

Programme Handbook 2018-19

Management

MAN-2013



WELCOME

Welcome to Blackpool and The Fylde College and to the Management (MAN-2013) programme.

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

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

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

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

GENERAL INFORMATION ABOUT YOUR PROGRAMME

Programme Code	MAN-2013
Programme Title	Management
Teaching Institution	Blackpool and The Fylde College
Professional, Statutory and Regulatory Body (PSRB) Accreditation	None
UCAS Code	N294C
Language of Study	English
Version	1

Programme Awards			
Award	Award Type	Level	Awarding Body
LU Foundation Degree in Arts	Foundation Degree (240 credits)	Level 5	Lancaster University
LU Bachelor of Arts with Honours	Honours Degree (360 credits)	Level 6	Lancaster University

THE FRAMEWORK FOR HIGHER EDUCATION QUALIFICATIONS (FHEQ)

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

Level	4	5	6	7	8
FHEQ Level	Certificate (C)	Intermediate (I)	Honours (H)	Masters (M)	Doctoral (D)
About this level of qualification	<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

Blackpool and the Fylde College remains committed to providing a highly responsive curriculum that is employment and future-focused and will enable students to develop the essential knowledge and skills that will prepare them for future success in work and life. Employability and Widening Participation remain central to the College's HE Strategy as it continues to develop a sustainable, Higher Education provision that supports the economic, social and cultural development of Blackpool, and the wider North West Region.

The Foundation Degree in Management offers a route where individuals, either currently in employment in non-management areas and/or seeking to progress to employment in management, can develop their skills, expertise, knowledge and understanding to enhance their management employment potential. The course offers a core of what is considered essential material, which forms part of any study of management at higher education level. A number of options have been added to supplement the core modules and provide the opportunity to examine the application of management within specific areas.

There is an emphasis on learning and self-development, as well as the development of understanding the motivation of other people. These facets provide an effective programme for a clear understanding of self, together with an insight into the behavior of other people in the workplace. Students use a personal development profile process to monitor and reflect upon their skills development through the programme.

The work placement element of the Foundation Degree in Management consists of 40 days work placement experience over the duration of the programme. It is specifically through the close integration of work experience and class based study that the Foundation Degree seeks to deliver its aims. The programme is forward looking at all times and takes account of the changes and challenges facing graduates and as such will help learners identify their existing competences, set targets for their own development and enable them to demonstrate new or enhanced abilities as a result of their wide ranging studies during the course. The challenges facing individuals in management or leadership positions today are complex and demanding. Managers and leaders of the future must embrace and respond to transformational change and think both locally and nationally.

The embedding of employability is integral to the culture of the programme and this view of employability mirrors that of the School of Business and Professional Studies, focusing on the enhancement of lifelong employability, reflecting research on the graduate attributes sought by employers: intelligent, flexible, self-aware lifelong learners with communication, interactive and team working skills, who add value to and transform organisations. The programme culture can be summarized by:

- Creating a learning environment in which mutual respect and honesty encourage autonomy and personal development;
- Student centred approach to support and guidance;
- Strong emphasis on PDP linked strongly to learning from work, career management and the provision of opportunities;
- Innovative approach to learning, teaching and assessment;
- A strategic and collaborative approach to curriculum design and course management building on excellent relationships with employers and external advisors.

It is specifically through the close integration of work experience and class based study that this programme seeks to deliver its aims. The management skills and work experience that the students have already acquired from the platform on which the contemporary management and leadership theory and management tools of the study programme will be built. In this scheme, one is seen as informing the other.

PROGRAMME AIMS

The Foundation Degree in Management aims to develop in students:

- Knowledge and critical understanding of the fundamental theories and concepts of management and how these have developed;
- The ability to successfully apply the underlying theories and concepts to a variety of practical management situations;
- The ability to draw on work-based experience to inform class-based learning;
- Qualities and transferable skills necessary for employment in the changing world of management;
- The motivation, attitude and commitment to pursue a developing career as a manager;
- Knowledge and critical understanding of the main methods of enquiry in their modules and ability to critically evaluate the appropriateness of different problem-solving approaches;
- The ability to use a range of techniques to initiate and undertake a critical analysis of information and propose solutions arising from such analysis to management problems;

- Through personal development planning, the ability to consciously manage their learning in ways which will help them to succeed academically and lay the foundations for a successful career and lifelong learning;
- An understanding of the limits of their knowledge and how this influences analyses and interpretations based on such knowledge;
- The ability to effectively communicate information, arguments and analysis in various forms to both specialist and non-specialist audiences;
- The ability to undertake further training and skills development to enable them to take on significant responsibility within organisations.

PROGRAMME LEARNING OUTCOMES

Level 5

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

1. Knowledge and critical understanding of the well-established principles of Management and the way in which those principles have developed.
2. Knowledge and understanding of organisations, their external environment and how they are managed, with an emphasis upon understanding and responding to change.
3. Successful application in the workplace of the range of knowledge and skills learned and developed throughout the programme.
4. Ability to apply and compare underlying concepts and principles outside the context in which they were first studied, and the application of those principles in the workplace.
5. Knowledge of the main methods of inquiry in management and ability to evaluate critically the appropriateness of different approaches to problem-solving and apply these in the workplace.
6. An understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge in management and in a work context.
7. Use a range of established techniques to initiate and undertake critical analysis and synthesis of information, and to propose solutions to problems arising from that analysis in management and in a work context.
8. Effectively communicate and evaluate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key management techniques effectively.
9. Demonstrate numerical and quantitative skills. numeracy and quantitative skills including data analysis, interpretation and extrapolation. The use of models of business problems and phenomena.
10. Solve problems and make decisions effectively using appropriate quantitative and qualitative skills including identifying, formulating and solving business problems.
11. Undertake further training, develop existing skills, and acquire new competences which will enable them to assume responsibility within organizations.
12. Perform effectively as a team member and team leader. An ability to conduct research into business and management issues, either individually or as part of a team for projects/dissertations and projects.
13. Recognise good management practices and processes.
14. Qualities and transferable skills necessary for employment and progression to other qualifications requiring the exercise of personal responsibility and decision-making. Be able to relate to practice and therefore there should be a strong link between the development of skills and

employability of graduates.

15. The ability to identify and prioritise their own learning and development needs. The skills of learning to learn and developing a continuing appetite for learning; reflective, adaptive and collaborative learning.
16. Effective self-management skills in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise.
17. Interpersonal skills of effective listening, negotiating, persuading and presentation. Effective communication, oral and in writing, using a range of media which are widely used in business such as the preparation and presentation of business reports.
18. Key enterprise skills. The ability to create, evaluate and assess a range of options together with the capacity to apply ideas and knowledge to a range of situations.
19. A management toolkit of practical tools and resources to support the improvement of their effectiveness and performance. This requires familiarity with and an evaluative approach to a range of business data, sources of information and appropriate methodologies, and for such to inform the overall learning process.
20. Communicate effectively, both orally and in writing. Effective use of communication and information technology for business applications.
21. Participate constructively in groups. effective performance, within a team environment, including leadership, team building, influencing and project management skills.
22. Work independently.
23. Manage time and work to deadlines.
24. Manage their own resources effectively.
25. Share ideas and appreciate the importance of alternative views. Openness and sensitivity to diversity in terms of people, cultures, business and management issues.
26. Undertake development and networking activities.

Level 6

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

27. Detailed knowledge and critical understanding of the well-established principles of management and the way in which those principles have developed and the relationship between them.
28. Detailed knowledge and understanding of organizations, their external environment and how they are managed, with an emphasis upon understanding and responding to current change.
29. Successful application in the elective specific workplace of the range of methods and techniques learned and developed throughout the programme.
30. Ability to apply underlying concepts and principles outside the context in which they were first studied to review, consolidate and extend their knowledge and critical understanding.
31. Knowledge of the main methods of enquiry in management and ability to evaluate critically the appropriateness of different approaches to problem-solving specific to their chosen pathway area and apply these in the work environment.
32. An understanding of the uncertainty, ambiguity and limits of their knowledge, and how this influences analyses and interpretations based on that knowledge in management and in the specific pathway context.
33. Management problem solving skills using ideas and techniques, some of which are at the forefront of the relevant discipline.
34. Comprehensive knowledge and the ability to sustain an argument based upon current research or scholarship relevant to the chosen pathway.
35. Knowledge and understanding of policy and strategy development within changing business and work environments.

