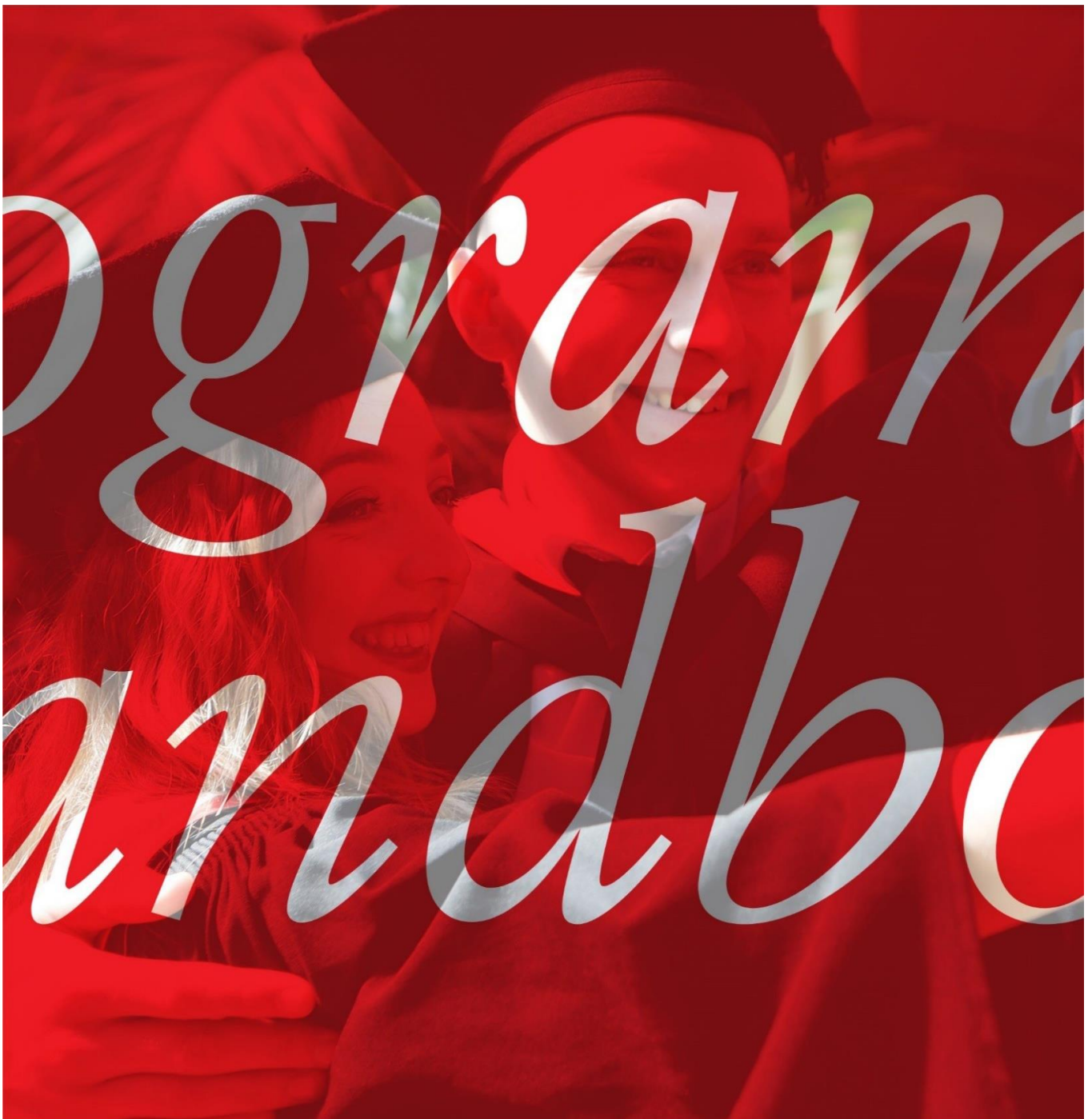


Programme Handbook 2019-20

Criminology and Criminal Justice

CRM-2019



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WELCOME

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

It is strongly recommended that you refer to your **Programme Handbook** and **Partners for Success HE Guide** if you are to get the most out of the time you will have invested in participating in your valuable and hopefully enjoyable learning experience.

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

GENERAL INFORMATION ABOUT YOUR PROGRAMME

Programme Code	CRM-2019
Programme Title	Criminology and Criminal Justice
Teaching Institution	Blackpool and The Fylde College
Professional, Statutory and Regulatory Body (PSRB) Accreditation	None
UCAS Code	
Language of Study	English
Version	1

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

THE FRAMEWORK FOR HIGHER EDUCATION QUALIFICATIONS (FHEQ)

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

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

PROGRAMME OVERVIEW

The Criminology and Criminal Justice programme will develop your understanding of those who commit crime, the causes and preventions of crime, and the impact of crime on individuals and communities. A degree in Criminology and Criminal Justice will enable you develop knowledge and understanding of the changing nature and extent of the crime 'problem' and the agencies involved in the frontline management and control of crime.

The programme will support you to engage with theoretical principles and critically evaluate both your own and others research, whilst also gaining strong practical skills to enable you to seek employment in the criminal justice field. The programme is enriched by work experience, and preparatory practical experiences to fully equip you for industry or for further study and research. The programme will prepare you for a range of employment opportunities in the criminal justice field, such as the police, probation, prison service, social work, teaching, youth justice, and the Crown Prosecution Service. To develop your employability skills and attributes, you will be required to complete a work placement in a professional setting. The programme will also be supported and enriched throughout by a range

of activities and events designed to give you valuable insight into how criminal justice agencies work and the roles and responsibilities of those working in the criminal justice system – these include visiting guest speakers from relevant industries, and trips to criminology and criminal justice conferences. Depending on your choice of career pathway, the Criminology and Criminal Justice programme is designed to prepare you for postgraduate life, whether as a practitioner in the criminal justice field, an academic researcher or criminal justice policy maker. This programme is validated by the University of Lancaster.

PROGRAMME AIMS

Foundation Degree

- To provide students with the opportunity to explore criminological issues, debates and problems through engagement with theoretical perspectives, research and criminal justice policy and practice.
- To provide a programme of study which enables students to link and integrate theoretical perspectives and research in vocational contexts.
- To provide students with a knowledge and appreciation of the social, cultural, economic, political, historical and geographical contexts in which crime, victimisation and criminal justice are located.
- To provide students with the necessary cognitive and professional skills and literacies to enhance employability and develop reflective practice.

BA (Hons) Top up

- To further and extend knowledge of critical criminological theories and concepts
- To further develop research skills and apply them to the investigation of substantive topics in crime, victimisation and criminal justice.
- To develop an appreciation and understanding of changing forms and patterns of criminality in a globalising world.
- To synthesise and critically evaluate a range of criminological theories, perspectives, concepts, ideas and arguments.

