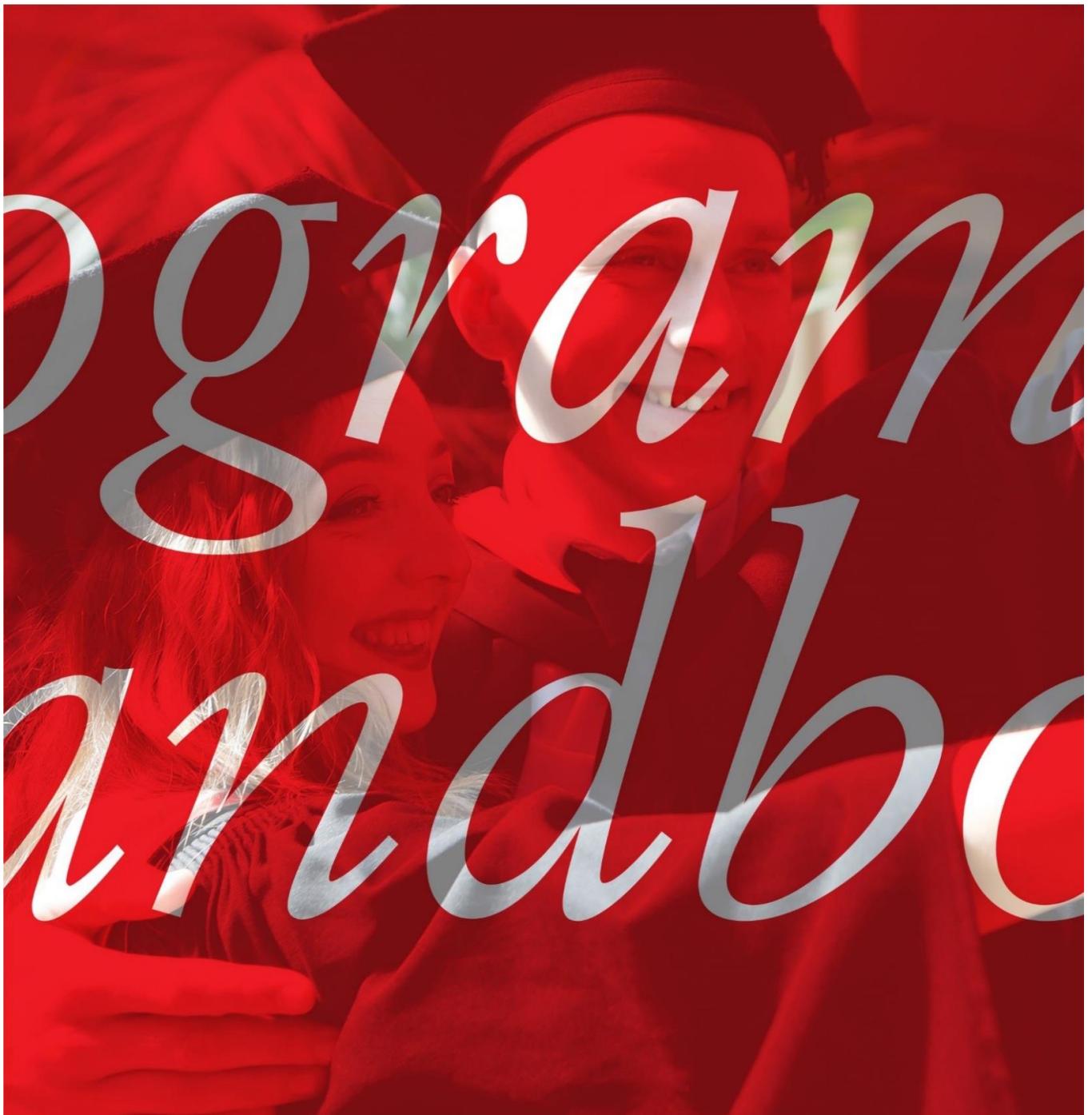


# Programme Handbook 2019-20

Post Graduate Certificate in Education

*EDU-2018*



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## WELCOME

Welcome to Blackpool and The Fylde College and to the Post Graduate Certificate in Education (EDU-2018) programme.

