to electronic devices and circuits, and use the findings of the tests to evaluate their operation. Among the topics included in this unit are: power amplifiers, class A, B and AB; operational amplifiers, inverting, non-inverting, differential, summing, integrator, differentiator; types such as open, closed, positive and negative feedback; frequency, stability, frequency drift, distortion, amplitude, wave shapes and testing procedures. On successful completion of this unit students will be able to determine the operational characteristics of amplifier circuits, investigate the types and effects of feedback on an amplifier's performance, examine the operation and application of oscillators and apply testing procedures to electronic devices and circuits.

Learning Outcomes

- 1 Describe the types of amplifiers available and their applications.
- 2 Examine the different performance characteristics of types of amplifier.
- 3 Examine the types of feedback available and their effect on the amplifier's performance.
- 4 Describe a circuit which employs negative feedback.
- 5 Examine types of available oscillators and their applications.
- 6 Select suitable electronic devices and their parent circuits and identify the appropriate manufacturer's data sheets.
- 7 Interpret relevant information from manufacturer's data when testing electronic devices and circuits.
- 8 Explain the results obtained from applying practical tests on an amplifier's performance.
- 9 Perform practical tests to show the effect of feedback on an amplifier's performance.
- 10 Assess the performance characteristics of types of oscillators.
- 11 Perform tests on electronic devices and circuits, recording results and recommending appropriate action.
- 12 Assess the results obtained from the application of practical and virtual tests on amplifier circuits studied.
- 13 Evaluate the results of practical and virtual tests to analyse the effect of feedback on an amplifier's performance.
- 14 Analyse the results obtained from applying practical and virtual tests on oscillators studied.

- 15 Analyse and compare the results obtained from applying practical and virtual tests on devices and circuits studied.

Indicative Content

K/615/1475: Engineering Design Level 4 - Mandatory

Module Abstract

The tremendous possibilities of the techniques and processes developed by engineers can only be realised by great design. Design turns an idea into a useful artefact, the problem into a solution, or something ugly and inefficient into an elegant, desirable and cost effective everyday object. Without a sound understanding of the design process the engineer works in isolation without the links between theory and the needs of the end user.

The aim of this unit is to introduce students to the methodical steps that engineers use in creating functional products and processes; from a design brief to the work, and the stages involved in identifying and justifying a solution to a given engineering need.

Among the topics included in this unit are: Gantt charts and critical path analysis, stakeholder requirements, market analysis, design process management, modelling and prototyping, manufacturability, reliability life cycle, safety and risk, management, calculations, drawings and concepts and ergonomics.

On successful completion of this unit students will be able to prepare an engineering design specification that satisfies stakeholders' requirements, implement best practice when analysing and evaluating possible design solutions, prepare a written technical design report, and present their finalised design to a customer or audience.

Learning Outcomes

- 1 Produce a design specification and detail the stages of its production.
- 2 Explain the influence of the stakeholder's design brief and requirements in the preparation of the design specification.
- 3 Produce a design project schedule with a graphical illustration of the planned activities.
- 4 Explore industry standard evaluation and analytical tools
- 5 Use appropriate design techniques to produce possible design solutions.
- 6 Prepare an engineering industry standard technical design report and describe the essential elements that need to be included.
- 7 Explain the role of design specifications and standards in technical design report.
- 8 Present the recommended design solution to the identified audience.
- 9 Explain possible communication strategies and presentation methods that could be used to inform the stakeholders of the recommended solution.
- 10 Evaluate potential planning techniques, presenting a case for the method chosen.
- 11 Demonstrate critical path analysis techniques in design project scheduling / planning and explain its use.
- 12 Apply the principles of modelling / simulation / prototyping, using appropriate software, to develop appropriate design solutions.

- 13 Assess any compliance, safety and risk management issues specific to the technical design report.
- 14 Reflect on effectiveness of communication strategy in presenting the solution.
- 15 Evaluate potential technical solutions, presenting a case for the final choice of solution.
- 16 Analyse the effectiveness of a presented engineering industry standard technical design report to produce a fully compliant finished product.
- 17 Justify potential improvements to the presented design solution, based on reflection and / or feedback obtained from the presentation.
- 18 Justify potential improvements to the design solution and / or presentation based on reflection and / or feedback.