PROGRAMME LEARNING OUTCOMES

Level 5

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

1. Discuss the ways in which crime and control are constructed and the contested nature of criminological inquiry.
2. Describe and examine a range of key concepts and theoretical approaches within criminology and discuss their contribution to the explanation of criminal behaviour and its definition.
3. Appraise the social and political context within which criminological theories have emerged.
4. Evaluate the application of criminological theories and perspectives to current problems in crime, victimisation and justice.
5. Assess the values, practices and processes of governance of key criminal justice agencies which administer responses to crime and deviance.
6. Explain and evaluate criminological arguments, integrating relevant issues from current problems in crime and justice and their relationship to criminological theory.
7. Communicate criminological knowledge to academic and professional audiences in a variety of academic formats.
8. Apply critical criminological knowledge to practitioner fields and develop practical and professional skills.
9. Summarise, utilise and evaluate key theories, perspectives and concepts in criminology.

10. Produce clear, logical, criminological information using academic and digital literacies and present these in a variety of academic and professional formats.
11. Apply research methodologies and tools in relation to theoretically driven, exploratory and evaluative research

Level 6

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

12. Critically analyse, and synthesize arguments, concepts, ideas and perspectives from a range of criminological sources.
13. Apply a critical approach to social scientific research and practitioner fields, using a range of methodologies and analytical techniques.
14. Produce clear, logical and theoretically grounded arguments to critically interrogate and contextualise current problems in crime, victimisation and justice.
15. Critically apply quantitative and qualitative research methods recognising the ethical implications of research in the collection, analysis, interpretation and evaluation of different types of evidence used in criminology.
16. Critically apply conceptions of human rights in order to evaluate social and environmental harms
17. Critically analyse changing forms and patterns of criminality in a globalising world

PROGRAMME STRUCTURE & ASSESSMENT OVERVIEW

Pathway	Module	Level	Credits	Coursework	Practical	Written Exam
Stage 1: Year 1						
Stage award: LU Certificate of Higher Education (Awarded by Lancaster University)						
All	B4HUCRM: Introduction to Academic Study (Mandatory)	4	20	60%	40%	
	CR401: Introduction to Criminological Theory (Mandatory)	4	20	50%		50%
	CR402: Forensic Psychology: Crime, Offenders and Policing (Mandatory)	4	20	100%		
	CR403: Alternative Responses to Imprisonment (Mandatory)	4	20	75%	25%	
	CR404: Crime and Society (Mandatory)	4	20	100%		
	CR405: Multi-Agency Working in the Criminal Justice System (Mandatory)	4	20	100%		
Stage 2: Year 2						
Stage exit award: B&FC Foundation Degree in Arts (Awarded by Blackpool And The Fylde College)						
All	BFC502-T: Work Based Research Project (Mandatory)	5	20	80%	20%	
	CR501: Criminological Thought (Mandatory)	5	20	100%		
	CR502: International Human Rights (Mandatory)	5	20	70%		30%
	CR503: Youth Justice (Mandatory)	5	20	100%		
	CR504: Forensic Psychology: Witnesses, Experts and Evidence on Trial (Mandatory)	5	20	100%		

	CR505: Research Methods (Mandatory)	5	20	80%	20%	
Stage 3: Year 3						
Stage exit award: LU Bachelor of Arts with Honours (Top-up)						
(Awarded by Lancaster University)						
All	CR601: Dissertation (Mandatory)	6	40	100%		
	CR602: Contemporary Critical Criminological Theory (Mandatory)	6	20			100%
	CR603: Contemporary Issues in Forensic Psychology (Mandatory)	6	20	50%		50%
	CR604: Philosophical Justifications and Functions of Punishment (Mandatory)	6	20	70%	30%	
	CR605: Crimes of the Powerful (Mandatory)	6	20	100%		

WHERE WILL I STUDY?

This programme may be studied at the following location:

B&FC University Centre

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

GETTING STARTED

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

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

COURSE OPTIONS

There are no optional modules, as the current route of study has been carefully designed and developed in conjunction with the requirements of employers and in line with current developments in criminological research. The programme focuses on developing students for employment in the criminal justice field and a range of sectors, and is optimised for this through its creative design.

STUDY WORKLOAD

Attendance at the institution is spread over 2 days, to enable you to carry out independent research alongside developing theoretical knowledge. For each module there will be a minimum requirement of 152 hours of independent study. This will consist of guided reading activities, online tutorials, seminars and workshops, supported through excellent the VLE online resources that enable you to study in your own time. The delivery of contact lectures, seminars, workshops and guest speakers from the criminal justice system will form the remaining hours of study. It is essential, in order to be successful, that you engage in additional and wider independent study outside of the designated course contact time in order to develop a broader understanding of Criminology and Criminal Justice. Assessments involve work based research projects, written reports, and consideration of theory and so you will need to develop your independent study skills.

LEARNING AND TEACHING

Whilst lectures, seminars and practical workshops feature strongly in this programme, there are a range of other opportunities available due to the advantages of being taught in small cohorts. This means that research skills and criminological knowledge can be developed as part of tutor- and student-led activities in the lectures, seminars and the criminal justice field, with many regular trips to criminal justice agencies, Criminology and Criminal Justice conferences and visiting speakers from criminal justice agencies. Our flexible and responsive approach to learning means these events and activities can be built-in to the programme in order enhance sessions where appropriate.

Independent Learning

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

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

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

WORK BASED AND PLACEMENT LEARNING

All students will be required to undertake a work placement in the area of criminal justice. Work Based learning supports the development of higher level learning, where the learning in College can be applied to a work environment. You are encouraged and supported to find work placements throughout the programme, with the work-based learning assessment embedded in the second year. For the work-based placement, you will create a reflective log of your experience and techniques adopted during your placement, which will in turn be used to generate a final written research report. Historically, students have worked in a range of agencies in the criminal justice field, spending 96 hours placed within relevant organisations. You will create a presentation of your work as part of an academic poster event at the college, with the further possibility of participating and presenting at conference events attended by academic researchers and industry representatives. The work based placement learning activities will allow you to demonstrate your employability skills and attributes, in a professional and supportive environment, and enable you to demonstrate your ability to research and discuss an area of your own particular interest.

GRADUATE SKILL DEVELOPMENT

The Criminology and Criminal Justice programme will support a wide range of skills development, enabling you to commit to a career in this sector or in related areas. The programme is designed to build these skills over time and to embed a strong commitment to lifelong learning. You will be given opportunities to focus on your role as a global citizen, by considering ethical and professional issues related to the criminal justice environment. You will develop excellent communication skills, verbal, written and digital, so that you can engage with the wider criminological research community. Whilst carrying out practical research and work-based experiences, you will strengthen your leadership and teamwork skills, and also become an independent and autonomous student.