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

There is also further information available 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

<b>Programme Code</b>	EDU-2018
<b>Programme Title</b>	Post Graduate Certificate in Education
<b>Teaching Institution</b>	Blackpool and The Fylde College
<b>Professional, Statutory and Regulatory Body (PSRB) Accreditation</b>	None
<b>UCAS Code</b>	
<b>Language of Study</b>	English
<b>Version</b>	1

<b>Programme Awards</b>			
<b>Award</b>	<b>Award Type</b>	<b>Level</b>	<b>Awarding Body</b>

## 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><b>Level 4</b> 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><b>Level 5</b> 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><b>Level 6</b> 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><b>Level 7</b> 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><b>Level 8</b> 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 Post Graduate Certificate in Education (PGCE) will develop your knowledge, skills and behaviours in teaching, education and training and effectively prepare you for future success in employment. You will be able to teach in a range of educational and training settings including further education, secondary schools from age fourteen upwards, adult and community education, offender education, sixth form colleges, pre-employment training, higher education and work based learning. This programme allows you to meet the Education and Training Foundation (ETF) Professional Standards (2014) which underpin the teaching profession in the above sectors. The teaching and learning skills and professional practice that you will acquire on this programme will complement your subject specialist knowledge to develop you as a teacher who is highly employable and is able to bring creativity into the classroom.

This PGCE is a full time taught programme delivered over two consecutive days which is enriched with a flexible teaching placement that enables you to acquire the required skills and knowledge to design and deliver effective teaching sessions in your subject specialism. You will be able to effectively

create positive and productive learning environments supporting the learning and progression of those that you teach. Curriculum themes focus on theories and models of learning, communication and assessment and effectively contribute to your ability to critically reflect on theory to inform your developing teaching practice. Curriculum design, and the external environment in which education and training operates, is further explored and this provides an appreciation of the dynamic and evolving nature of the education and training sector. You will have the opportunity to undertake independent research to further enhance your knowledge of education and training and develop the requisite skills, knowledge and behaviours to progress to and in future employment. Employability is at the heart of this PGCE, which has been designed to reflect the knowledge, skills and professional attributes sought by employers: intelligent, flexible, self-aware lifelong learners with communication, interactive and team working skills, who add value to and transform organisations.

## PROGRAMME AIMS

- To provide a structured and progressively developmental programme of academic and teaching practical development which will enable trainees to align their practice to the Professional Teaching Standards (2014).
- To provide a programme of study which enables trainees to develop the knowledge, skills, aptitudes, behaviours and values to enable them to effectively support teaching, learning and professional practice in the post 14 sector.
- To develop professional practitioners who are able to use theoretical and conceptual understanding of pedagogy and apply this sensitively to a range of post 14 professional contexts.
- To enable trainees to develop the skills of reflection, reflective and reflexive practice in order to identify areas for future pedagogic, personal and professional development.
- To provide a programme of study where trainees are able to progressively develop autonomy and reflexivity in order to support informed decision making and engage critically in key ideas and pedagogy.
- To enable trainees to develop expertise in their own curricula specialisms through critical engagement with theories, contemporary literature and research in their subject discipline.
- To develop trainees understanding and critical awareness of established techniques of research and inquiry and to develop critiques of research methodologies when applied in context.
- To extend the trainees' personal and professional repertoires based on reflection, experience and intellectual engagement with pedagogical theories and research.

## PROGRAMME LEARNING OUTCOMES

### Level 4

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

1. Identify appropriate teaching, learning and assessment strategies and plan effective sessions.
2. Plan an inclusive scheme of work with a linked lesson plan, relating learning to curriculum requirements and including differentiation in the planned teaching and learning.
3. Identify the potential needs of learners through initial and diagnostic assessment
4. Identify the roles, responsibilities and professional requirements of a teacher in the sector.
5. Describe the role and use of assessment in teaching and learning.

### Level 5

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

6. Explore the local demographic with reference to local and national policy and how this impacts on student behaviour in the learning environment.
7. Compare a range of traditional and contemporary behaviour management theories and discuss their application in the post compulsory sector.
8. Analyse language techniques and models of communication theory and suggest how these can be formulated and applied to promote positive behaviour strategies.
9. Explore the term resilience and its role in supporting both student progress and practitioner well-being.
10. Evaluate advanced professional practice in managing students' personal development, well-being and behaviour in the learning environment.