Pathway	Module	Level	Credits	Coursework	Practical	Written Exam
Stage 1: Year 1						
Stage exit award: LU Certificate of Higher Education (Awarded by Lancaster University)						
All	MAN400: Business Economics (Elective)	4	20	50%		50%
	MAN401: Managing Human Resources (Mandatory)	4	20	50%	50%	
	MAN402: Managing Teams (Mandatory)	4	20	100%		
	MAN403: Continuous Professional Development and Reflective Practice 1 (Mandatory)	4	20	100%		
	MAN404: Market Environment (Elective)	4	20	60%		40%
	MAN405: Entrepreneurship and Small Business (Elective)	4	20	50%	50%	
	MAN406: Psychology and Motivation (Elective)	4	20	100%		
Stage 2: Year 2						
Stage exit award: LU Foundation Degree in Arts (Awarded by Lancaster University)						
All	BFC501-T-32: Work Based and Placement Learning (Mandatory)	5	20	100%		
	MAN500: Business Statistics and Financial Management (Mandatory)	5	20	50%		50%
	MAN501: Organisational Research Project (Mandatory)	5	20	100%		
	MAN503: Coaching and Mentoring (Elective)	5	20	100%		
	MAN504: Management and The Law (Elective)	5	20	60%		40%
	MAN505: Business Ethics (Elective)	5	20	60%		40%
	MAN506: E-Commerce (Elective)	5	20	100%		
	MAN507: Nature of Leadership (Mandatory)	5	20	50%		50%
Stage 3: Year 3						
Stage exit award: LU Bachelor of Arts with Honours (Awarded by Lancaster University)						
All	MAN601: Dissertation (Mandatory)	6	40	90%	10%	
	MAN602: Developing Performance (Mandatory)	6	20	100%		
	MAN603: Strategic Management (Mandatory)	6	20	100%		
	MAN604: Leadership (Mandatory)	6	20	100%		
	MAN605: Managing People (Elective)	6	20	100%		
	MAN606: Strategic Human Resource Management (Elective)	6	20	100%		
	MAN607: Marketing Management and Strategy (Elective)	6	20	50%		50%

MAN608: Strategic Employee Relations (Elective)	6	20	100%		
--	---	----	------	--	--

WHERE WILL I STUDY?

This programme may be studied at the following location:

B&FC University Centre

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

GETTING STARTED

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

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

LEARNING AND TEACHING

Students encounter a range of learning and teaching methods. Lectures are used to deliver core knowledge and theoretical concepts, whilst seminars and workshops are devoted to the opportunity to engage in discussion, evaluation and reflection at both level four and level five. Level four scaffolds skills and knowledge of the underlying concepts in Business Management and no prior specific knowledge of management is necessarily required and the level four mode of study. Level four develops knowledge and learners' ability to evaluate and interpret management competencies and develop lines of argument in accordance to management theories and concept of study. The work placement element of the course supports the qualities and transferable skills necessary for employment, requiring the exercise of some personal responsibility. At level four the notion of developing the skills to be a reflective practitioner is key and the CPD and Reflective Practice module fosters these skills and supports the development of reflective practice. The level five mode of study continues and progressively builds on the theme of reflective practice and is geared towards management situations and scenarios' and requires reflection to propose solutions arising from that analysis and evaluate the appropriateness of different approaches to solving managerial problems and dilemma's. Student-managed and experiential learning feature prominently, at both individual and group level, and students are encouraged to share their experiences of learning, learn from the experiences of others, to enhance their reflective skills and become more critically self-aware at both levels.

A variety of teaching and delivery are used to explore the interrelationships between theory and practice. Methods such as case-study analysis, role-play, group activities and management/leadership simulation games are used. Cognitive skills are developed through lecture, seminars and group discussion, tutorials and group work. Students learn to apply these skills through case study analysis

and reflection. Background reading is considered critical for students' development, and students are encouraged to read widely. Predominantly at level four the tutorial sessions support learners' ability to research and develop their study skills. From an analysis of student entry behavior and understanding – the use of academic texts support their understanding of management theory at level four. Formative and summative feedback at level four is used to help widen learners reading and research from appropriate journals and reviews are promoted in class and on feedback. The level of study skills support and encouragement through tutorials and HELMS is crucial at level four with research skills with the aim at level five to have developed learners that have the ability to manage their own learning, and to make greater use of scholarly reviews and primary sources (for example, refereed research articles and/or original material appropriate to management).

The Learning and Teaching Virtual Learning Environment (Moodle) is used to support students with a range of resources to facilitate their learning. This includes the use, where appropriate, of blogs, discussion threads illuminate.

Online learning is used both to support and cultivate autonomy while recognizing that many learners may not feel fully prepared for this form of study. Independent study needs to be developed during the level four modules and embedded clearly in the practices that underpin teaching and learning. Gilly Salmon's (2004) five stage model of E-learning is adopted at level four and five modes of study. At level four the emphasis on the VLE is access and motivation, Moodle tutors post materials related to their units, including lecture notes, details of seminar activities, unit programme, and details of assessed tasks and marking criteria. Online socialisation is encouraged through the use of forums and information exchange with interactions with learners and peer assessment of materials. At level five the focus though the VLE is knowledge construction and collaboration on the VLE and development of reflecting on, articulating and evaluating one's own thinking. Learners can drive the content of the VLE though wikis and evaluating associated articles on the VLE. There are also areas where notices may be posted and students and tutors can send messages or discuss queries. The forum for social and intellectual interaction between learners and tutors; uses a range of innovative pedagogical approaches, including peer learning and collaborative research, and thus facilitates the development of higher order learning. Forums can be viewed by all connected with the programme. These teaching and learning strategies may be used as part of delivery together with lectures and seminars. 'Virtual' seminar groups may for example work on an activity and conference as a discussion group on the task over a specified time period. Members may be appointed to start and to summarise the discussion. The tutor can observe the discussion and take part as appropriate. All students are inducted in the use of Moodle including a tutorial in both the technical aspects and the pedagogical approach to the learning.

Independent Learning

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

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

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

WORK BASED AND PLACEMENT LEARNING

All full-time students will be required to undertake a minimum of 40 days work experience, spread across the course. The programme team believes that the most appropriate times for such placements would be a four week block in each year, between semesters one and two (in January/February). This work experience is fundamental to the Foundation degree and is a key element in the delivery of module learning outcomes and skills.

The basis of each placement will be a specifically agreed work placement project with set objectives, which benefit both the employer and the student. Each placement will be monitored by a module tutor.

To ensure that students have experiential and practice opportunities to supplement and complement the theoretical knowledge and skills aspects of the course.

Objectives of Placement:

- To enable students to broaden their skills base;
- To enable students to demonstrate competence and confidence within a business environment;
- To support students' personal development;
- To provide logical progression from existing experience to new experiences;
- To provide the opportunity to integrate business and management practices, theory, knowledge and awareness;
- To provide case study material for subsequent modules and assignments;
- To provide the opportunity to work with and relate to others and build successful working relationships;
- To enable students to demonstrate an awareness of equal opportunities within the workplace ;

- To enable students to demonstrate ability and knowledge to initiate, prepare, implement and evaluate a specific project, piece of targeted work or practice within the organisation;
- To provide tangible benefits to both the student and the placement provider.

Role and Responsibilities of the Placement Manager

The placement manager plays a key role within the placement. The college appreciates the pressures within a working day, but it would be extremely beneficial to the learner, if the manager could fulfil as much as possible of the following role.

- Interview the placement learner before offering any placement;
- Agree a work placement project for the learner to complete;
- Hold regular supervision sessions with the learner;
- Act as a reference point and personal support during the placement period;
- Enabling the focus of the learner on new and different tasks to enable the full participation of the learner in the placement environment;
- Bring to the attention of learner and tutor any difficulties or problems which need attention;
- Be available at a mutually convenient time to discuss the learner's work and progress with the college tutor.

Roles and Responsibility of the College Tutor

The Role includes:

- Being involved in preparatory and debriefing tutorials and before and after the placement;
- Providing on-going personal support to learners during the fieldwork periods;
- Supporting the placement manager through advice, guidance and clarification during the placement period;
- It is expected that the tutor will visit the learner at least once during the placement period at a previously agreed time.

Roles and Responsibilities of the Learner

During the placement, the learner is expected to:

- Consider the placement tasks in a committed and professional manner and take on the role and

- responsibilities of a full time worker;
- Work appropriate hours and sessions per week including evenings and weekends where agreed;
- Meet with the visiting tutor at least once during the placement;
- Attend the placement locations punctually;
- If, for good reason a learner is not able to attend any session, (s)he must inform the placement manager and the tutor in advance;
- A long period of absence may result in the learner needing to undertake a placement during the summer vacation;
- The learner is responsible for his/her travelling expenses incurred during the placement period.