The embedding of guest speakers, who are often criminal justice practitioners, on the programme, will serve to give you valuable insight into the working in the criminal justice system, as well as developing useful employment links. Guest speakers providing motivation and encouragement for engagement in the work-based experience and practice. You will also become an active volunteer within the criminal justice field which will serve to develop your employability skills and attributes and provide the opportunity to actively contribute to the wider community. Social and environmental awareness and responsibility are central to the study of criminology and you will develop an understanding and appreciation of these issues and debates.

ASSESSMENT

A variety of assessment methods link to both personal development and industry practices and include the following:

- Research reports and data interpretation exercises
- Critical analyses of case studies
- Examinations, including mock examinations
- Individual and group presentations (whether oral and/or technology-based)
- Critical self and peer-evaluation
- Reflective logbooks and diaries relating to professional practice/work placement and Personal Development Planning
- External placement or work-based learning reports
- PowerPoint presentations and poster production

This range of methods is used to reflect the programme aims and learning outcomes, alongside supporting your subject knowledge and the skills and attributes you will need for employment. They enable us to provide feedback to you and identify ways for you to improve. They will contribute to your module grade and final award.

Assessment Methods

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

Essay

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

Assignment or brief

An assignment or brief is a learning task that allows you to cover a fixed section of the curriculum predominantly through independent study. Different methods of presenting the results can be used

dependent on the nature of the task - a report (oral or written), a design solution, a newspaper or magazine article, a video, a poster, a research bid, a book review, a contribution to a debate, etc.

Group project or assignment

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

Exams

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

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

Logs and Portfolios

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

Reports

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

Calculations and problem solving

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

Presentations

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

Self and peer assessment

There is strong evidence that involving students in the assessment process can have very definite

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

When will I be assessed?

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

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

How will my work be marked and graded?

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

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

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

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

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

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

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

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

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

What if I miss a deadline?

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

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

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

What happens if I fail a module?

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

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

Moderation

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

External Examiners

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

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

Board of Examiners

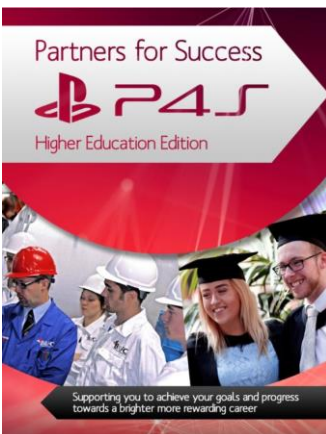
Once a module is complete, the marks for all assessments are compiled together to create an overall module mark.

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

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

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

PARTNERS FOR SUCCESS



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

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

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

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

Key partners in your success are:

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

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

Your Progress Tutor and the programme delivery team

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

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

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

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

The Careers Team

University Centre

Located in the Foyer, ground floor, South Building

Tel. 01253 504474

Bispham Campus

Located opposite the main Reception area in the Hub

Tel. 01253 504298

Student Advisors

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

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

Financial Help and Support

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

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

Accommodation

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

Careers Information, Advice and Guidance

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

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

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

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

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

Enhancing your Employability

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

Getting Ready to Graduate

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

Grad Intelligence

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

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

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

HEAR (Higher Education Achievement Report)

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

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

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

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

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

More information is available on the VLE.

Student Support and Wellbeing

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

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

HE Learning Mentors (HELM)

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

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

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

For help, advice and information:

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

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

We offer you help with:

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

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

For help, advice and information:

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

Disability Support

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

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

Conditions and evidence required

Disabilities or long-term health condition

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

Mental-health condition

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

Specific learning difficulty like dyslexia

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

Support with gaining diagnostic evidence

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

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

Disabled Students' Allowance

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

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

Examination Arrangements

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

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

Semester One exams- 31/10/19

Semester Two exams- 28/2/20

General Support

Campus Access:

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

Wellbeing Support

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

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

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

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

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

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

The Contemplation rooms can be found at:

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

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

For help, advice and information:

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

Need help now?

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

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

Alternatively go to your nearest Walk in Medical Centre:

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

Need to Talk?

Support is also available externally from the following organisations:

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

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

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

LEARNING RESOURCE CENTRE TEAMS

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

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

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

Term time opening hours

The Loop at UC

Monday – Thursday 8.30 – 21.00

Friday 8.30 – 17.00

Saturday 10.00 – 15.45

Email: CentralLoopLRC@blackpool.ac.uk

Telephone: 01253 504414

The Loop at Fleetwood

Monday - Thursday 8.15 – 19.45

Friday 8.15 – 17.00

Saturday 10:00 – 15.50

Email: lrcfle@blackpool.ac.uk

Telephone: 01253 504714

The Loop at Bispham

Monday – Tuesday 8.30 – 17.00

Wednesday 8.30 – 20.00

Thursday - Friday 8.30 – 17.00

Email: lrcbis@blackpool.ac.uk

Telephone: 01253 504290

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

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

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

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

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

Information Technology Resources

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

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

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

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

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

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

STUDENT UNION

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

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

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

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

B&FC Student Union Sabbatical Officer

Tel: 01253 504 517

Email: studentsunion@blackpool.ac.uk

BEING A PARTNER IN YOUR OWN SUCCESS

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

ABSENCE REPORTING

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

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

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

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

STUDENT IDENTITY CARD

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

FOOD ON CAMPUS

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

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

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

SPORTS FACILITIES AND COLLEGE TEAMS

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

ENRICHMENT

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

Curriculum-based activities

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

Extra-curricular activities

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

Fee-based activities

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

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

GETTING INVOLVED IN THE QUALITY OF YOUR PROGRAMME

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

ACADEMIC APPEALS

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

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

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

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

Students studying either a:

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

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

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

COMPLIMENTS, COMPLAINTS AND FEEDBACK

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

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

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

GRADUATION

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

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

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

MODULE OUTLINES

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

B4HUCRM: Introduction to Academic Study Level 4 - Mandatory

Module Abstract

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

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

The module will provide opportunities to communicate your developing knowledge and awareness of own values in terms of academic research both formally and informally, requiring you to express your ideas verbally, in writing and digitally. Reflection on such communications will involve identifying personal attitudes and skills levels and establishing potential ways to enhance skills needed for the remainder of the course and beyond.

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

Learning Outcomes

- 1 Find, interpret and evaluate a range of digital and traditional sources to produce written communication that meets academic expectations of higher education.
- 2 Reflect on personal attitudes and skill levels and identify further learning needs to support future studies and enhance transferable skills for employment.
- 3 Analyse data sets to produce graphical representations of data OR analyse a case study to identify and discuss theoretical perspectives, models and research.
- 4 Produce verbal presentations appropriate to audience and level of complexity.