## Level 6

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

11. Critically analyse the application of learning theories to practice and how theory has informed the chosen teaching and learning methodologies.
12. Review and evaluate theories of communication and critically apply to practice.
13. Critically evaluate the assessment strategies designed and used to enhance learning.
14. Critically evaluate the effectiveness of digital technologies used in an educational setting and their impact on learning and progress.

## Level 7

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

15. Implement and critically evaluate curriculum models in professional contexts.
16. Critically analyse theories and models of curriculum and curriculum design for enhanced practice.
17. Interrogate contemporary educational issues critically evaluating the impact on individual organisations and society.
18. Communicate the outcomes of educational research to different audiences in order to advance professional practice and understanding.
19. Critically evaluate educational research paradigms and methodologies to investigate problems, implement solutions and evaluate outcomes in professional practice contexts.
20. Critically evaluate current research and advanced scholarship in both pedagogy and subject disciplines to support the development of professional practice.

## PROGRAMME STRUCTURE & ASSESSMENT OVERVIEW

Pathway	Module	Level	Credits	Coursework	Practical	Written Exam
<b>Stage 1: Year 1</b>						
<b>All</b>	EDU401: Preparation for Education (Mandatory)	4	20	50%	50%	
	EDU501: Promoting Positive Behaviour (Mandatory)	5	20	100%		
	EDU601: Developing Teaching, Learning and Assessment (Mandatory)	6	20	100%		
	EDU701: Curriculum Design for Enhanced Practice (Mandatory)	7	20	60%	40%	

EDU702: Practitioner Enquiry: Deconstructing Practice (Mandatory)	7	20	80%	20%	
EDU703: Contemporary Issues in Education and Training (Mandatory)	7	20	70%	30%	

## 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 options on this programme.

## STUDY WORKLOAD

Timetabling for our PGCE programme is purposely structured to ensure that other commitments can be met, it is similar to other full-time HE programmes in that it will require two days per week of attendance in class and typically two days on placement.

All summative deadlines are set to enable you to have time to focus on the one assignment only with adequate spaced intervals before the next assignment is due. The expected volume of independent study is on average 150 hours per module.

In addition to your timetabled sessions, you will be expected to undertake substantial further study independently, outside of the classroom. This may be in the form of wider reading, research or completing assignments as directed by your tutor. The amount of time you will need to allocate to your studies outside of the classroom will vary greatly from person to person, and the chances are that there will be times within your programme of study where your workload will be heavier than

others. Organising your time is a critical aspect for this programme as you will need to balance your teaching placement with the mandatory attendance in the taught sessions for the two days a week.

## LEARNING AND TEACHING

This course will equip you to be an effective teacher in the classroom, as well as providing you with the skills and knowledge to work in a range of sectors of education. A variety of teaching and learning methods are used throughout the programme in order to ensure you develop the appropriate knowledge, understanding, skills and behaviours to achieve the learning outcomes. Some of these will be experienced during your formally timetabled classes with your tutor and some will be experienced through workshops, peer groups and individual practical activities together with structured exercises and debates/ discussions. Individual support will be given to you in tutorials based on your specific needs. You will engage with a range of teaching and learning approaches including online learning and in advance of the session you will be required to undertake wider reading to inform your in-class activities. You will be required to take part in discussions with your peers and your tutors and to make full use of ICT as a source of information and support. You will also need to maintain a portfolio of evidence of your teaching practice and academic development. It is expected that you will demonstrate significant independence in your studies, taking responsibility for the management of your own learning time.

Teaching placements are arranged by you and will provide situations which meet the requirements for becoming a qualified teacher in the FE and Skills sector. However the placement is your responsibility to initially source. The College will assist as much as possible however you should be aware that without a secure placement, prior to commencement of the programme you will not be eligible to join this programme as you would not have met the entry criteria.

In addition, we review and adjust our teaching approaches to best suit particular group dynamics and feedback that is received during module delivery through the programme quality meetings and your student representatives. We have regular module evaluation questionnaires and student representatives who are there to ensure that any comments or feedback can be relayed to your tutors through a supportive mechanism.

## 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

Work-based learning is a central theme throughout this programme. It is through engagement with your teaching placement that you are able to start to draw connections between classroom theory and educational practice.