Each placement will be supervised by a module tutor and the role and responsibilities of these tutors, the students and the employers are clearly set out in the placement handbook provided. Each student will be required to evaluate his/her work placement experience, both in writing and by way of a presentation to fellow students in tutorial. The work placement will be evaluated through the Continuous Professional Development and Reflective Practice module at level four and five and promote the reflective practitioner.

For part-time students in relevant employment, the student's own employment base will act as the work experience context. The Continuous Professional Development and Reflective Practice module will require reference to the student's personal employment.

Foundation Degree Placements

Graduates face competitive selection procedures and future careers of change and continuous learning. Career development learning aims to equip them to face these challenges and to be reflective practitioners and lifelong managers of their careers and to enable students to develop, evaluate, and implement work objectives and personal development plans for the mutual benefit of themselves and employers. Research literature (Harvey 2000a, Yorke, 2001; Knight & Yorke, 2001) supports the claim that both student achievement and the development of graduate employability skills are enhanced by the inclusion within the curriculum of structured processes that develop the ability for self-reflection

Work-Based placement experiences are central to demonstrating transferable employability skills. This element of the programme provides a structure for recognising and recording the learning and development of such skills in a range of contexts.

- Assist students understand the world of work;
- Identify learning opportunities within a work experience context;
- Support the review of evidence against key employability skills;
- Support students in devising and implementing career action planning;
- Take opportunities that exist to develop discipline specific skills.

GRADUATE SKILL DEVELOPMENT

Professional Development and Reflective Practice module at level four and five and promote the reflective practitioner.

For part-time students in relevant employment, the student's own employment base will act as the work experience context. The Continuous Professional Development and Reflective Practice module will require reference to the student's personal employment.

PDP is introduced in induction week of year 1 and continues in discussion with lecturers and peers on the programme. These discussions focus on learning taking place through activities outside of the programme, through feedback on assessed work, group work, and any part-time and/or work placement. The PDP is particularly enhanced throughout the work placement. Students draw learning their academic and personal ambitions, and the skills needed to achieve them, through the creation of an individual e-portfolio.

Learners who fail to complete any aspect of their Placement successfully in year one will be required to make good their failure. There is a facility between year one and year two where the learner could use the Summer period to complete 20 day's work placement as a contingency. In year two (level five) the mentor process for work placement continues the rigour of year one and the early phase of tutorials at level five are used to support learners securing a worthwhile work placement. In relation to the Placement e- Portfolio this will be through the completion of a further piece of written work. Students will also be supported with timetabled tutorial and study skills sessions which will operate over the two years of the programme.

The programme is designed to enable students to develop their understanding of the principles which underpin effective management and leadership practice. There is an emphasis on learning beyond the classroom and creating authentic and relevant learning opportunities for learners to this end learners are required to undertake a full-time professional placement (40 days over two years; full time and 40 days over three years; part time) . These placements can occur in a setting other than the one in which the student is normally employed, alternatively learners can undertake a tailored placement in the setting where they are based.

Recent studies of the relationship between work placements, degree programmes of study, and subsequent short-term employment outcomes tend to find learners are advantaged in the labour market; at least in the early part of their careers (Bennett et al 2008, Cook et al 2004, Cooper and Hills 2003, Crebert et al 2004, Little and Harvey 2006, Murakami et al 2009). Employers tend to have positive views about graduates who have undertaken periods of work experience during their programme. They are perceived as having acquired many of the skills essential for success at work, including communication and interpersonal skills, communication, problem solving, creativity and organisational skills, in addition to acquiring attributes such as team-working, and an awareness of workplace culture.

The team recognises the value of work experiences learners undertake as a complement to work and study engaged in at the School of Business and Professional Studies. The placement provides a structure for recognising and recording the learning and development of transferable employability skills in a range of contexts. It enhances the student's understanding of how to be effective as a reflective practitioner and in managing their career (Buswel and Tomkins, 2007). Learner evaluation of the placement experience emphasis tends to be on the development of their confidence and interpersonal skills, their organisation and time-management rather than their intellectual development. They note an enhanced understanding of the subject, mainly because they have seen theory in practice or because, of necessity, they have learned how to seek out information and assimilate it quickly. They are more self-aware and perhaps self-critical, in the sense of having discovered how to take criticism, and more aware of others and how to work effectively in teams made up of diverse members with different strengths (Student Placement Evaluation).

ASSESSMENT

The team takes the view that assessment is used primarily to determine how well a student is able to integrate knowledge and skills gained and apply them effectively and appropriately to management and leadership situations. Effective and appropriate assessment is essential to the operation of the qualification and based on the learning outcomes. Skills in the cognitive domain revolve around knowledge, comprehension, application, and critical thinking of the subject. As learners progress from level four to five a greater emphasis is on critical analysis, synthesis of information and the critical evaluation of material from a wider range of sources. A range of assessment methods are utilised and encompass traditional assessment i.e. examination and essay and authentic assessment. Authentic assessment has become increasingly popular, as a perception has grown that there is a need for more holistic approaches to evaluating students. Authentic assessment moves beyond learning by rote and memorisation of traditional methods and allows students to construct responses. Authentic assessment is used across the programme at levels, four and five. Level four uses case studies, multiple choice and open book examinations and a range of essay and reports to allow students to demonstrate knowledge of underlying concepts and principles associated with management theory. Learners' lines of arguments and their ability to make judgments in accordance to management theory and concepts are demonstrated at this level. At level five the development of learners' ability to interpret and evaluate

theory and comment on particular aspects of current research and show an appreciation of the uncertainty and ambiguity within the context of management study is demonstrated through open and closed examinations, role plays and professional discussions, the organisational research project and essays and reports. Level five captures aspects of students' knowledge, deeper understanding, problem-solving skills, social skills, and attitudes that are used in a real-world, or simulation of a real-world situation. Authentic assessments set meaningful and engaging tasks, in a rich context, where the learner applies knowledge and skills, and performs the task in a new situation. Authentic tasks help students rehearse for the complex ambiguities of adult and professional life. To this end any given assessment is appropriate to the unit of study and its intended learning outcomes. A diverse range of assessment is used, in order to vary the assessment mode, reflect the multi-disciplinary nature of the workplace environment and meet the needs of students with different learning styles and preferences. Moreover For each module of the programme, and across the programme as a whole, the team agrees the form and timing of each in-course assessment and ensures that a proper balance exists between group assessment and individual assessment, and that assessments are appropriately spaced to optimise student performance. Group assessment, used in a number of units, is ultimately a relatively small part of the overall assessment of each student. Where group assessment is used, its operation is well defined to ensure equity.

Intellectual skills are assessed by a variety of assessment methods including formal reports, essays, professional discussions and examinations. A multiple choice examination will be introduced for the first time in The Market Environment at level four. Open book examinations at level five provide students with the opportunity to demonstrate their ability to structure a clear, concise reasoned argument and analyse an issue in a limited time period. The execution of the Organisational Research Project allows students to demonstrate their thinking skills to the highest level and demonstrate the ability to deploy accurately established techniques of analysis and enquiry. The Organisational Research Project is an opportunity for learners to demonstrate their ability to manage their own project, make use of scholarly and current research and frame appropriate questions to offer or achieve a solution to a managerial problem or dilemma.

The assignments will be assessed in accordance with grade descriptors, which are set out below:

Fail (0 – 39%)

1. A limited number of the main outcomes have been met.
2. Little evidence of any organisation, structure and approach.
3. Some misconceptions or inaccuracies.
4. Largely descriptive or narrative, with little evidence of analysis.
5. Very limited use of examples and little evidence of reference to current literature.
6. Argument lacks clarity and coherence.
7. Only basic understanding of a limited range of the tasks.
8. Deficiencies in format and poorly written with significant errors.
9. Lacks appropriate conclusions and/or recommendations.
10. Deficiencies in acknowledgements, referencing and bibliography.

Pass (40% – 54%)

1. All the main outcomes have been met.
2. Some evidence of satisfactory organisation, structure and approach.
3. Some sound knowledge and understanding of the subject matter and its application.
4. Evidence of critical analysis, but lacking depth and breadth of treatment.
5. Examples few or not very relevant.
6. Argument developed, but in a limited way.
7. Evidence that the tasks have been understood.
8. Requested format used adequately.
9. Limited conclusions and/or recommendations which are mainly substantiated by the evidence presented and consistent with much of the analysis.
10. Acknowledgements, referencing and bibliography – clear and accurate, though limited in range and scope.

Commendation (55 % - 69%)

1. All the main outcomes have been met with many aspects covered in depth.
2. Evidence of good organisation, structure and systematic approach.
3. Clear evidence of knowledge and full understanding of the subject matter and its application.
4. Critical analysis which is systematic and disciplined, demonstrating a clear understanding of all the relevant factors.
5. Arguments supported by appropriate examples, going beyond the lecture material.
6. Well developed and clear argument.
7. Information presented clearly but lacking originality.
8. Direct and accurate style with correct format well-used.
9. Conclusions and/or recommendations which are fully substantiated by the evidence presented, which have been derived from, and consistent with the analysis.
10. Acknowledgements, referencing and bibliography – accurate, detailed and clear.