Indicative Content

K/615/1489: Automation, Robotics and Programmable Logic Controllers (PLC's) Level 4 - Mandatory

Module Abstract

The word automation was not used until the 1940s and it originated in the automotive manufacturing sector as a method designed to reduce labour costs and improve the quality, accuracy and precision of the finished products. We are all now very familiar with the sight of dancing robots, not only in the production of cars but in everything from washing machines to pharmaceuticals. As a result of this technology the products we purchase may have never been touched by human hands and we all benefit from a reduction in costs and improvement in quality.

The aim of this unit is for students to investigate how Programmable Logic Controllers (PLCs) and industrial robots can be programmed to successfully implement automated engineering solutions. Among the topics included in this unit are: PLC system operational characteristics, different types of programming languages, types of robots and cell safety features. On successful completion of this unit students will be able to program PLCs and robotic manipulators to achieve a set task, describe the types and uses of PLCs and robots available, write simple PLC programs, and program industrial robots with straightforward commands and safety factors.

Learning Outcomes

- 1 Describe the key differences of PLC construction styles and their typical applications.
- 2 Determine the types of PLC input and output devices available.
- 3 Describe the different types of communication links used with PLCs.
- 4 Design and describe the design elements that have to be considered in the preparation of a PLC programme program.
- 5 Explain how communication connections are correctly used with the PLC.
- 6 Describe the types of industrial robots and their uses in industry.
- 7 Describe the types of robot end effectors available and their applications.
- 8 Investigate the safety systems used within an industrial robotic cell.
- 9 Explain the different types of PLC programming languages available.
- 10 Examine the methods used for testing and debugging the hardware and software.

- 11 Investigate a given industrial robotic system and make recommendations for improvement.
- 12 Analyse how the systems in place ensure safe operation of a given industrial robotic cell.
- 13 Analyse the internal architecture of a typical PLC to determine its operational applications.
- 14 Produce all elements of a PLC program for a given industrial task and analyse its performance.
- 15 Design and produce a robot program for a given industrial task.
- 16 Design a safe working plan for an industrial robotic cell in a given production process to include a full risk assessment.

Indicative Content

M/615/1476: Engineering Maths Level 4 - Mandatory

Module Abstract

The mathematics that is delivered in this unit is that which is directly applicable to the engineering industry, and it will help to increase students' knowledge of the broad underlying principles within this discipline.

The aim of this unit is to develop students' skills in the mathematical principles and theories that underpin the engineering curriculum. Students will be introduced to mathematical methods and statistical techniques in order to analyse and solve problems within an engineering context.

On successful completion of this unit students will be able to employ mathematical methods within a variety of contextualised examples, interpret data using statistical techniques, and use analytical and computational methods to evaluate and solve engineering problems.

Learning Outcomes

- 1 Apply dimensional analysis techniques to solve complex problems.
- 2 Generate answers from contextualised arithmetic and geometric progressions.
- 3 Determine solutions of equations using exponential, logarithmic, trigonometric and hyperbolic functions.
- 4 Summarise data by calculating mean and standard deviation.
- 5 Calculate probabilities within both binomially distributed and normally distributed random variables.
- 6 Solve engineering problems relating to sinusoidal functions.
- 7 Represent engineering quantities in vector form, and use appropriate methodology to determine engineering parameters
- 8 Determine rates of change for algebraic, logarithmic and trigonometric functions.
- 9 Use integral calculus to solve practical problems relating to engineering.
- 10 Use dimensional analysis to derive equations.
- 11 Interpret the results of a statistical hypothesis test conducted from a given scenario.
- 12 Use compound angle identities to separate waves into distinct component waves.
- 13 Formulate predictions of exponential growth and decay models using integration methods.

- 14 Present statistical data in a method that can be understood by a non-technical audience.
- 15 Model the combination of sine waves graphically and analyse the variation in results between graphical and analytical methods.
- 16 Analyse maxima and minima of increasing and decreasing functions using higher order derivatives.

Indicative Content

M/615/1493: Electrical and Electronic Principles Level 4 - Mandatory

Module Abstract

Electrical engineering is mainly concerned with the movement of energy and power in electrical form, and its generation and consumption. Electronics is mainly concerned with the manipulation of information, which may be acquired, stored, processed or transmitted in electrical form. Both depend on the same set of physical principles, though their applications differ widely. A study of electrical or electronic engineering depends very much on these underlying principles; these form the foundation for any qualification in the field, and are the basis of this unit.