Indicative Content

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

- Academic integrity

Ethical Research and Practice

- Confidentiality, anonymity, secure storage, vulnerable participants, netiquette

Secondary Research

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

Data Collection

- Interviews
- Focus groups
- Observation
- Questionnaires / Surveys

Data Analysis

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

Reflective Practice and Writing

- Models of reflection

Critical Reflections

- Academic formality voice / academic, personal and profession

CR401: Introduction to Criminological Theory Level 4 - Mandatory

Module Abstract

This module will provide you with the opportunity to identify and explore theoretical developments in criminology. A key aim of the module is to develop student's proficiency in the practice of critique. This includes developing the ability to identify underlying theoretical perspectives and ideologies that inform theory, to question taken-for-granted assumptions within the field of crime and justice and to construct clear, logical arguments informed by theory.

The module will combine the sociological, psychological, biological and geographical explanations of crime. In doing so, it will raise issues around data collection, methodology and the limits of theory in practice. A range of substantive topics will be used to illustrate the role and the limits of criminological theory. These theoretical approaches will include: Classical and positivist criminology; The debate on functionalism; The New Right and their explanation of criminal behaviour; The counter-posing literature from the New Criminologists and their theoretical antecedents; Labelling approaches. The underlying problem in the definition and calculation of crime will also be examined.

Learning Outcomes

- 1 Identify the historical development of criminology
- 2 Analyse the role of biology, psychology and sociology in explanations of crime
- 3 Examine the developments in the use of theory in explanations of crime
- 4 Describe and examine a range of criminological concepts, theories and perspectives and discuss their contribution to the explanation of criminal behaviour and its definition

- 5 Examine the definition and measurement of crime and the ways in which crime and control are constructed and the contested nature of criminological inquiry

Indicative Content

The developments in the use of theory in explanations of crime

The fundamental concepts, practices and institutions associated with crime and criminal justice systems

Social order, crime, and constructions of deviance.

The importance of social structure and its relationship to crime

The role of biology, psychology and sociology in explanations of crime

The importance of functionalist and subcultural theories in the development of criminology

The scope of environmental theory in explanations of crime

The influence of Marxism in criminology and its role in New Criminology

Realist criminologies

The definition and measurement of crime

CR402: Forensic Psychology: Crime, Offenders and Policing Level 4 - Mandatory

Module Abstract

In this module, you will focus on the psychology of offenders and police investigations of (suspected) offenders. The module will compliment material explored on CR401 Introduction to Criminological Theory, with its focus on theories of crime, the social contexts of crime and how crime is defined and measured, which frame the relationship between forensic psychology, criminology and law (including international differences), and show how the disciplines interact with each other. The module will focus on offending in relation to two specific groups in society: young offenders and people with mental illnesses. These two groups are often demonised and associated with dangerousness, violence and crime in the media and have also received considerable attention from both psychologists and criminologists.

In the final part of the module, you will examine police investigations of crimes, with an emphasis on the (suspected) offenders, exploring different types of profile analysis and the role of forensic psychology in assisting the police to find a suspect. The focus will be on two very different approaches to offender profiling: one based on clinical experience and intuitive judgement, as originated by the FBI and similar to fictional media representations such as those in the films and television shows; and one based on statistical analysis of patterns of crime data. Whilst very different in approach, both types of profiling have the goal of applying psychological knowledge and principles to assist the police in generating a lead in cases – usually serious, violent cases – where there is no suspect.

Learning Outcomes

- 1 Define and appropriately utilise key terms, concepts, issues and theories in the psychology of offending, policing and criminal investigations.

- 2 Describe and examine different theoretical and applied approaches and research methodologies in forensic psychology.
- 3 Apply a critical approach to forensic issues and demonstrate an appreciation of the importance of research evidence to real-world contexts.
- 4 Appraise public and media representations of crime and their relationship to psychological concepts, theories and research.
- 5 Summarise and evaluate evidence appropriate to professional work in the psychology of offending, policing and criminal investigations

Indicative Content

The application of psychological theory, concepts and applied approaches and research methodologies to the understanding (and reduction of) criminal behaviour.

Applying psychology to the profiling of offenders

the role of forensic psychology in assisting the police to find a suspect, through the work of profilers.

The study of juvenile offending

Mental illness and crime

investigative psychology and statistical profiling

public and media representations of crime and their relationship to psychological concepts, theories and research.

International issues in the psychology of offending, policing and criminal investigations

current research and scholarship in the psychology of offending, policing and criminal investigations.

CR403: Alternative Responses to Imprisonment Level 4 - Mandatory

Module Abstract

Alternative Responses to Imprisonment introduces you to a number of controversial issues and debates which surround the prison system today. The module will consider the different dimensions of the prison population and their experiences of confinement. Issues such as suicide, women behind bars, sex offenders and those with mental health issues will be considered and examined within the context of alternative interventions to offending behaviour.

Psychological interventions, government initiated programmes and restorative justice practices and processes are some of the areas which will be examined in order to understand if prisons work. The effectiveness and appropriateness of these interventions will be explored and future developments in the field will be discussed. Current government initiatives in dealing with the 'crime issue' will also be examined and you will apply knowledge to a range of case studies.

Learning Outcomes

- 1 Identify and describe of a range of therapeutic interventions in the criminal justice system.
- 2 Analyse the effectiveness of a range of alternative strategies for dealing with offending behavior.
- 3 Discuss the current use of alternative strategies in the criminal justice system

- 4 Examine the appropriateness of alternative strategies for a range of offender groups.
- 5 Apply knowledge of alternative interventions to real world contexts

Indicative Content

Different and conflicting penal rationales and paradigms

The societal debate concerning the punishment or treatment of offenders

The different social groups that make up the prison population and their experiences of confinement, including issues such as 'care in custody', prison suicides, women's prisons, drug dependency and mental health issues, sex offenders

A range of therapeutic interventions for offending behaviour, including anger management, cognitive behavioural programmes, person-centred counselling and social skills training.

Community sanctions as an alternative to custody

Alternative criminal justice responses, including restorative justice approaches such as victim/offender mediation, reparation orders and community payback

The values and principles of restorative justice and the implementation of restorative justice practices and processes

The effectiveness and appropriateness of interventions and penal techniques for specific offender populations

Current government initiatives

CR404: Crime and Society Level 4 - Mandatory

Module Abstract

This module will focus on the relationships between crime, victimisation and other complex social issues, including mental health, drugs and alcohol, disability and race and ethnicity. You will examine the key concepts of social exclusion and social capital in relation to crime and be given the opportunity to explore the prevalence and impact of crime and victimisation in the local area of Blackpool. The module will assess the efficacy of multi-agency community partnerships and community-based strategies that have been put in place to reduce crime, social harm and social inequalities.