Distinction (70% - 100%)

1. All the main objectives have been met with all aspects covered in depth.
2. Well-ordered and showing good use of English.
3. Accurate and complete knowledge of the subject matter and its application, demonstrating understanding and depth and drawing upon extensive reading.
4. Thorough critical analysis, showing capacity for innovation.
5. Arguments supported by good examples and plenty of illustrative data.
6. Effective, unbiased and compelling argument.
7. Evidence of the use of critical reflection to evaluate the work and justify valid conclusions.
8. Succinct and fluent style with requested format meticulously used.
9. Conclusions and/or recommendations which are thorough and justified, showing evidence of critical reflection and evaluation.
10. Acknowledgements, referencing and bibliography – accurate, extensive and clear.

Assessment Methods

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

Essay

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

Assignment or brief

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

Group project or assignment

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

Exams

Exams can take a variety of different forms, with the most common sort being done under timed and

observed conditions to ensure it is the student's own work. Exams test your ability to think critically, to respond in a structured way to a question and to plan on the spot as well as your knowledge and understanding of the subject. Some of the most common types of exams are:

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

Logs and Portfolios

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

Reports

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

Calculations and problem solving

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

Presentations

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

Self and peer assessment

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

When will I be assessed?

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

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

How will my work be marked and graded?

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

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

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

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

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

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

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

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

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

What if I miss a deadline?

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

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

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

What happens if I fail a module?

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

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

Moderation

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

External Examiners

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

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

Board of Examiners

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

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

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

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

PARTNERS FOR SUCCESS



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

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

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

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

Key partners in your success are:

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

- Student Union
- You!

Your Progress Tutor and the programme delivery team

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

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

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

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

The Careers Team

University Centre

Located in the Foyer, ground floor, South Building

Tel. 01253 504474

Bispham Campus

Located opposite the main Reception area in the Hub

Tel. 01253 504298

Student Advisors

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

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

Financial Help and Support

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

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

Accommodation

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

Careers Information, Advice and Guidance

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

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

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

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

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

Enhancing your Employability

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

Getting Ready to Graduate

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

Student Support and Wellbeing

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

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

HE Learning Mentors (HELM)

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

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

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

For help, advice and information:

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

Disability Support

Disability services provide support for students with conditions that have a “significant, long-term and adverse effect” on their ability to carry out day to day activities and study. These can include on-going, long term or progressive medical conditions including mobility difficulties; mental-health conditions such as depression, anxiety, bi-polar; Autistic Spectrum disorders (ASD); Specific Learning Difficulties such as dyslexia or a sensory impairment such as visual or hearing impairments.

Examples of some of the support that we can offer include:

- Assessment for exam access arrangements such as use of a reader, a scribe, laptop, small group or separate room, assistive technologies and ergonomic devices such as an ergonomic mouse, supervised rest breaks, additional time allowance, and signed communication (please note that the final dates for approved exam access arrangements to be processed are 31st October for Semester 1 exams, and 28th February for Semester 2 exams).
- Support with gaining diagnostic evidence where appropriate.
- Information and guidance on Disabled Students' Allowances (DSA) and other funding, plus support with the application process.
- Support in implementing the recommendations from the DSA and any other reasonable adjustments appropriate for study.
- For further information on the DSA, visit: <https://www.gov.uk/disabled-students-allowances-dsas/overview>
- Liaison with curriculum areas regarding risk assessments.
- Guidance on accessibility. If you wish to check the accessibility of our facilities please visit <http://www.disabledgo.com/en/org-results/blackpool-and-the-fylde-college/college-view-all-venues>
- Signposting to financial support to cover any disability-related needs

For help and information:

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

Wellbeing Support

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

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

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

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

The Contemplation rooms can be found at:

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

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

Need help now?

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

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

Alternatively go to your nearest Walk in Medical Centre:

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

Need to Talk?

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

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

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

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

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

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

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

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

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

LEARNING RESOURCE CENTRE TEAMS

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

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

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

Term time opening hours

The Loop at UC

Monday – Thursday 8.30 – 21.00

Friday 8.30 – 17.00

Saturday 10.00 – 15.45

Email: CentralLoopLRC@blackpool.ac.uk

Telephone: 01253 504414

The Loop at Fleetwood

Monday - Thursday 8.30 – 20.00

Friday 8.30 – 17.00

Saturday 10:00 – 15.50

Email: lrcfle@blackpool.ac.uk

Telephone: 01253 504714

The Loop at Bispham

Monday – Tuesday 8.30 – 17.00

Wednesday 8.30 – 20.00

Thursday - Friday 8.30 – 17.00

Email: lrcbis@blackpool.ac.uk

Telephone: 01253 504290

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

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

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

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

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

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

Information Technology Resources

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

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

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

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

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

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

STUDENT UNION

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

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

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

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

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

B&FC Student Union Sabbatical Officer

Tel: 01253 504 517

Email: studentsunion@blackpool.ac.uk

BEING A PARTNER IN YOUR OWN SUCCESS

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

ABSENCE REPORTING

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

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

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

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

SAFEGUARDING

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

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

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

STUDENT IDENTITY CARD

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

FOOD ON CAMPUS

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

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

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

SPORTS FACILITIES AND COLLEGE TEAMS

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

ENRICHMENT

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

Curriculum-based activities

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

Extra-curricular activities

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

Fee-based activities

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

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

GETTING INVOLVED IN THE QUALITY OF YOUR PROGRAMME

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

ACADEMIC APPEALS

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

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

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

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

Students studying either a:

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

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

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

GRADUATION

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

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

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

MODULE OUTLINES

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

MAN400: Business Economics **Level 4 - Elective**

Module Abstract

The aim of this module is to introduce students to the principles of applied economics both micro and macro. It will provide the foundation for understanding how economies work and how governmental actions attempt to influence these workings against the actions of the domestic market and an increasingly global market.

The module examines the various aspects of economics which affect business operations and has been specifically designed for those who are, or aspire to be managers. The aim of this unit is to acquaint the learner with the various economic theories and, more particularly, how these apply in a contextual context. The intention is to provide the learner with a sufficient knowledge to enable them to cope with, and understand, basic economic concepts which will be invaluable to them in their roles, or future roles, as managers. Learners will examine, in depth, some of the main areas of economics in order to give them a knowledge and understanding of the relevant theories and rules and their application in the business environment.

Learning Outcomes

- 1 Understand and evaluate the principles of applied economics as applied to the business environment
- 2 Discuss the role of market economics and its potential failures
- 3 Investigate and assess the key features of a domestic and global economy on a business
- 4 Assess the role of a government in the workings of an economy
- 5 Identify issues facing business/commerce and use critical analysis to examine the efficacy of alternate solutions

Indicative Content

Market forces: the interaction of supply and demand, the concept of elasticity, cost structures and

economies of scale

Market types: market structure and competitive activity, price and non-price competition, government intervention, organisational responsibility

Management decision making and flexibility: the concept of profit maximisation. Strategic and tactical operations.

The impact of government policy: taxation, expenditure, interest rates, inflation. Monetary and fiscal policy. Exchange rate policy. Social policy. Competition policy and the regulatory framework.

MAN401: Managing Human Resources Level 4 - Mandatory

Module Abstract

Managing Human Resources module focuses on the principles of best practice human resource management. The module aims to enable learners to build on existing skills or develop new skills in the area of resourcing talent. Managers within today's workplaces are expected to recruit and select employees often without training in doing so.

This module aims to develop knowledge of resourcing and talent planning, focusing on recruitment, selection, induction and retention of employees. As in today's workplaces, this module will mirror how employees work as a team to produce recruitment and selection documentation within the remit of employment legislation and within timeframes which informs the interview process of which learners will actively contribute. The module will look at the benefits of attracting and retaining a diverse workforce and key legislation relating to welfare provision, equal opportunities and diversity. Contemporary and historic labour market trends and demographics will be investigated and their impact on the changing nature of employment and its linkage to flexibility within the workplace will be evaluated. Diversity and wellbeing have become more prominent features within employment as society and workplaces have evolved and legislation within this area increased. It is therefore beneficial for today's managers to have knowledge of anti-discrimination legislation, recognize the benefits of employing and retaining a diverse workforce and the policies which support this.