You will be required to undertake a 100 hours teaching practice in a teaching placement. The teaching placement will typically begin ten weeks into the programme when DBS clearance has been achieved and Safeguarding/ Prevent training has been completed. By the time you are starting your placement you will have completed the preparatory modules in term one, Preparation for Education and Training

and Promoting Positive Behaviour. This will not only develop skills and understanding to support you in your teaching practice, but also develop a sound mentor/ mentee relationship which is integral to your development and success.

In terms two and three you will be required to develop teaching and learning approaches informed by theory, which you will relate to practice in your work-based learning placement. In particular, the Curriculum Design for Enhanced Practice module and the Practitioner Enquiry: Deconstructing Practice module requires the application of theory to practice and evidence-based changes to practice.

## **Observations**

Teaching practice observations provide you with developmental feedback and the opportunity for you to reflect on your own practice in ways that help engage and motivate your own learners and develop your personal skills and professional practice. Over the duration of the programme, observers should see a steady improvement in all aspects of teaching/training practice directly linked to the learning from the course and the Professional Standards (2014).

## **GRADUATE SKILL DEVELOPMENT**

These are the skills that you will develop as a graduate to help prepare you for your career and the PGCE programme will develop these skills:

### **A commitment to lifelong learning and career development**

Personal and professional development planning throughout the programme so that you can plan for career and skills development including post-graduate study or career opportunities. You will have guest speakers who will provide training on recruitment for teacher roles and CV planning.

### **Collaborative teamwork and leadership skills**

Team based group presentations and seminars working on real contemporary issues in education will aid you in communicating with team members, assuming leadership roles where appropriate, managing group dynamics and working collaboratively towards common goal

### **Personal and intellectual autonomy**

We support your development of independence in academic and practical skills through the levels of the programme, culminating in the self-managed research project (Practitioner Enquiry: Deconstructing Practice) where you will be responsible for managing your own extended project.

### **Ethical, social and professional understanding**

As trainee teachers working towards this qualification which is underpinned by the Professional Standards (2014) you will be integrating these concepts into practice whilst on placement. You will be fully aware of these important standards as you will be encouraged to reflect on these after each session.

### **Communication, information and digital literacies**

You will develop your use of digital resources such as searching for and use of the most innovative resources in teaching and learning, and collaborative environments and cloud storage which are valuable in all industries.

### **Global citizenship**

Localisation concerns for teaching in challenging demographics (Promoting Positive Behaviour module) and comparisons to other regions will be covered so you can build an awareness of how to teach effectively in a global market.

## Research, scholarship and enquiry skills

The research for Practitioner Enquiry: Deconstructing Practice will be led and managed by you in an area of your own choosing including significant research and development with limited supervision; this will enable you to independently research unfamiliar concepts effectively as a teacher you will become a constant researcher.

## Enterprise and entrepreneurial awareness and capabilities

The Professional Development Portfolio (PDP) and collation of evidence from the six modules will enable you to analyse in detail those entrepreneurial traits and capabilities required to use so that if you wanted to become a freelance educational consultant after further studies or create your own resources to market with the vast amount of online tools now available, then you will be well placed to do.

## ASSESSMENT

Assessment throughout the programme is both formal and informal through coursework and practical teaching activities. There are no examinations. The assessment methods for this programme aim to allow you to produce assignments that are current, professionally reflective and innovative. They have therefore been designed to be broad, wide ranging and flexible, allowing you to produce work relevant to your own areas of interest within the field of teaching and learning. Each module descriptor outlines the assessment that you will undertake. You will be provided with both formative (on-going) and summative (at the end of a module) assessment opportunities. You will also have verbal feedback from your progress tutor in three specifically planned performance reviews throughout the academic year. This will enable you to assess yourself as a trainee teacher against the Professional Standards (2014). You will be guided and directed to areas of research and appropriate background reading to complete the required assignments. There is an expectation that you engage with the wider reading resources for each session.

In terms of your professional teaching practice: you will be given on-going developmental feedback via the observations (8 in total). These will be from your tutor and your assigned subject specialist mentor. This will be used to identify any areas which would benefit you from extra attention on your part or extra support from ourselves as your tutors or other specialist or education professional.