A key focus of your study on the module will be crime and the local community and a range of crime-related social issues. You will explore demographic patterns and the social composition of local communities, developing knowledge and understanding of the social, historical, cultural, geographical and political contexts of crime, justice and victimisation. Social inequalities will be a key theme of the module, with a focus on the intersection of a range of factors, including social class, geographical location, gender and sexualities, ethnicity, health and social care, age and disability. In relation to these inequalities you will also explore the topic of hate crime, including the classification of homophobic violence as a hate crime.

Learning Outcomes

- 1 Describe and examine a range of key concepts within criminology and discuss their contribution to the explanation and definition of criminal behaviour.

- 2 Identify and interpret secondary data on criminal offending, victimisation and social exclusion at a national, regional and local level in terms of its contribution to identifying explanatory factors in criminal offending and victimisation.
- 3 Describe and discuss relevant issues relating to current problems in crime and victimisation.
- 4 Investigate the nature and scope of crime and victimisation in the local area.

Indicative Content

Crime, social inequality, social exclusion and social capital

The relationships between crime, victimisation and other complex aspects of society, including mental health, drugs and alcohol, disability, race and ethnicity

The nature and scope of crime and victimisation in the local community (Blackpool)

The consequences of victimisation for individual and communities

The contribution of quantitative and qualitative secondary data to identifying explanatory factors in criminal offending and victimisation.

The interrelationship between mental health, criminal offending and victimisation

The impact of homelessness and poverty on the relationship between criminal offending and victimization

CR405: Multi-Agency Working in the Criminal Justice System Level 4 - Mandatory

Module Abstract

This module will provide you with the opportunity to identify and explore developments in multi-agency working in the criminal justice system. A key aim of the module is to contextualise your work-based experiences undertaken at level 5, with the aim of improving reflective practices in the criminal justice system and related agencies, including the police, courts, probation and prison services. The content of the module will help you to develop the ability to identify different penal logics and techniques that inform practice, to question taken-for-granted assumptions within the field of criminal justice and to construct clear, logical arguments informed by knowledge of the operation of the criminal justice system and the contexts in which it operates.

This module recognises the importance of multi-agency practice and the need for partnerships in the strategy and operation of the criminal justice system. The module will cover the politics, policies, practice and implementation of joined-up justice initiatives (including with the private sector), and the role of agencies in the management of offenders at high risk of re-offending and in Multi Agency Public Protection Panels. There will also be an examination of community and project developments to tackle crime and anti-social behaviour. You will explore inter-agency and inter-professional issues, the development of professional cultures in criminal justice and the role of a range of formal and informal agencies working in partnership in the criminal justice process.

Learning Outcomes

- 1 Assess the context and development of collaborative working within the criminal justice system
- 2 Examine the operation of agencies involved in the criminal justice system.
- 3 Evaluate the impact and role of penal managerialism in the public sector

- 4 Evaluate the role of multiagency working in the management of crime and the protection of the public
- 5 Identify current and potential future developments relevant to the criminal justice system

Indicative Content

Professional practitioners in the criminal justice system, drawing on areas such as probation work, police, court officials, prison officers, the Youth Justice Board, and those working in crime organisations such as Crime Concern and Victim Support.

The impact of political, economic and cultural change on the operation of different criminal justice agencies

The nature and scope of multi-agency cooperation.

The impact of penal managerialism and privatisation.

Additions and alternatives to the Criminal Justice System.

Inter-agency and inter-professional issues; The development of professional cultures in criminal justice and the expanding role of laypersons at stages within the criminal justice process.

The politics, practice and implementation of joined up justice initiatives (including with the private sector)

Community and project developments to tackle crime and anti-social behaviour

The role of agencies in the management of offenders at high risk of reoffending and in Multi Agency Public Protection

BFC502-T: Work Based Research Project Level 5 - Mandatory

Module Abstract

This module will provide you with the opportunity to explore current methodologies which underpin research activities; research design, data collection instruments and data analysis. You will be able to pursue a research interest which is related to your work context which will support your understanding of professional strategies, operations and activities in context. This is an investigative module which will develop your skills in ethical understanding, research conduct and practices and enable you to generate conclusions which are evidence based. You will be supported to use your academic and digital literacies to research secondary published data relevant to your chosen area of investigation as well as collecting primary data sensitively and ethically in the field. This module will support you in developing the research and enquiry skills required for lifelong learning, employability and further under and post graduate study.

Learning Outcomes

- 1 Plan, design and implement ethical secondary and primary data collection.
- 2 Analyse and reflect on secondary and primary data in order to draw conclusions.
- 3 Evaluate the process and outcomes of research activities.
- 4 Communicate the outcomes of the research project to selected audiences.

Indicative Content

Using secondary sources of data

Research proposals

Research paradigms – positivist, interpretivist, critical

Quantitative and qualitative data

Research designs

Sampling and generalisability

Ethical practice

Data collection instruments: Design, pilots, construction

Quantitative and Qualitative Data Analysis

Drawing conclusions from research

Communicating the outcomes of research

CR501: Criminological Thought Level 5 - Mandatory

Module Abstract

This module will provide you with the opportunity to identify and explore perspectives and ways of thinking about crime and justice in the field of criminology and to examine the value of doing so. A key aim of the module is to develop your proficiency in the practice of critique. This includes developing the ability to identify underlying theoretical perspectives and ideologies that inform critical theory, to question taken-for-granted assumptions within the field of crime and justice and to construct clear, logical arguments informed by theory and research. The theorists and readings focused on within the module have been selected because they are widely considered to have contributed key ideas to the critical criminological landscape.

In this module you will consider the ways in which critical criminological perspectives have addressed the 'big' social divisions other than class, such as race and ethnicity, gender and sexuality. The module represents a dedicated space for an explicit examination of the critical criminological debates about race, ethnicity, gender, sexualities and their complex interconnections.

A focus on gender and sexualities will highlight the important contributions that feminist thought has made to academic criminology, and its sometimes ambivalent impact on criminal justice policy. It will introduce you to some of the critiques of criminology that have been made by feminist scholars, and the important ways in which they have shaped the field of criminology.

The module will also examine the relationships between 'race' and ethnicity and crime, criminalisation and criminal justice. It will set out why critical perspectives are concerned about the problematic ways in which race and crime have been – and continue to be – connected

The module will also focus on how knowledge is constructed and contested, how we define what is 'researchable', and how we know what we know about the world, examining the way postmodernist thought has been discussed, employed and contested within the field of criminology.

Finally, there will also be a focus on Anarchist criminology and how anarchist values and principles continue to influence the development of criminology, including penal abolitionist and peacemaking criminologies. You will explore how contemporary anarchist criminology continues to imagine an alternative social order, and examine the anarchist vision of justice as a critique of the fundamental aims and effects of penal systems, a critical view of crime and justice and a radical approach to penal reform.