The physical principles themselves build initially from our understanding of the atom, the concept of electrical charge, electric fields, and the behaviour of the electron in different types of material. This understanding is readily applied to electric circuits of different types, and the basic circuit laws and electrical components emerge. Another set of principles is built around semiconductor devices, which become the basis of modern electronics. An introduction to semiconductor theory leads to a survey of the key electronic components, primarily different types of diodes and transistors.

Electronics is very broadly divided into analogue and digital applications. The final section of the unit introduces the fundamentals of these, using simple applications.

Thus, under analogue electronics, the amplifier and its characteristics are introduced. Under digital electronics, voltages are applied as logic values, and simple circuits made from logic gates are considered.

On successful completion of this unit students will have a good and wide-ranging grasp of the underlying principles of electrical and electronic circuits and devices, and will be able to proceed with confidence to further study.

Learning Outcomes

- 1 Apply the principles of circuit theory to simple circuits with constant sources, to explain the operation of that circuit.
- 2 Analyse series RLC circuits, using the principle of circuit theory with sinusoidal sources.
- 3 Describe the behaviour of a p-n junction in terms of semiconductor behaviour.
- 4 Demonstrate the action of a range of semiconductor devices.
- 5 Explain the difference between digital and analogue electronics.
- 6 Explain amplifier characteristics.
- 7 Explain the operation of a simple circuit made of logic gates.

- 8 Apply the principles of circuit theory to a range of circuits with constant sources, to explain the operation of that circuit.
- 9 Analyse series and parallel RLC circuits, using the principles of circuit theory with sinusoidal sources.
- 10 Explain the operation of a range of discrete semiconductor devices in terms of simple semiconductor theory.
- 11 Explain the benefits of using analogue and digital electronic devices using examples.
- 12 Evaluate the operation of a range of circuits with constant sources, using relevant circuit theories.
- 13 Analyse the operation and behaviour of series and parallel RLC circuits, including resonance and using the principles of circuit theory with sinusoidal sources.
- 14 Analyse the performance of a range of discrete semiconductor devices in terms of simple semiconductor theory, and suggesting applications for each.
- 15 Evaluate the use of analogue and digital devices and circuits using examples.

Indicative Content

T/615/1477: Engineering Science Level 4 - Mandatory

Module Abstract

Engineering is a discipline that uses scientific theory to design, develop or maintain structures, machines, systems, and processes. Engineers are therefore required to have a broad knowledge of the science that is applicable to the industry around them.

This unit introduces students to the fundamental laws and applications of the physical sciences within engineering and how to apply this knowledge to find solutions to a variety of engineering problems.

Among the topics included in this unit are: international system of units, interpreting data, static and dynamic forces, fluid mechanics and thermodynamics, material properties and failure, and A.C./D.C. circuit theories.

On successful completion of this unit students will be able to interpret and present qualitative and quantitative data using computer software, calculate unknown parameters within mechanical systems, explain a variety of material properties and use electromagnetic theory in an applied context.

Learning Outcomes

- 1 Describe SI units and prefix notation.
- 2 Examine quantitative and qualitative data with appropriate graphical representations.
- 3 Determine the support reactions of a beam carrying a concentrated load and a uniformly distributed load.
- 4 Use Archimedes' principle in contextual engineering applications.
- 5 Determine the effects of heat transfer on the dimensions of given materials.
- 6 Describe the structural properties of metals and non-metals with reference to their material properties.
- 7 Explain the types of degradation found in metals and non-metals.
- 8 Calculate currents and voltages in D.C. circuits using circuit theorems.

- 9 Describe how complex waveforms are produced from combining two or more sinusoidal waveforms.
- 10 Solve problems on series RLC circuits with A.C. theory.
- 11 Explain how the application of scientific method impacts upon different test procedures.
- 12 Determine unknown forces by applying D'Alembert's principle to a free body diagram.
- 13 Review elastic, electrical and magnetic hysteresis in different materials.
- 14 Explain the principles and applications of electromagnetic induction.
- 15 Analyse scientific data using both quantitative and qualitative methods.
- 16 Compare how changes in the thermal efficiency of a given system can affect its performance.
- 17 Compare and contrast the theoretical material properties of metals and non-metals with practical test data.
- 18 Evaluate different techniques used to solve problems on a combined series-parallel RLC circuit using A.C.theory.

Indicative Content

STUDENT PROTECTION PLAN

The B&FC [Student Protection Plan](https://www.blackpool.ac.uk/info-for-he-students) 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>