Throughout the programme you will have two portfolios evidencing all your assessed work:

- Portfolio 1: A teaching observation portfolio which includes the eight reflections on teaching practice, assessed against the Professional Standards (2014).
- Portfolio 2: This portfolio will include all your module assignment coursework.

The assessment throughout the programme is progressive in the sense that when accumulated you will be able to identify, evaluate and relate the journey that you have taken and be able to relate this consistently to the Professional Standards (2014).

## 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](mailto: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](mailto:highereducation@blackpool.ac.uk)

## Board of Examiners

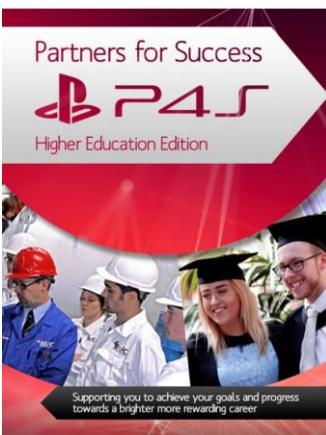
Once a module is complete, the marks for all assessments are compiled together to create an overall module mark.

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](mailto: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](mailto:helminfo@blackpool.ac.uk) telephone 01253504494
- Disability Support: email [dsainfo@blackpool.ac.uk](mailto: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](mailto:wellbeingsupport@blackpool.ac.uk)
- Support for care leavers, carers and students who do not have contact with their family: [succeed@blackpool.ac.uk](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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, and contains lots of key information about your course and is accessible 24:7. As part of your induction we will make sure you are able to make the most of this resource.

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

Included in your Microsoft Office 365 account is access to our MyDay portal. The portal provides you with access to your calendar (including timetables), email and links to the VLE and eTrackr. Timetable data is updated every hour so you can see all room changes. It is accessible from a web browser and

as a mobile device app on Apple and Android devices. MyDay will be launched automatically whenever you login into a College desktop computer.

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

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

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

## STUDENT UNION

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

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

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

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

### **B&FC Student Union Sabbatical Officer**

Tel: 01253 504 517

Email: [studentsunion@blackpool.ac.uk](mailto: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](mailto: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](mailto: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 and the recommended reading lists.

### **EDU401: Preparation for Education Level 4 - Mandatory**

#### **Module Abstract**

The purpose of the module is to enable you to focus on practical and theoretical issues involved in planning and preparing to teach. You will develop your skills in planning and preparation and you will deliver and then evaluate a micro-teaching session. You will develop your knowledge and understanding of your role as a professional teacher in the FE and skills sector whilst acknowledging the boundaries and legislation affecting you as a teacher. You will be introduced to the teaching, learning and assessment cycle and build the beginnings of reflective practice.

#### **Learning Outcomes**

- 1 Identify the roles, responsibilities and professional requirements of a teacher in the sector.
- 2 Plan an inclusive scheme of work with a linked lesson plan, relating learning to curriculum requirements and including differentiation in the planned teaching and learning.
- 3 Identify the potential needs of learners through initial and diagnostic assessment
- 4 Describe the role and use of assessment in teaching and learning.
- 5 Prepare, deliver and evaluate a micro-teach session in your subject specialist area.

#### **Indicative Content**

- Legislation, regulatory requirements and codes of practice.
- Roles and responsibilities, relationships between teachers and other professionals, role boundaries and points of referral.
- Planning for an inclusive learning environment including schemes of work, teaching and learning plans, individual learning plans, learning related to learning outcomes/curriculum requirements.
- Role and use of initial and diagnostic assessment and differentiation in teaching and learning.
- The teaching cycle including basic pedagogic principles and their implications for planning, enabling, assessing and evaluating learning to promote inclusive practice.
- An introduction to the types of resources used in teaching including learning technologies.
- Creating a positive and inclusive learning environment.

### **EDU501: Promoting Positive Behaviour Level 5 - Mandatory**

#### **Module Abstract**

This engaging module provides you not only with an insight into the underlying causes of challenging behaviour, it will furnish you with a wealth of approaches and strategies to enable you, as a professional, to build rapport and maintain effective relationships with students to ensure positive outcomes.

Both traditional and contemporary perspectives such as behavioural, cognitive, developmental, humanistic and social approaches to behaviour will be examined, deconstructed and explored in order to build both extensive theoretical knowledge and to develop the ability to offer student-focused

solutions to resolving issues relating to both low and high level disruption.