Learning Outcomes

- 1 Analyse key concepts and theoretical approaches in critical criminology
- 2 Examine the contested nature of criminological enquiry
- 3 Summarise, utilise and evaluate key theories, perspectives and concepts in criminology
- 4 Produce clear, logical and theoretically grounded arguments to critically evaluate and contextualise current problems in crime, victimisation and justice

Indicative Content

The critical criminological debates about race, ethnicity, gender, sexualities and their complex interconnections and relationality

The critiques of criminology that have been made by feminist scholars, and the important ways in which they have shaped the field of criminology

The relationships between 'race' and ethnicity, and crime, criminalisation and criminal justice. The problematic ways in which race and crime have been – and continue to be – connected

The wider structural, cultural, political and historical contexts and divisions in which particular populations become associated with criminality and deviance

Anarchist criminologies and their critique of the state and the law as an expression of state power.

The influence of anarchist thought on the development of critical criminology.

The characteristics of an anarchist vision of justice

Abolitionist criminology as a critical view of crime and justice and a radical approach to penal reform.

Peace-making Criminology

CR502: International Human Rights Level 5 - Mandatory

Module Abstract

This module takes an interdisciplinary approach in examining the way in which political and social structures in contemporary society influence international human rights. Substantive focus will be given to the role of the United Nations in maintaining international peace and security. As the module progresses you will be able to evaluate the theoretical aspects of human rights and democracy in the modern world. Substantive topics of human rights will be discussed through the study of international treaties, specific protection of vulnerable groups, justice and security in a global context and how international law holds those responsible for crimes against humanity, genocide and war crimes. Human rights have long been an interest of criminologists, but ever changing and increasingly global social relations have put them to the fore of both political and academic debates. Harm perspectives in

criminology have assisted in including human rights and protections within the scope of the discipline. You will explore what might be one of the most threatening areas of social life: state-inflicted violence and state violations of human rights. In this context, you will be introduced to ideas about state governance, and how the concept of 'governmentality' can aid our understanding of the technologies, apparatuses and 'mentalities' of governance.

Learning Outcomes

- 1 Apply conceptions of human rights in order to evaluate social and environmental harms.
- 2 Analyse changing forms and patterns of criminality in a globalising world.
- 3 Evaluate the application of criminological theories and perspectives to current problems in crime, victimisation and justice.
- 4 Analyse and synthesize arguments, concepts, ideas and perspectives from a range of criminological sources.

Indicative Content

The problems associated with state-inflicted violence and state violations of human rights

The ways that certain political or state regimes actively employ policies of inclusion or exclusion in their strategies of governance and in the name of pursuing human security.

Harm perspectives

Global social relations and human rights

Questions concerning the rights, protections and security of human beings

Theories and perspectives: Human rights criminology, governmentality, risk society thesis

Key concepts: Human rights, religious and political freedom, state crime, crimes against humanity

CR503: Youth Justice Level 5 - Mandatory

Module Abstract

The module is aimed at giving you an insight into the specialist area of youth offending and youth justice. You will critically examine the development of contemporary youth justice, including the role of the Youth Justice Board and Youth Offending teams in the criminal justice system. You will explore criminological explanations for youth offending and the historical development of youth justice in the UK, including an analysis of changing media representations of youth and young offenders. The module will provide the opportunity to critically analyse changing policies, assessment and intervention strategies and processes, and shifting penal ideologies and rationales in youth justice. A specific focus will be on the use of restorative justice practices and processes with young people and the possible implications of legislative and policy change regarding anti-social behaviour, including the mode of governance of youth crime with the primary aim of preventing criminality among young people by addressing the risk factors associated with youth and youth offending. The theories of risk and the 'risk society' will be used to explore how conceptions of risk have influenced contemporary youth studies and youth justice policy and practice. You will be given the opportunity to research and discuss youth justice initiatives and to examine and discuss case studies and academic research into the experience of youth justice from both practitioner and offender perspectives.

Learning Outcomes

- 1 Identify and discuss a range of different explanations for youth offending
- 2 Describe the changing responses of the criminal justice system to youth offending
- 3 Analyse the extent to which measures to reduce youth offending have been successful
- 4 Apply criminological theories and perspectives to youth offending and youth justice
- 5 Discuss the role and evaluate the effectiveness of restorative justice in youth offending

Indicative Content

Changing responses of the criminal justice system to youth offending, including the use of restorative justice practices

Explanations for youth offending with particular reference to present day Britain

Youth offending initiatives

Media representations of youth and young offenders.

Youth, crime, victimisation and criminal justice

Links between delinquency, education and employment.

Working with young offenders.

CR504: Forensic Psychology: Witnesses, Experts and Evidence on Trial Level 5 - Mandatory

Module Abstract

This module will explore issues relating to witnesses, experts and evidence on trial, immersing you in the world of jury decision making, courtroom interaction - eyewitness testimonies, interviewing suspects and eliciting confessions. The module will consider the role of legal psychology in the Criminal Justice System and its perspectives on crime, which will be utilised to examine contemporary cases.

When looking at interviewing suspects and detecting deception, the focus will be on the role of forensic psychology in influencing how the police investigate suspects once they have them in custody. An important distinction here is the difference between a 'perpetrator' (the person who committed the offence) and a 'suspect' (the person under investigation, who may be the perpetrator or who may be innocent). As it is unknown during the police investigation whether the suspect is, or is not, the perpetrator (indeed, the purpose of the investigation is to find this out) both the innocent and the guilty suspect will be considered. To be successful, police investigations must be conducted in a way that ensures that only the perpetrator and not an 'innocent suspect' is later convicted. However, there is substantial evidence that certain police interrogation techniques can lead to false confessions from innocent suspects (or fail to get confessions from guilty suspects). The purpose of an investigation involving a guilty suspect should be to determine their guilt. Unfortunately for the police, guilty suspects are often motivated to 'get away with' their crime and may well lie in an attempt to do so. A crucial element of the police investigation, then, is to detect when someone is lying. As you will see while studying this module, there are various approaches to this and they have varying degrees of success.

