

Programme Handbook 2018-19

Public Services

PUB-2017



WELCOME

Welcome to Blackpool and The Fylde College and to the Public Services (PUB-2017) programme.

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

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

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

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

GENERAL INFORMATION ABOUT YOUR PROGRAMME

Programme Code	PUB-2017
Programme Title	Public Services
Teaching Institution	Blackpool and The Fylde College
Professional, Statutory and Regulatory Body (PSRB) Accreditation	None
UCAS Code	TBC
Language of Study	English
Version	1

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

THE FRAMEWORK FOR HIGHER EDUCATION QUALIFICATIONS (FHEQ)

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

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

PROGRAMME OVERVIEW

If you are considering a career in the uniformed Public Services or aspiring to be involved in a management role in a public services related career then this course is for you. The programme provides you with the knowledge, understanding and skills required for employment in both the uniformed and non-uniformed Public Services, both in the UK and overseas.

The programme would equally suit those who are new to this area and those already employed in it and who wish to progress to management level roles. Successful graduates will be able to embark on careers in organisations such as the Emergency Services, National Probation Service, Armed Forces (Officer level), HMRC, Criminal Justice Agencies and the Civil Service or alternatively continue their studies on a relevant postgraduate course.

PROGRAMME AIMS

Fd:

- To develop the knowledge, understanding and skills directly relevant to careers in public services.
- To provide opportunities for students to focus on theoretical concepts and perspectives which inform professional practice in public services.
- To develop an awareness and appreciation of the integrated and multi-agency approach to the delivery of public services nationally and internationally.
- To develop effective business and management techniques and models of practice to support career progression in public services.

BA (Hons):

- To enable and encourage the development of ethically, morally, socially and professionally minded public servants who are strategically focused and intellectually autonomous.
- To engage students in an interchange between theory, research and practice, and to foster understanding of contemporary society and its impact on public services and communities.
- To develop students interrogation skills in order to critically analyse theory surrounding public policy and organisational management in public service organisations.
- To provide students with the requisite skills, knowledge and competencies of a public service professional while investigating the impact of contemporary issues on public sectors nationally and internationally.
- To develop critical, analytical and evaluative public service professionals who can manage, plan, conduct and report on research investigations in a variety of public service organisations.
- To provide opportunities which encourage personal and professional development, in a context of organisational change, while embracing a commitment to lifelong learning and public sector employment.

PROGRAMME LEARNING OUTCOMES

Level 5

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

1. Explain concepts, theories and approaches to Public Service provision and intervention in communities.
2. Apply cultural and social sensitivity to solving psychosocial problems in a vocational context incorporating both moral and ethical principles of practice.
3. Discuss national occupational standards for the public services and apply these to diverse public sector contexts.
4. Present information in a variety of formats which evidences both academic and digital literacy skills.
5. Conduct primary and secondary research to investigate a contemporary issue in Public Services.
6. Explain community engagement models and relate these to individual, societal and global issues and concerns.

7. Analyse Public Service and Community problems in order to propose and communicate solutions.
8. Discuss and evaluate the appropriateness of theoretical and professional models and approaches for managing teams and projects.
9. Explain the link between political agendas, policies and practices which impact on public service provision.

Level 6

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

10. Critically evaluate theoretical concepts which affect the quality of public service provision and implement strategies to effectively manage equality and diversity issues, within the workplace and wider sector.
11. Critically interrogate the key concepts and theoretical models, perspectives and treaties of crime locally, nationally and internationally and their associated impact upon the public services and society.
12. Investigate and interpret the contemporary advances in the promotion of community cohesion in relation to public service provision, wider agencies and the community.
13. Critically evaluate the contending moral, ethical and legal issues that underpin public service practice.
14. Conduct a systematic research enquiry, drawing relevant conclusions and making recommendations to inform future practices in the public service sector.
15. Critically analyse contending ideological frameworks in relation to a diverse range of contemporary issues impacting upon public services.

PROGRAMME STRUCTURE & ASSESSMENT OVERVIEW

Pathway	Module	Level	Credits	Coursework	Practical	Written Exam
Stage 1: Year 1						
Stage exit award: LU Certificate of Higher Education (Awarded by Lancaster University)						
All	BFC401-T: Academic and Digital Literacy (Humanities) (Mandatory)	4	20	50%	50%	
	PUB402: Multi-Agency Approach to Managing a Major Incident (Mandatory)	4	20	70%	30%	
	PUB403: Contemporary Social Problems (Mandatory)	4	20	70%	30%	
	PUB404: Mental and Physical Resilience (Mandatory)	4	20	70%	30%	
	PUB405: Business Enterprise (Mandatory)	4	20	100%		
	PUB406: Applied Psychology (Mandatory)	4	20	100%		
Stage 2: Year 2						
Stage exit award: LU Foundation Degree in Science (Awarded by Lancaster University)						
All	BFC502-T: Work Based Research Project (Mandatory)	5	20	80%	20%	
	PUB501: Government and Policy (Mandatory)	5	20	70%	30%	
	PUB502: Managing Change and Performance in Public Organisations (Mandatory)	5	20	40%		60%
	PUB503: Pre-Hospital Emergency Care (Mandatory)	5	20	100%		