In addition to this, language techniques and communication models will be explored to allow you to discover how these can assist in the de-escalation of common situations and scenarios in the Further Education environment.

You will discover how resilience plays an essential part in a student's educational journey and to you, as a practitioner, throughout your career.

Reflection will play a significant part in this module, as you develop your understanding and skills by observing others and reflecting on and evaluating your own practice.

## **Learning Outcomes**

- 1 Explore the local demographic with reference to local and national policy and how this impacts on student behaviour in the learning environment.
- 2 Compare a range of traditional and contemporary behaviour management theories and discuss their application in the post compulsory sector.
- 3 Analyse language techniques and models of communication theory and suggest how these can be formulated and applied to promote positive behaviour strategies.
- 4 Explore the term resilience and its role in supporting both student progress and practitioner well-being.
- 5 Evaluate advanced professional practice in managing students personal development, well-being and behaviour in the learning environment.

## **Indicative Content**

- Contributing factors to behaviours in a learning environment including the local demographics.
- Legislation, organisational policy and professional guidelines relating to behaviour in the learning environment.
- Behaviour management theories.
- Language techniques and communication models.
- Building rapport and maintaining positive relationships.
- High and low level disruption scenarios incorporating de-escalation techniques.
- Resilience for students and practitioners.
- Evaluation of current practice and development of areas for improvement.

## **EDU601: Developing Teaching, Learning and Assessment Level 6 - Mandatory**

### **Module Abstract**

Effective educational practice is underpinned and informed by educational theory. Reflection is also integral to our professional development. In this module you will therefore analyse theories and models of learning, communication and assessment and consider how they can inform your practice. You will also reflect on your application of theories to practice in order to develop your skills in teaching, learning and assessment. In this module you will also have the opportunity to enhance your practice through experimentation and evaluation of a range of tools for learning and assessment including the use of digital technologies. Professional practice is also underpinned by rigorous quality systems. In this module you will therefore develop an understanding of the relationship between assessment and internal and external quality systems.

## Learning Outcomes

- 1 Critically analyse the application of learning theories to practice and how theory has informed the chosen teaching and learning methodologies.
- 2 Review and evaluate theories of communication and critically apply to practice.
- 3 Critically evaluate the assessment strategies designed and used to enhance learning.
- 4 Critically evaluate the effectiveness of digital technologies used in an educational setting and their impact on learning and progress.

## Indicative Content

- Theories of learning
- Communication theories and models.
- Teaching, learning and assessment strategies.
- Digital technologies.
- Evaluation and Quality Systems

## **EDU701: Curriculum Design for Enhanced Practice Level 7 - Mandatory**

## Module Abstract

This module provides you with an opportunity to develop a critical understanding of curriculum concepts, policies and influences on the curriculum. It provides an opportunity to engage critically with these policies which influence the curriculum. You will analyse the concept of curriculum and the influences that shape it, and consider curriculum theories, development, and evaluation. The module will explore the dynamic, changing and diverse contexts within which curriculum development occurs. You will explore curriculum theory and evaluation processes through a case study of a specific curriculum, drawing on appropriate evidence to evaluate your curriculum. You will apply these ideas to the evaluation of your specific curriculum and discuss possible improvements. The study of external and internal influences on curriculum development and design, aims to develop your skill in the creation of schemes of work, session plans and resources that provide high quality learning experiences.

## Learning Outcomes

- 1 Demonstrates a systematic knowledge and critical understanding of curriculum.
- 2 Critically discuss curriculum theories and relate them to own professional role.
- 3 Analyse a specific curriculum within its broader context, including relevant social, political, economic and educational issues.
- 4 Discuss curriculum evaluation processes relevant to the selected curriculum and analyse their fitness for purpose.
- 5 Evaluate the specified curriculum using appropriate evidence and discuss possible improvements.

## Indicative Content

- Critiques of different conceptions of curriculum and how these relate to political, philosophical, and socio-economic perspectives on education.
- National, local and organisational policy influences on the curriculum.
- Current curriculum issues such as inclusivity, equality and diversity and how these impact the curriculum.

- Curriculum evaluation incorporating quality assurance systems and standards in post-compulsory education and training.
- Definitions, purposes and models of curriculum.
- Impact of curriculum change on student learning.