Learning Outcomes

- 1 Examine the influence of psychological theories and approaches in the Criminal Justice system
- 2 Analyse interviewing and custody practices and their influence on criminal justice outcomes
- 3 Discuss the influence and effectiveness of jury decision making
- 4 Assess the reliability of eye witness testimony

Indicative Content

The role of forensic psychology in influencing how the police investigate suspects once they have them in custody

The application of psychological knowledge and methods to the process of the law

Judicial processes and decision making in court

Memory and eyewitness testimony

Interviewing suspects, detecting deception and eliciting confessions

The cognitive interview

Children as witnesses and as victims

Witness suggestibility

False and recovered memories

Ecological validity and ethical considerations

CR505: Research Methods Level 5 - Mandatory

Module Abstract

This module provides a comprehensive grounding in understanding and undertaking criminological research, including research planning, structuring and design; choosing appropriate methodological approaches and data collection and analysis tools; using methodological terms and concepts accurately and appropriately; gathering secondary sources and writing literature reviews; formulating research proposals, aim/s and hypotheses; the presentation, analysis, interpretation and evaluation of different types of data; dissemination of research findings; the relationship between research and social policy. The module explores the development of the criminological research process and examines the distinction between qualitative and quantitative research methodologies. You will consider the theoretical context of methodological approaches, such as positivism and interpretivism, and gain the necessary skills to successfully undertake primary criminological research. You will also develop an appreciation of the social, cultural, economic and political contexts in which research takes place and develop your knowledge and understanding of the relationship between criminological theory and research. You will explore methodological, pragmatic and ethical issues in relation to social research and on successful completion of the module will have completed a small-scale primary research project in preparation for engaging in level 6 dissertation work based on primary research.

Learning Outcomes

- 1 Apply research methodologies and tools in relation to theoretically driven, exploratory and evaluative research.
- 2 Discuss the theoretical and conceptual underpinnings of different methodological approaches in social science research
- 3 Apply social scientific research methods, recognising the ethical implications in the collection, storage, analysis, interpretation and evaluation of different types of evidence.
- 4 Annotate, review and reference literature appropriate to research projects in the social sciences.
- 5 Discuss key issues in research planning and design and select the appropriate methods for addressing particular research problems

Indicative Content

Introduction to criminological research

Ethics & politics of research

Identifying information for research

Literature searching

Research design and methods

The nature of quantitative research and its questions

Methods of quantitative research

The nature of qualitative research and its questions

Methods of qualitative research

Mixed methods and evaluation of research

Theories and research paradigms

Developing research questions and proposals.

Presentation, analysis and interpretation of data.

Academic posters

Dissemination and communication of research

CR601: Dissertation Level 6 - Mandatory

Module Abstract

This module will provide you with the opportunity to plan and carry out a programme of work with limited supervision, within which appropriate theories, methodologies and analytical techniques are applied to the investigation of a topic in criminology and criminal justice. You will identify an area of investigation and formulate a research proposal appropriate for treatment by the techniques and

approaches developed during the course. You will develop a critical awareness of the information sources relevant to the study – draw valid conclusions and/or make logical recommendations appropriate to the objectives of the dissertation.

You will be required to effectively communicate the nature, rationale and outcomes of the work and produce a piece of work which critically analyses and puts into context a criminological question, which relates specifically to the course content from the FD or BA degree in criminology and criminal justice. You will be assigned a dissertation supervisor based on subject specialism, and you will negotiate with your supervisor, the nature of the research enquiry and the appropriate methodological, epistemological and ethical considerations.

Learning Outcomes

- 1 Identify an area of investigation and formulate a research proposal appropriate for treatment by the techniques and approaches developed during the course
- 2 Plan and carry out a programme of work with limited supervision within which appropriate methodologies and analytical techniques are applied to the investigation
- 3 Draw valid conclusions and/or make logical recommendations appropriate to the objectives of the dissertation
- 4 Critically analyse and contextualise an area of criminological enquiry
- 5 Effectively communicate the nature, rationale and outcomes of the work

Indicative Content

Research epistemologies, methodologies and different types of data

Ethical considerations in primary research

Analysing and evaluating methodological approaches and data

Developing a research question that will provide some conclusions relevant to theory, policy or practice

organising and conducting a literature review - thematically, chronologically, methodologically

Systematic and narrative literature reviews

Key methodological concepts

Dissertation structure

CR602: Contemporary Critical Criminological Theory Level 6 - Mandatory

Module Abstract

In this module you will explore how contemporary critical criminological approaches have continually pushed the boundaries and scope of criminology, creating new and innovative areas of focus in relation to the development of the subject matter, theory and methods.

Contemporary critical criminological perspectives maintain this emphasis through examining global issues such as human trafficking; terrorism; immigration; environmental exploitation and harm. In this module, you will consider developments in Green Criminology, which have sought to critically examine the problems of global environmental harm and the interactions between human beings and the natural environment.

There will be a focus on convict criminology, which is concerned with the personal and with individuals' prison experiences, and how this has contributed to the theoretical and methodological development of criminology.

You will also be introduced to cultural criminology. This area of critical criminology can be thought of as an interdisciplinary convergence between criminology and cultural studies. Cultural criminology creates possibilities for thinking about crime from new perspectives by examining different forms of 'crime media' and by examining the way it is 'represented' in popular culture. Cultural criminology provides an example of the way knowledge can be made by using a range of methodologies, adopting a new perspective, or by posing different types of questions.

Learning Outcomes

- 1 Critically apply knowledge of contemporary critical criminology to current problems of crime and justice
- 2 Critically analyse and synthesise materials from a range of contemporary criminological sources
- 3 Critically analyse changing forms and patterns of criminality in a globalising world
- 4 Critically apply conceptions of human rights in order to evaluate social and environmental harms
- 5 Critically examine the relationship between criminology and contemporary social theory

Indicative Content

Cultural criminology as an interdisciplinary convergence between cultural studies and criminology

How cultural criminology creates possibilities for thinking about crime from new perspectives by examining different forms of 'crime media' and the way crime is 'represented' in popular culture

'Supranational criminology' - the ways in which early twenty-first-century critical criminology has moved beyond legal, geographical, conceptual and existing political boundaries.

The concept of social harm as an alternative to the legal definition of 'crime' and how it can be used to open up the possibilities of new narratives in such areas as Green Criminology and eco crime, human rights and human security, creating new considerations of how to govern global social relations and alternative ways of conceiving justice.

Developments in Green Criminology, which have sought to examine the problems of global environmental harm and the interactions between human beings and the natural environment

CR603: Contemporary Issues in Forensic Psychology **Level 6 - Mandatory**

Module Abstract

In this module you will apply relevant psychological theories to contemporary cases and issues in forensic psychology. The module will encourage you to understand the psychology of violent crime whilst exploring the theoretical understanding behind human behaviour, giving you an opportunity to understand how forensic psychology has developed with respect to increasing our understanding of the origins of offending behaviour, the assessment and treatment of offenders, and to provide an in-depth consideration of current issues specific to violent and sexual offenders.

You will study aspects of violent crime, including sexual and political violence, as these have attracted the most attention within psychology. The first part of the module will focus on offenders, with a consideration of the causes and correlates of physical violence, with a particular emphasis on murder

(homicide) and domestic violence. One particular focus will be on stalking as a crime, an area which has only recently begun to be researched systematically in the UK, stalking is considered part of interpersonal violence, along with domestic violence. In other jurisdictions stalking may be defined somewhat differently, and some of these international differences will be explored.