	PUB505: Criminal Justice and the Community (Mandatory)	5	20	100%		
	PUB506: Contemporary Issues (Mandatory)	5	20	70%	30%	
Stage 3: Year 3						
Stage exit award: LU Bachelor of Science with Honours (Top-up)						
(Awarded by Lancaster University)						
All	PUB601: Dissertation (Mandatory)	6	40	80%	20%	
	PUB602: Ethical Considerations in Public Service Provision (Mandatory)	6	20	40%		60%
	PUB603: Globalisation and the Impact upon the Public Services (Mandatory)	6	20	70%	30%	
	PUB604: Community Cohesion (Mandatory)	6	20	100%		
	PUB605: Multi-Agency Partnership in Case Management Issues (Mandatory)	6	20	80%	20%	

WHERE WILL I STUDY?

This programme may be studied at the following location:

B&FC University Centre

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

GETTING STARTED

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

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

COURSE OPTIONS

The Fd and BA (Hons) Public Services Programme does not have any optional modules. All the modules are mandatory.

STUDY WORKLOAD

Each credit on the programme equates to approximately ten hours of learning, some of this will be

delivered through lectures, seminars, workshops and tutorials, however the vast majority of time will be spent in independent learning utilising resources and the virtual learning environment.

LEARNING AND TEACHING

Fd Public Services

The programme will be taught using a wide range of methods including lectures which provide content on theories, perspectives legislation and related concepts. Seminars, workshops and tutorials are a key element of the programme where group, pair and individual activities will be used to help you to develop your understanding and meet the assessment requirements. Guest lectures and visits are an integral part of our teaching and learning strategy, providing you with a real world context in which to apply theoretical principles, perspectives and approaches to working in the public sector. Relating theory to work related practice is central and through a work based research project you will be able to apply learning to the needs and requirements of public service organisations and employers. In addition to class sessions and collaborative learning activities, you will be encouraged through tutorial and individual supervision to work independently, utilising a wide variety of traditional text based and on line resources available on the virtual learning environment.

BA (Hons) Public Service

Whilst lectures, seminars and practical workshops feature strongly in the teaching and learning strategy, we will be making considerable use of alternative methods of delivery and study, particularly online options such as tutor and self-assessment materials and formative exercises. You will be expected to participate in a wide variety of learning activities including; live and online projects, presentations and discussions alongside more traditional modes of delivery. A key feature of the BA (Hons) programme is the dissertation, which will require you to work in close supervision with your tutor to plan and construct a research proposal, design a research study, collect data drawing informed conclusions and make recommendations. This approach is very individualised and enables you to pursue research, which is relevant to your personal interests and chosen area of professional practice. When studying on the BA (Hons) programme you will experience more independent learning techniques which are fully supported by tutorials and individual supervision activities as well as the VLE.

The programme prides itself for having very close links with both the uniformed and non-uniformed Public Services to further enhance your student experience whilst studying. You will have the opportunity to visit various public service organisations, departments and specialist units and be provided with a number of keynote guest speakers from the sector to further enhance the curriculum

Independent Learning

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

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

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

WORK BASED AND PLACEMENT LEARNING

Fd Public Service

A unique feature of the programme is that it is very employer focused and reflects contemporary society and the public sector. You will complete formative and summative assessments which will be sector focused and include live briefs, sector simulations and real-world case studies.

There are many voluntary placements which you will be encouraged to access outside of the taught sessions. There is a Work Based Research Project Module delivered at Level 5 which will require you to undertake a minimum of 96 hours work placement in your chosen public service sector. Due to the large number of uniformed and non-uniformed public service organisations in the Blackpool area, there are numerous opportunities to participate in voluntary work and undertake your Work Based Research Project to enable you to apply your theoretical knowledge gained in the classroom to organisation and sector requirements. Some staff members are actively working in the public services both uniformed and non-uniformed and have excellent links to organisations and contacts with employers to facilitate your work based experience in the public services sectors.

BA Public Service

A unique feature of the programme is that it is very employer focused and explores real world contemporary issues relevant to the public sector. You will complete formative and summative assessments which are sector focused including live briefs, simulations and real-world case studies.

There are many voluntary placements which you will be encouraged to access outside of your normal class sessions to help you to apply ideas and approaches and place your learning in context. Our excellent links to public service organisations and employers and our wealth of guest speakers from industry enhance the development of employability in our curriculum. Some members of staff are actively working within the public services both uniformed and non-uniformed and have contacts with employers and organisations to facilitate any additional voluntary work experiences.