Learning Outcomes

- 1 Demonstrate knowledge of resourcing and talent planning
- 2 Illustrate skills and competencies in recruitment and selection
- 3 Investigate labour market trends and evaluate ways of developing flexibility within the workplace
- 4 Evaluate the need for equal opportunities in the workplace and the benefits of employing and retaining a diverse workforce
- 5 Analyse and evaluate the need for welfare provision within organisations

Indicative Content

Human Resource Management - introduction HRM and its origins, the functions and activities which may come under the remit of HR or line managers, link between HRM and management theories, changing responsibilities of HRM and devolution to the line

Resourcing and talent planning – methods of recruitment and selection including advertising vacancies, developing job descriptions and person specifications, interview selection techniques and the decision-making process; the purpose and benefits of an effective induction, retention of employees

Labour market trends – defining the employment relationship, historical and contemporary labour

market trends and demographics, patterns of employment, employee relations, individual and collective relationships, players in the employment relationship

Flexibility – flexible working methods, the core and periphery workforce, employment of part-time and temporary staff, fixed-term contracts, teleworking, job sharing; functional flexibility: multiskilling, job enrichment

MAN402: Managing Teams **Level 4 - Mandatory**

Module Abstract

This module introduces students to organisations and their structures, culture and management. It considers differing approaches to management and the factors influencing them. This includes a study of management theories to help analyse issues and individual behaviour. In examining the internal nature of organisations from both a theoretical and practical point of view, the module develops an understanding of the behaviour of people within organisations and therefore, this module is intended to introduce the critical aspects of working in groups and teams within a business context. The nature of human relationships and the function, roles and factors which influence team performance and effectiveness will be considered. Attention will be given to the analysis of behaviour of individuals in group situations.

The aim of this module is to develop student awareness of the interactions and operation of work groups and teams and provides the basis for, and to underpin further study in, specialist areas

Learning Outcomes

- 1 Demonstrate knowledge and understanding of the major frameworks for analysing the activities of management and the different approaches to management and theories of organisation
- 2 Outline the history of management ideas, their development, origins and their role in current and future management theory and practice
- 3 Explain the difference between leadership and management. Critically analyse appropriate leadership and management strategies that help to deal with the management of change
- 4 Explain interactions among members of a group and membership of successful teams
- 5 Examine methods of analysing the behaviour of individual members and evaluate the nature of individual or group or team performance

Indicative Content

An examination and analysis of the historical development of management theories and schools of thought;

An evaluation of the process of management;

The distinction between management and leadership;

The role and formation of teams;

Motivational aspects of team work;

An analysis of individual behaviour and frameworks for behavior analysis;

A comparison between individual and group behavior.

MAN403: Continuous Professional Development and Reflective Practice 1 **Level 4 - Mandatory**

Module Abstract

This module introduces learners to the notion of continuous personal and professional development through self learning and analysis. The focus is to enable learners to build on existing skills to enhance their own management performance current academic performance and develop new skills for future personal and career development. The emphasis is on the needs of the individual and as such learners are provided with the opportunity to identify their own development needs and identify any skill gaps. Learners will be able to demonstrate they have a regularly updated and realistic personal development plan which fits with their own preferred learning style. The module will enable learners to evaluate the effectiveness and impact of their learning on their personal and work objectives. Therefore the module recognizes the value of the work experiences learners undertake during their work placement. The module provides a structure for recognizing and recording the learning and development of transferable employability skills in a range of contexts. Evidence to achieve this unit will be generated continuously throughout the first year of the programme, thereby enabling learners to take ownership of their future development needs in readiness for the second year of the programme.

Learning Outcomes

- 1 Produce a personal SWOT analysis using personal skills audit and self appraisal
- 2 Prepare a personal development plan
- 3 Review and monitor progress in achieving learning objectives and personal targets
- 4 Complete a work placement and evaluate the outcomes.
- 5 Demonstrate a critical approach to reflective practice and the capability for deep learning based upon critical self-evaluation

Indicative Content

The content of the module will be largely determined by the focus and direction of the individual/group in identifying what is needed to produce and implement a successful learning contract which enables learners to:

achieve and demonstrate the learning outcomes of the module

further their own professional capabilities

However the range of areas which will normally need to be explored includes

Personal and career development planning

Diagnostic tests to enable reflection on skills already acquired and those that need to be developed

Approaches to skills audit in relation to personal, academic and career planning needs

Range of opportunities for career development and planning future career paths

Theoretical underpinning relevant to the skills to be developed including reflective and reflexive practice

Refining action plans to achieve further development

MAN404: Market Environment
Level 4 - Elective

Module Abstract

This module provides students with a comprehensive introduction to marketing, its key principles, core concepts and strategic tools. The range of concepts that students will be introduced to include consumer behaviour, market research, the 7P's of marketing, marketing strategy and environments. The module investigates the principles that underpin the marketing process and how they apply in business. The module aims to give you the practical skills and knowledge to devise and execute marketing activities. It also aims to provide a practical insight into the principles and application of marketing at a tactical level. The module will reflect the changing issues and practices within marketing and to reflect employers' views of marketing in today's business environment.

Learning Outcomes

- 1 Identify and explain the marketing process and the components of the marketing mix
- 2 Explain and examine the concept of target marketing, segmentation and apply the marketing mix to different market segments
- 3 Analyse the impact of the macro and micro environment and make recommendations on how marketers should respond to changes to the internal and external marketing environment
- 4 Evaluate the role of branding and strategies to build brand awareness and brand management

Indicative Content

The Marketing process and concept - Definitions of marketing, satisfying customer's needs and wants, exchange relationships, illustrating the changing emphasis of marketing

Market Segments - Target marketing and segmentation techniques and tools available to marketers

Macro and Micro Environment - the competitive environment and forces, buyer behaviour, supplier demands (Porter Five Forces)

Marketing Mix - Product, price, place, promotion and the shift from the 4P's to the 7P's – people, physical evidence and process

Consumer markets, organisational markets, services, customer to customer and customer to business relationships and international markets

Examining brand marketing management and corporate reputation of contemporary and established organisations

Analysing the changing marketing landscape and trends to make recommendations on how organisations marketing strategy could respond

MAN405: Entrepreneurship and Small Business Level 4 - Elective

Module Abstract

Small and Medium enterprises (SMEs) play a crucial role in the UK and global economies. SMEs are continuing to grow in number, becoming not only an attractive source of employment for graduates, but also creating a greater number of owners/managers and directors. The development of effective entrepreneurial skills for graduates provides them with a range of transferable skills for their future professions/careers.

This module provides students with an introduction to small business and enterprise. It aims to develop entrepreneurial skills such as creativity, problem solving and working in teams. The module will primarily consider enterprise within the small business sector. The role of enterprise within larger firms, the public sector and other types of organization will also be considered.

Learning Outcomes

- 1 Demonstrate knowledge and critical understanding of the external environment within which firms operate.
- 2 Analyze the role of SMEs within the business population.
- 3 Explain and evaluate the factors determining the success or failure of an enterprise.
- 4 Distinguish between different types of entrepreneurship.
- 5 Illustrate the nature of employment within the small business sector.
- 6 Demonstrate the development of key enterprise skills and the ability to apply these to various business contexts.

Indicative Content

The Business Environment: political, economic, social and technological factors that influence businesses.

SME sector: definition of a small / medium enterprise; composition of the SME sector; determining factors; related statistics.

Entrepreneurship: definition of entrepreneurship; different forms of entrepreneurship; start-up process.

MAN406: Psychology and Motivation Level 4 - Elective

Module Abstract

The key to understanding and managing people effectively is to know something about what makes people act and behave in the ways they do. What are the drivers that determine individual behaviour, action and motivation? This module looks at the underlying assumptions we make about human behaviour and psychology and explains them. In particular the module will apply this knowledge to understanding how to make management and leadership more effective and efficient.

Learning Outcomes

- 1 Identify the social psychological mechanisms involved when individuals interact with each other.
- 2 Examine the problems of motivation and the implications for management of the different theories.
- 3 Identify and make proposals to resolve people management problems.

Indicative Content

Individual differences and work behaviour

- Why individual differences are important, the basis for understanding Work Behaviour,
- Individual differences influencing Work Behaviour.

Personality

- Sources of personality differences,
- Personality structure,
- Personality and Behaviour,
- Measuring Personality

Attitudes

- The nature of Employee Attitudes,
- Effects of Employee ,
- Attitudes, Job satisfaction,
- Changing Employee Attitudes.

Perceptions, Attributions and Emotions

- The perceptual process.
- Perceptual grouping,
- Impression management,
- Emotions,
- Emotional Intelligence.

Motivation

- Concept of Motivation,
- Content approaches,
- Process approaches,
- Motivation and psychological contract.

Evaluation, Feedback and Rewards

- Evaluation of Performance,
- Performance Evaluation feedback,
- Reinforcement theory A model of Individual rewards,
- Rewards Affect Organizational concerns,
- Innovative reward system.