## **EDU702: Practitioner Enquiry: Deconstructing Practice Level 7 - Mandatory**

### **Module Abstract**

This module is designed to enable you to carry out a systematic inquiry into an area of professional practice in order to deconstruct practice and identify any further enhancements. The module will introduce you to a variety of research designs which can be used to explore teaching and learning practices and to use data generated by research activity which can be used to further develop professional learning, teaching and assessment practices. Throughout the module you will be able to use an Action Research paradigm to identify a current problem identified as a result of reflection on practice and then to analyse the problem based on current and contemporaneous research evidence and published sources. From this analyses you will then design an intervention which you believe, based on your reading and research, will solve or ameliorate this problem. You will then implement the intervention and measure the impact of this intervention on stated variables. You will collect data using appropriate data collection instruments and then analyse your collected data in order to draw considered conclusions and make recommendations for future practice. Throughout the module you will be encouraged to adopt a constructively critical approach to the research inquiry discussing and evaluating the efficacy of the methodologies used and suggesting alternative approaches given the critiques. This module is about developing your skills as an active enquirer able to use research and research activities to support the development of personal professional practice.

### **Learning Outcomes**

- 1 Critically evaluate research and advanced scholarship in the discipline to frame research questions and methodological approaches to improve teaching and learning practices
- 2 Critically analyse learning, teaching and assessment practices to identify problems planning to address the problem through research and inquiry
- 3 Plan and implement activities to improve learning and teaching critically evaluating their efficacy.
- 4 Critically evaluate research methodologies and techniques suggesting alternatives for future research.
- 5 Communicate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline, field of study or area of professional practice

### **Indicative Content**

- Practitioner Research
- Research Design
- Action Research
- Ethics
- Theories and paradigms
- Developing research questions
- Proposals
- Access and sampling
- Methods of data collection
- Presentation analyses and interpretation of data
- Academic Posters
- Dissemination and communication of research

## **Module Abstract**

The aim of this module will enable you to address contemporary issues in education and training and the content will be expected to change and develop in response to current concerns. However, there will remain a constant core of themes central to the national debate and these will include the identification of significant aspects of government legislation, policy and control; funding and performance indicators; quality assurance and inspection; unemployed youth, vocationalism and access to education. The module will in addition consider the idea of 'the professional' and the values this concept includes. You will reflect on the issues of accountability and quality assurance, both in relation to your own responsibilities and of those as a teacher in the FE and skills sector. You will gain a greater understanding of how these issues impact the sector and the critical nature of how these shape the social, political and economic context of education and training.

## **Learning Outcomes**

- 1 Critically review a contemporary issue of choice which has relevance to his/her particular teaching situation.
- 2 Analyse and examine the impact of the contemporary issue in the context of current philosophies and policies within post-14 education sector;
- 3 Critically appraise the strategies adopted by employers as a response to factors relating to the identified issue (e.g. constraints, opportunities and innovations) identifying the strengths and limitations to responses made.
- 4 Analyse how chosen issue impinges on them as practitioners and student experience in particular.
- 5 Reflect on the strategies they use to ensure consistency of practice despite the constantly changing external landscape.

## **Indicative Content**

- The social/political/economic context of education and training.
- The roles of external bodies and stakeholders (eg Ofsted, funding agencies, government departments, legislation, regulation and policy) and their influence on the provision of education and training in the sector.
- Quality assurance within and outside the institution, and the role of inspection.
- The notion of dual professionalism and professional values.
- Investigation of organisational policies, codes of practice and guidelines as responsive strategies and the impact on workplace culture in the context of maintaining quality and responding to external accountability.
- Appraisal of strategies used to sustain the quality of student experience in the face of downward pressures on funding and instrumental performance indicators.
- Educational policy and provision for specific groups of learners.
- An evaluation of the learner journey, local opportunities and provision, and relationships with employers.

## **ADDITIONAL COSTS**

There may be additional travel costs to and from your teaching practice work placement.

Costs may also be incurred through the purchasing of stationary to collate your portfolios.

## EQUIPMENT REQUIREMENTS

A DBS Enhanced Disclosure is required; at the date of publication the cost of which is approximately £44.00. You will need to pay this when you enrol, we will obtain this on your behalf. This is a requirement of the programme.

## 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.