Online sex exploitation is a current issue that has received extensive media attention. You will explore how far existing models for understanding sex offenders can be applied to internet offenders. Finally, the module will also focus on a very different category of violent offence, namely politically or ideologically motivated mass violence and the potentially violent scenario of a hostage situation. These are relatively new fields of study, although they are likely to be of increasing importance as the 21st century progresses, and they serve as a pertinent example of the practical application of psychological principles to real-world forensic problems.

Learning Outcomes

- 1 Critically evaluate relevant literature to examine the aetiology of offending behaviour
- 2 Critically apply relevant psychological theories and research methodologies to key and contemporary issues in forensic psychology.
- 3 Apply theory and research in forensic psychology to practice in applied settings
- 4 Critically analyse, and synthesise, concepts, ideas, theories and perspectives in the psychology of policing and criminal investigations.
- 5 Summarise, utilise and critically evaluate evidence appropriate to professional work in the psychology of policing and criminal investigations.

Indicative Content

Contemporary cases and issues, including terrorism, stalking and online exploitation

The psychology of violent crime

Politically or ideologically motivated mass violence and the potentially violent scenario of a hostage situation.

The effects of acts of terrorism on the victims

Origins of offending behaviours

Assessment and intervention for violent and sexual offending behaviour

International issues in the psychology of policing and criminal investigations in different legal contexts around the world.

Current research and scholarship in the psychology of policing and criminal investigations

Module Abstract

This module will critically explore theories, philosophies and practices of punishment. You will examine the functions, purpose and justifications for the use of punishment on a national and international level, exploring the legitimacy of the state's use of punishment and imprisonment. There will be a focus on historical perspectives and penal transformations and modern developments and penal trends, comparing the development of differing patterns of punishment across different types of societies and providing a range of criminological narratives to help understand their significance. You will explore the question of whether throughout much of the western world we have witnessed a 'new punitiveness' in penal affairs at the end of the twentieth and beginning of the 21st Century, with the return of a number of forms of emotive and vindictive punishments previously thought inappropriate. The development of contemporary crime management and control agencies and institutions will be explored. Key themes of the module will be the question of whether prison works, arguments surrounding the use of capital punishment, the politics of abolition, young offenders, philosophical theories, sociological theories, and legal authority and human rights issues in the context of punishment. The module will provide you with a critical understanding of these issues by identifying the relationships between the state, authority, order, power and legitimacy, with explicit reference to case studies.

Learning Outcomes

- 1 Critically evaluate a range of theories, philosophies and practices of punishment.
- 2 Critically analyse the relationship between crime and punishment.
- 3 Critically apply conceptions of human rights in the context of punishment and penal harm
- 4 Assess the contribution of historical perspectives to an understanding of crime and crime control in contemporary society
- 5 Critically evaluate contrasting explanations for the growth in crime control and management agencies and institutions

Indicative Content

Theories, philosophies and practices of punishment.

The relationship between crime and punishment

Human rights issues in the context of punishment

The contribution of historical perspectives to an understanding of contemporary crime and criminal justice

The development of crime control and management agencies and institutions

The functions, purpose and justifications of the use of punishment on a national and international level

The politics of abolition

Young offenders

Module Abstract

In this module you will explore some of the ways in which critical criminology and critical criminological research agendas and narratives have challenged the status quo in the pursuit of social and environmental justice. One of the key ways in which it has done so is by seeking to re-direct the focus of the criminological gaze onto crimes of the powerful and developing the broader issues of power and 'social harm' as an alternative to the dominant legal definition of 'crime'. Crimes of the powerful may be perpetrated by economically powerful groups in society, such as whole corporations, corporate elites, state bodies or state representatives. Furthermore, some critical criminologists argue that 'family violence' and 'hate crime' might also be defined as crimes of the powerful. The module includes an examination of the challenges, complexities and barriers associated with developing critical criminological research agendas and challenging dominant discourses on crime by considering the difficulties associated with conducting research on crimes of the powerful and why might this be important for the study of crime and justice as a whole. The module will develop your knowledge and appreciation of the intersections between criminological theory, research and criminal justice policy and practice. You will also explore links between education, academic freedom and political activism, examining a range of relevant academic and non-academic sources.

Learning Outcomes

- 1 Critically analyse and synthesise contested arguments, concepts, ideas and perspectives from a range of criminological sources
- 2 Critically apply theoretically grounded arguments, integrating relevant issues from current problems in crime and justice and their relationship to critical theory
- 3 Critically examine potential barriers to researching crimes of the powerful
- 4 Apply knowledge of contemporary critical criminological theory and research to an understanding of crime and social harm
- 5 Critically evaluate concepts, methodologies and analytical techniques when applied to an understanding of dominant ideologies, discourses and research agendas

Indicative Content

State crimes - Forms of criminality that are committed by states and governments in order to further a variety of domestic and foreign policies

Crimes and harms perpetrated by those who hold significant social, economic or political power

White-collar crime. Examples include: fraud, embezzlement, tax violations, workplace theft.

Corporate crime: Illegal acts or omissions that are the result of deliberate decision making or culpable negligence within a legitimate formal organisation. Examples include: financial crimes, crimes against consumers, crimes associated with employment relationships (including those related to employee safety), crimes against the environment.

Family violence - Forms of physical or mental violence in the life cycle of family members

Hate crimes: A criminal act that is motivated by hatred, bias or prejudice against a person or property based on the actual or perceived race, ethnicity, gender, religion or sexual orientation of the victim.

Key concepts: Dominant ideologies; Ideologies

ADDITIONAL COSTS

As part of the programme, you are strongly recommended to attend external events, aimed at developing your knowledge, understanding and appreciation of course material, develop practical skills and embed theoretical concepts. There will also be the opportunity to attend criminology and criminal justice conferences involving criminal justice practitioners, policy-makers and academic researchers. Costs may be incurred to cover transport, accommodation and food. Travel for local trips is paid for by the college. Though most of the course material is available online, there may be additional costs to consider, such as printing and photocopying of course material, though students will be given a photocopying allowance to cover this.

You are encouraged to purchase an introductory textbook in Criminology, in support of your studies.

EQUIPMENT REQUIREMENTS

Resources required to study on the programme are largely provided by the College. There are small costs associated with printing of work and posters over the duration of the course. You are encouraged to bring your own lap-top device to lectures, seminars and workshops, but access to computer facilities is provided by the college. A one-day conference trip to a venue in the region, including conference fee and transport, typically costs around £60/student, although this will be partially funded by the college and is also subject to discount rates offered by conference organisers for group visits.

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.