Managing m

BFC501-T-32: Work Based and Placement Learning Level 5 - Mandatory

Module Abstract

This module will provide you with the opportunity to undertake a period of work based learning under the direction of an employer and an academic supervisor enabling you to learn and develop in a working environment. The module will provide you with opportunities to develop an understanding of the key factors associated with working in industry and provide a framework for you to evidence key transferable skills gained in the work setting.

During your work based learning experience you will be expected to undertake a task or project negotiated between you, your tutor and the employer and set in the context of work and industry. Throughout your work based learning experience you will be expected to actively and critically reflect on the range of different processes engaged in for both productive work tasks and the completion of your project/task. It is also vitally important for you to work on integrating your knowledge from a theoretical perspective into a pragmatic work based context, this will support your critical analysis and reflections and help you to review, evaluate and make decisions based on the integration of theory and practice.

Critical reflection is essential for the achievement of the outcomes in this module and a substantial part of the assessment requires you to critically reflect, evaluate and make recommendations for action, a key skill in graduate employment.

To conclude this module you will be expected to design and deliver a presentation which reflects the processes and outcomes of your work based project and will be delivered to a selected audience. This presentation activity will help you develop and evidence your research, communication and organization skills and provides an interactive and fitting conclusion to your work in this module.

This module aims to draw together both your academic and practical development and prepares you for the nature and scope of the demands future graduate employment will make of you. It is an

opportunity to combine practical experience with theory and has the potential to support your learning in all other modules on your programme.

Learning Outcomes

- 1 Negotiate and undertake a work based project/task
- 2 Critically evaluate the process and work undertaken
- 3 Integrate theory and practice when proposing solutions and evaluating outcomes in work based settings.
- 4 Present the outcomes of the project to selected audiences.
- 5 Critically reflect and make recommendations to improve both personal and professional practice.

Indicative Content

Principles of Work Based Learning and negotiated projects

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

The work based learning contract – roles and responsibilities

Project methodologies and tasks

Project management

Work based competencies

Reflective Practice

Integrating theory and practice

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

MAN500: Business Statistics and Financial Management Level 5 - Mandatory

Module Abstract

The aim of this module is develop the students' ability to handle numeric type information and data. Many specialist managerial functions rely heavily on employees' ability to collect and interpret numeric and statistical data.

Students will gain an understanding of finance within a business organization. They will learn financial techniques and the ability to analyse and interpret financial statements for managerial decisions.

Learning Outcomes

- 1 Analyse short term and long term sources of finance available to business
- 2 Evaluate the importance of finance as a business resource
- 3 Analyse and compare business performance using performance indicators
- 4 Analyse budgets from forecasted income and expenditure
- 5 Identify variances and prepare relevant reports to management
- 6 Apply a range of statistical techniques to a range of financial information
- 7 Prepare and evaluate statistical information and to make informed managerial decisions

Indicative Content

Sources of finance – short and long term finance, implications of different methods of finance

Finance as a resource – decision making, cost of finance and finance availability

Accounting terminology – assets, liabilities, capital

Financial Statements – Income Statement and Balance Sheet, analysis of financial statements using accounting ratios

Budgetary Control – Monitor and analyse budgeting information using variances

Statistical techniques – data sources; primary and secondary data

Graphs and charts, frequency distribution and diagrammatical presentations

Frequency distributions – mean, mode, range, median

Cumulative frequency – interquartile range, standard deviation and percentiles

Forecasting – time series analysis and forecasting from trends, linear regression

MAN501: Organisational Research Project Level 5 - Mandatory

Module Abstract

This module is designed to build on the knowledge, skills and understanding achieved in other modules. Learners will have developed a range of investigative skills during the programme of study, but this module formalizes these research skills in the form of a presentation and report. Learners will normally undertake accompany bases study. If this is not possible the learner will undertake a subject driven study applied to the workplace

Learning Outcomes

- 1 Prepare a project proposal relating to a specified area within the workplace
- 2 Conduct research using primary and secondary sources of information
- 3 Carry out the research project into a specified area within the workplace
- 4 Present and evaluate the findings with regard to the initial proposal

Indicative Content

Given the unique nature of each project it is not possible to specify indicative content other than in general terms. Much of the content will be delivered through individual supervision meetings. The general content however is:

Identifying research topics

Constructing research objectives

Common methods of data collection

Interpreting qualitative data

Questionnaire design and presenting quantitative data

Structure of research reports

Conventions of academic writing

MAN503: Coaching and Mentoring Level 5 - Elective

Module Abstract

Within today's workplaces coaching and mentoring is becoming an increasingly popular people management tool to develop, manage and improve performance. This module aims to generate knowledge of the theory and research behind these popular management phenomena. The differences and similarities between coaching, mentoring and counselling will be examined so managers and potential managers when in the workplace will have knowledge of when to adopt and apply such practices. The module will look to cover different types of coaching and mentoring with models and techniques used during coaching and mentoring processes analysed. As in today's workplaces, this module will look to mirror how managers coach and mentor employees with coaching sessions forming part of the sessions and assessment strategy. As a manager or practitioner it is important to develop interpersonal skills for personal and professional development and develop the ability to reflect upon the application of your skills and behavior whilst coaching and mentoring to enhance your performance and manage the performance of employees.

Learning Outcomes

- 1 Analyse theories and tools that underpin coaching and mentoring processes.
- 2 Examine and explain the similarities and differences between coaching, mentoring, and counselling within a workplace setting.
- 3 Demonstrate effective coaching skills.
- 4 Analyse the impact of reflective practice and reflect on the development of interpersonal skills appropriate to coaching and mentoring in the workplace.

Indicative Content

Coaching, mentoring and counselling – compare and contrast the similarities and differences through research and theoretical models; the relationship between coaching, mentoring, training and counselling, the purpose of coaching, mentoring and counseling, why organisations adopt these practices

Coaching and mentoring in organisations – the business case for coaching and mentoring, organizational coaching and mentoring case studies, coaching and mentoring strategies used within organisations, the link between coaching and mentoring and high performance working, learning and development

Coaching and mentoring in action - attributes, skills and competencies required to be an effective coach or mentor, questioning techniques, giving feedback, role of the coach / mentor and coachee / mentee

Coaching and mentoring models and approaches – directive and non-directive, GROW, COACH, POWER, STAR, GAINS, NLP, transactional analysis, action learning, Kolb's learning cycle, performance management cycle

MAN504: Management and The Law

Level 5 - Elective

Module Abstract

The module examines the various aspects of law which affect business operations. It has been specifically designed for those who are, or aspire to be managers. The aim of this unit is to acquaint the learner with the various ways in which the law affects the operation business management; to provide the learner with a sufficient working legal vocabulary to read and use the law first hand, and better equip them to cope with inevitable legal change. It is also the aim of the unit to enable the learner, when employed or in employment, to plan procedures to avoid legal entanglements so far as possible and be able to recognise legal problems when they do occur.

Learners will examine, in depth, some of the main areas of law in order to give students a knowledge and understanding of the relevant statutory provisions and common law rules. In addition, the learners' understanding of how these rules are interpreted and applied by the courts and recognise the current influences of European Union law on UK Law will be developed.

Learning Outcomes

- 1 The formation, operation and discharge of contracts
- 2 Key terms to be found in standard form contracts
- 3 Employee relations
- 4 The tort of negligence, the liability of occupiers and vicarious liability
- 5 Apply these principles to business scenarios and contexts using relevant arguments supported by appropriate authorities derived out of effective legal research

Indicative Content

An examination and analysis of contract law including: the essentials of a valid contract, vitiating factors, the classification of contract terms, discharge of contracts and the remedies for breach.

An evaluation of employment law including: the distinction between contract for/or services, terms and conditions of employment contracts, the Health and Safety at Work Act 1974, dismissal and discrimination in employment.

An investigation in regard to the law of tort including: negligence; occupiers' liability and vicarious liability.

MAN505: Business Ethics

Level 5 - Elective

Module Abstract

Business Ethics is a diverse and interdisciplinary subject; it uses case illustrations to provide examples of behaviour and practice in context. This module examines ethical issues and dilemmas, covering a range of complex and controversial problems relating to business in a global economy. The main concepts and theories underpinning the business ethics field will be introduced, and students shall have the opportunity to apply these to business situations. More specifically, the course explores issues of human rights, globalization and sustainable development, and places these within different philosophical and cultural perspectives. The course also explores the role of corporations, and multinational corporations and the contribution to society.

Learning Outcomes

- 1 Demonstrate a critical understanding the key tenets of classic and modern moral theories that are relevant to business; Aristotelian ethics, Utilitarianism, and Kantian ethics as well as post-modern philosophical approaches to ethics.
- 2 Apply theoretical frameworks to the study and practice of business ethics to evaluate alternative resolutions to ethical dilemmas in contemporary business organisations.
- 3 Identifying and analysing relevant topics, to attempt to propose possible 'solutions' for the practice of business in the 21st century.
- 4 Examine persons' conduct and capacity for moral reasoning and analyse the impact on organizational cultures, systems and structures.
- 5 Evaluate the relevance of ethics to management; examine concepts of trust, equality, discrimination, work and motivation and employees' and managers' response to the ethical implications of organizational activity.

Indicative Content

The module is designed is to raise awareness of the ethical dimension to management, to do this partly by reference to concepts and theories in organisation and related areas of study covered elsewhere in the curriculum, to provide a grounding in ethical theory, and to stimulate students' imagination so that they can recognise moral dilemmas and handle them adequately. The module starts from the position that it is addressed to would-be well-intentioned individuals who may face moral dilemmas in organisations as employees or managers. Their own ethical values will then be articulated in such specific situations. The latter half of the module focuses on specific topics of general relevance to management. At present these comprise trust, equality and discrimination, work and motivation, not least the question of employees' response to the ethical implications of organisational activity, such as the nature of the product. These topics are included so as to provide a connection with other elements of the over

MAN506: E-Commerce Level 5 - Elective

Module Abstract

The aim of this module is to introduce the concept of e-commerce and place it in context with e-business. The module considers the developments of the Internet and associated relevant technologies which have both enabled, and continue to enable, the growth of e-commerce activity. As well as considering the practical implications of establishing an e-commerce venture, the module will also investigate factors that contribute to successful e-commerce sites. Topics included in this module include: enabling technologies for e-commerce, the Internet and World Wide Web, databases and dataware houses, website design and management; key e-process in services and manufacturing; multi-channel and pure play models; globalisation; organisational issues; e-strategy and outsourcing; e-markets; e-supply chain management; This area is changing rapidly; the module content will reflect current trends.

Learning Outcomes

- 1 Demonstrate knowledge of the development of the Internet and associated relevant technologies.
- 2 Investigate the growth of e-commerce and evaluate the factors that have contributed and affected this growth. Evaluate the impact of these factors on business sectors.
- 3 Apply the stages in the establishment of an e-commerce venture to an existing business scenario.
- 4 Critically evaluate the factors which contribute to successful e-commerce sites and make recommendations on improving

e-commerce sites. Make recommendations on improving e-commerce sites.

Indicative Content

Internet Timeline:

Consider the developments of the Internet and associated relevant technologies which have enabled the growth of e-commerce activity.

E-Commerce developments:

Research developments in e-commerce and evaluate the impact that these have had on business sectors. Outline relevant advances in information and communications technologies, and explain how they can be used to improve competitive advantage, develop suitable strategies for the implementation of e-business and e-commerce in an organisation.

Establishing e-commerce:

Analyse the practical implications of establishing an e-commerce venture for a new or existing organisation. Compare and contrast different models of e-business.

E-commerce site structure:

Identify the reasons for different e-business and e-marketing strategies. Investigate factors that contribute to successful e-commerce sites. Make recommendations on improving e-commerce sites.

MAN507: Nature of Leadership Level 5 - Mandatory

Module Abstract

This module aims to provide an overview of the study of leadership. Drawing upon contemporary debates and research, it will study current theoretical argument that crystallises around a move from traditional scientific approaches with an emphasis on task driven initiatives to softer concepts of emotional and shared leadership theories. It will also focus upon the traits and characteristics of leaders and analyse leadership decision making processes, providing a distinction between leaders and managers. It will also give students the opportunity to identify and develop their own leadership skills.

Learning Outcomes

- 1 Define the nature of leadership.
- 2 Compare leadership theories and concepts.
- 3 Explain and evaluate the link between effective leadership and performance.
- 4 Identify and evaluate factors that influence leadership style.

Indicative Content

Concepts and theories of leadership

Identification and application of leadership styles

Characteristics of effective/ineffective leaders

Examination of successful business leaders

Development of practical leadership skills

Employee engagement – leaders and followers

Change management processes

MAN601: Dissertation Level 6 - Mandatory

Module Abstract

The aim of this module is to provide learners with the opportunity of working on something as part of their degree course which is not already a specific component of the syllabus and to develop independent study and research skills.

Owing to the diversity of experiences the dissertation can take one of two forms

- A critical description and discussion of project or projects carried out in the workplace and placed in a wider context. This (these) may be (a) project(s) for which the student has had sole responsibility of where s/he was a member of a team.
- A critical discussion of a wider subject specific topic which is in some way related to the work carried out by the student in the workplace, but placed in a wider context.

The dissertation is an excellent opportunity for learners to use their knowledge and to demonstrate skill in research and presentation of original and critical thought. In many cases undergraduate dissertation work has awakened a taste for study and research at postgraduate level, and a competent dissertation can also be very useful to show to prospective employers as a sample of a learner's academic ability and powers of analysis and expression.

This module is quite different from any the learners have taken previously, largely because the learner takes control of the course of study.

Learning Outcomes

- 1 Study independently using their own initiative
- 2 Critically evaluate concepts, techniques, theoretical perspectives and findings of existing research
- 3 Demonstrate technical competence in conducting an independent research project at the appropriate level
- 4 Apply effectively their knowledge, skills and understanding to varied, familiar and unfamiliar situations
- 5 Demonstrate their ability to analyse, evaluate and synthesise ideas and information and communicate these effectively

Indicative Content

There is no specific syllabus but rather a series of supervisory tutorials, since this is a dissertation module in which learners produce a piece of individual research. Relevant support for the process of research and dissertation writing is provided at the beginning of the module and in tutorials with the supervisor, which will cover:

writing the plan

locating sources

bibliographical searches in specialist areas

design of data collection

analysis of data

presentation of findings

MAN602: Developing Performance Level 6 - Mandatory

Module Abstract

This module explores strategic, team and individual approaches taken by organizations' to achieve organizational performance which are a necessary composite within any modern workplace. Taking a contemporary approach, the module is concerned with the continuous development of the organization's broad strategic capabilities and the specific capabilities of individuals and teams.

Employees need to understand their role and adapt in line with changing markets, they need to demonstrate competence and develop performance as this can ultimately contribute to the success or failure of the organization. It is therefore seen to be a manager's responsibility to clarify objectives, to motivate and engage people and seek to achieve high performance working, by monitor and measure performance of employees. Developing the performance and capabilities of individuals, teams in line with an organizations' strategic intent can lead to high performance working which is can be contributory factor leading to overall organizational success.

Learning Outcomes

- 1 Critically analyse the link between performance management as a strategic approach to managing an organisation
- 2 Examine the main theories of performance management and their relevance to particular work situations
- 3 Apply specific knowledge and understanding of the overall process of performance management
- 4 Critically evaluate individual and organisational performance within the workplace context

Indicative Content

Evaluate holistic performance management and its link to the organizational strategic planning process

People organizational performance nexus

Organisational theoretical models and theories, best practice, bundling, contingency approaches

Resource-based view

Black box dilemma

Performance metrics, 360, 180, appraisal, PDP and development links

Architecture of performance, concept of the psychological contract, discretionary behavior, emotional labour

Motivation, reward and job satisfaction

High performance working

Organizational learning and development

Policy to practice and the causal gap

Coaching and mentoring approaches to performance

Managing poor performance

MAN603: Strategic Management Level 6 - Mandatory

Module Abstract

In order to highlight the role of management in organisations, students need to be aware of the key strategic management approaches to help them understand the delivery of both short and long term aims/goals/objectives for the organisation and guide it in the right direction in order to gain and sustain competitive advantage.

Learning Outcomes

- 1 Critically evaluate the different models of, and approaches to, strategic management, and interpret these as bases of strategic choice
- 2 Apply critical evaluation of selected strategy literature
- 3 Analyse an organisation's competitive environment, evaluate competitive positions, and identify core competences
- 4 Critically assess strategic choices through the application of appropriate strategic models
- 5 Evaluate processes of strategic decisions and rescue approaches
- 6 Evaluate issues arising from putting strategy into action

Indicative Content

Critical analysis of strategy and strategic management.

Evaluate strategic management definitions and thinking; missions and objectives.

Define the strategic management process.

Managing stakeholder influence.

Culture and values and its impact on strategy.

Choosing directions: Environmental analysis, resources and competitiveness.

Strategy creation.

Strategic planning and leadership.

Evaluate emergent strategy and intrapreneurship.

Strategic options and selection.

Product and market directions.

Strategic implementation.

Strategic Change.

MAN604: Leadership
Level 6 - Mandatory

Module Abstract

This module looks at the development of practical leadership skills at a non-strategic level, within the rapidly changing working environment. The unit provides an opportunity for learners to explore in depth the attributes and skills of successful leaders. Learners will also be able to consider how some of the leadership theories and models can be applied to specific situations and to learn how leadership skills can be developed. The module draws on a selection of established principles and on more recent work, and builds upon themes introduced in the foundation degree. It seeks to consider their relevance to specific working situations

Learning Outcomes

- 1 Evaluate the core characteristics and competencies of leadership within an organisational context.
- 2 Critically evaluate the differing levels of leadership impact and leadership process in a given organisational context.
- 3 Critically evaluate the appropriateness of the development of leadership skills in specific situations.

Indicative Content

Strategic leadership

Concept of transformational leadership and change

Concepts and theories of leadership and leadership roles within high performance organisations

Historical concepts of leadership

Leadership and competitive advantage initiatives

Personality traits and leadership

Emotional intelligence and intuition

Group-based approaches to leadership

Creating and implementing the vision

Role modelling

Leadership and culture

Factors influencing leadership; power, change, politics and control

Ethical dimensions of leadership

Investigate the dangerous, dysfunctional and devious side of leadership

MAN605: Managing People
Level 6 - Elective

Module Abstract

The module provides a critical, theoretically-informed review of the individual, group and organisational dimensions of employee behaviour. It will then explore the implications of these for the process of managing people in the context of the managerial role within organisations. The emphasis is on the development of critical understanding, analysis, evaluation and the cultivation of reflective practice.

Learning Outcomes

- 1 Critically assess the nature and role of managing people in managerial work, apply this to the conduct of their own managerial role and reflect critically on the practical process and problems of managing individual, teams and organisations
- 2 Critically assess the nature and determinants for group processes and how these impact on the practice of managing teams
- 3 Critically evaluate the dimensions of managerial power and leadership and the characteristics of organisational power politics and how these impact upon the management of political processes and conflict within organisations in practice
- 4 Critically evaluate the dimensions and alternative approaches to organisational structures, culture and the management of change and how these frame and impact upon the practice of managing human resources and work activities

Indicative Content

Aims and role of performance management

People management in the context of the managerial role

Employee motivation and reward systems

Training and developing employees

Managing groups and teams

Managerial power, politics and conflict in organisations

Leadership and management styles

Managing within organisational structures

Managing organisational change

Integrating individual behaviour, group processes and organisational structures

MAN606: Strategic Human Resource Management
Level 6 - Elective

Module Abstract

This module explores the evolving role of strategic human resource management within contemporary organisations. It will focus on the strategic direction taken by human resource management and the way in which HRM bridges the gap between organisational policy and its integration with practice in order to provide a link between business and performance.

Learning Outcomes

- 1 Critical examine the growth and nature of strategic HRM.
- 2 Critical evaluation of the SHRM and organisational performance nexus.
- 3 Examine and evaluate the relationship of globalisation to creating a dynamic strategic context for SHRM.
- 4 Examine and evaluate relevant models of HR in order to account for variability in roles across and within organisations.
- 5 Critically assess empirical literature depicting HR roles and perceived contributions to business performance.
- 6 Critically analyse the role of strategic resourcing as a tool for bridging the strategy-policy divide.

Indicative Content

Critical overview of the fields of HRM, strategy and strategic HRM. Central issues that have led to the emergence and subsequent development of the field of SHRM.

Organisational and external environments within which SHRM operates. Issues such as globalisation, technological developments, changes in demographics composition of the workforce and the implications of these for creating and sustaining competitive advantage.

SHRM and its impact of achieving added value.

Examine the role of strategic resourcing as a tool for bridging the strategic-policy divide.

Examine strategic patterns of employee relations and workforce partnership.

Organisational learning and development and its link to strategic HRD.

SHRM and organisational performance, high performance working and its link to HR systems.

Strategic diversity management, legal frameworks, ethical drivers for organisations to take a strategic view of diversity.

Managing the work-family interface.

Strategic HRM and the international context.

MAN607: Marketing Management and Strategy Level 6 - Elective

Module Abstract

This module explores the challenges facing local, national and international organizations; global competition, changing markets, changing technology, new consumer needs, shifting demographics, increased social media connection and brand and customer loyalty. These complex organizational issues have necessitated the development of strategic marketing vision and skills. Marketing is no longer viewed as a secondary function in organisations but core to all the organisations functions. Organisations share with each other the challenge of identifying and understanding the markets unfolding around them. Success is determined by the ability to perceive and understand these markets in all of their complexity. The module explores this complexity, enabling students to approach the challenge and in doing so execute and control marketing activities at a strategic level.

Learning Outcomes

- 1 Identify the underlying concepts and theoretical perspectives of organisational strategy. Examine underlying factors to be considered in strategically developing marketing strategy.
- 2 Critically analyse any given marketing situation facing an organisation and identify strategies to address the issues.
- 3 Evaluate the marketing strategies of organisations and assess how the marketing strategies adopted in particular organisations have contributed to organisational performance.
- 4 Analyse and recommend a range of marketing strategies available to organisations in a range of environmental contexts (micro, macro and meso).
- 5 Evaluate and assess the means of securing a competitive advantage through the marketing functions for business organisations.

Indicative Content

The aim of this module is to introduce marketing as a central feature of the strategic planning process. The American Marketing Association defines marketing as the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large. A marketing perspective focuses on an in-depth and critical understanding of desires and decision processes of customers and businesses.

This module will introduce the stages of an organisation's marketing strategy as: strategic analysis; strategic choice; strategic implementation; and monitoring and control. Understanding the processes involved in these stages, from both theoretical and practical perspectives will develop participant's awareness of the changing role of marketing in today's organisations.

The module content is structured around practical examples and case studies that aim to help students develop skills of critical analysis and problem-solving

MAN608: Strategic Employee Relations Level 6 - Elective

Module Abstract

This elective will provide students with contemporary understanding and insight of the concept of managing best practice employee relations in the organizational setting. Employee relations is very much at the heart of employee engagement and high performance work strategies and is concerned with maintaining employer-employee relationships that contribute to improved productivity, high motivation, and morale. Essentially, the management of employee relations is concerned with preventing and resolving problems involving individuals and collective disagreement which arise out of, or affect work situations.

Learning Outcomes

- 1 Critically compare and evaluate the assumptions behind 'unitarist and 'pluralist' views that exist within the employment relationship.
- 2 Critically examine the advantages and disadvantages of decollectivisation of employee relations.
- 3 Critically evaluate the extent to which employee engagement may be able to enhance the employment relationship in an increasing individualized employment relationship.
- 4 Critically examine the development of the management and unions' role within the changing context of employee relations.
- 5 Critically examine the nature and evolution of negotiation and collective bargaining as a means of regulating the employment relationship.

Indicative Content

The elements of employee relations, trade union movement, state and employee relations.

Employee relations in a contemporary economy, politics, EU integration

Employee relations and social divisions, equality and diversity, work/life balance public policy trade unionism

Managing employee relations HRM Union and non-union workplaces

Managerial approaches to employee relations, partnership

Representation at work

Regulation and legislation, policies and practice

Conflict, discipline and employee relations, resolving disputes

Developments of employee involvement and participation

Intensification at work – high commitment and engagement

ADDITIONAL COSTS

As an enhancement to the programme there may be optional educational visits which will incur costs dependent on the location.

EQUIPMENT REQUIREMENTS

Resources required to achieve the learning outcomes of the programme are provided by the College. You should be aware that there may be additional minor costs to consider such as photocopying/printing.

STUDENT PROTECTION PLAN

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

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

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

B&FC delivers highly specialised courses including honours degrees, foundation degrees, higher

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

The risk that we are no longer able to deliver material components of a course is low because courses are designed to be taught by integrated teams of academic staff who have levels of expertise matched against modules and levels, each module has at least two convenors attached thereby mitigating risks of dependency on individual members of staff. The breadth of provision at B&FC, where academic teams may deliver across multiple programmes and levels, provides highly effective continuity of service. This mitigates reliance on individual team members. In some areas where there are highly specialised skills, Marine Biology for example, we engage with a range of professional bodies, The Environment Agency and The Institute for Marine Biology for example, this provides an added layer of security to mitigate against any local skills shortage.

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

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

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

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

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

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

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

In the unlikely event that significant changes to study locations are encountered, B&FC will provide you with flexible and appropriate arrangements to ensure that continuation of study is not adversely impacted. This may include the provision of bespoke transport arrangements between sites. Where

possible a minimum of 5 weeks' notice will be given for any instances of relocation.

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

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

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

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

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

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

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

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

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

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

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