GRADUATE SKILL DEVELOPMENT

Fd and BA (Hons) Public Service

In addition to developing your knowledge and understanding of the theories, perspectives and complexities of public service provision, you will also be provided with the opportunity to develop transferable graduate skills and attributes which will enhance your future employability. You will develop your skills in academic and digital literacies, key skills for today's professional and appreciate the need for lifelong learning to support your future continuing professional development. You will develop your ethical, social and professional understanding of legislation approaches and strategies employed in the public services through lectures, group and project work. Throughout the programme you will be presented with lots of opportunities to develop collaborative team work and communication skills through learning activities, presentations and seminars. You will be encouraged to consider global and international perspectives through lectures, seminars independent study and assignments.

Through class based activities, assignment work, guest lectures and visits you will be supported in the development of research scholarship and enquiry skills which will be evidenced in your major research project and dissertation. This programme will help you to develop the necessary, transferable skills required to work across the public services and wider community provision. It will also develop graduates who are able to problem solve and draw on relevant theories and perspectives to inform their decision making. The modernising public service agenda and multi agency partnership working has been incorporated into this programme where there is a need for graduates to understand business needs and management and leadership principles, applying both enterprise and entrepreneurial skills to public service contexts.

ASSESSMENT

Fd Public Service

All assessments on this programme have been designed to support you and are relevant to the public

service sector. Your assessments will consist of essays, simulations, reports, briefing papers, podcasts, oral presentations, case studies, a research project and an open book examination.

BA (Hons) Public Service

The assessments on the BA (Hons) programme are designed to support your advanced development and comprise of oral presentations, essays, practical skills assessments, case studies, reports and a dissertation.

Assessment Methods

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

Essay

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

Assignment or brief

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

Group project or assignment

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

Exams

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

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

Logs and Portfolios

These are an increasingly popular kind of assessment, and involve a collection of all sorts of evidence of your work (often including others' testimony about your work, and feedback you've collected). Portfolios are intended to be a measure of the work of the 'whole candidate', rather than just particular aspects of the candidate's work. They also measure your ability to organise a collection of evidence, in

a readable, navigable way. Not least, they test your ability to stick to deadlines with a big, multifaceted job.

Reports

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

Calculations and problem solving

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

Presentations

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

Self and peer assessment

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

When will I be assessed?

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

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

How will my work be marked and graded?

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

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

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

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

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

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

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

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

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

What if I miss a deadline?

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

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

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

What happens if I fail a module?

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

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

Moderation

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

External Examiners

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

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

Board of Examiners

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

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

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

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

PARTNERS FOR SUCCESS



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

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

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

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

Key partners in your success are:

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

- Student Union
- You!

Your Progress Tutor and the programme delivery team

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

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

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

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

The Careers Team

University Centre

Located in the Foyer, ground floor, South Building

Tel. 01253 504474

Bispham Campus

Located opposite the main Reception area in the Hub

Tel. 01253 504298

Student Advisors

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

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

Financial Help and Support

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

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

Accommodation

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

Careers Information, Advice and Guidance

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

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

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

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

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

Enhancing your Employability

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

Getting Ready to Graduate

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

Student Support and Wellbeing

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

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

HE Learning Mentors (HELM)

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

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

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

For help, advice and information:

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

Disability Support

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

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

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

For help and information:

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

Wellbeing Support

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

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

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

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

The Contemplation rooms can be found at:

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

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

Need help now?

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

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

Alternatively go to your nearest Walk in Medical Centre:

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

Need to Talk?

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

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

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

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

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

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

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

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

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

LEARNING RESOURCE CENTRE TEAMS

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

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

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

Term time opening hours

The Loop at UC

Monday – Thursday 8.30 – 21.00

Friday 8.30 – 17.00

Saturday 10.00 – 15.45

Email: CentralLoopLRC@blackpool.ac.uk

Telephone: 01253 504414

The Loop at Fleetwood

Monday - Thursday 8.30 – 20.00

Friday 8.30 – 17.00

Saturday 10:00 – 15.50

Email: lrcfle@blackpool.ac.uk

Telephone: 01253 504714

The Loop at Bispham

Monday – Tuesday 8.30 – 17.00

Wednesday 8.30 – 20.00

Thursday - Friday 8.30 – 17.00

Email: lrcbis@blackpool.ac.uk

Telephone: 01253 504290

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

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

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

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

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

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

Information Technology Resources

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

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

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

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

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

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

STUDENT UNION

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

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

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

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

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

B&FC Student Union Sabbatical Officer

Tel: 01253 504 517

Email: studentsunion@blackpool.ac.uk

BEING A PARTNER IN YOUR OWN SUCCESS

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

ABSENCE REPORTING

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

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

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

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

SAFEGUARDING

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

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

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

STUDENT IDENTITY CARD

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

FOOD ON CAMPUS

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

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

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

SPORTS FACILITIES AND COLLEGE TEAMS

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

ENRICHMENT

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

Curriculum-based activities

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

Extra-curricular activities

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

Fee-based activities

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

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

GETTING INVOLVED IN THE QUALITY OF YOUR PROGRAMME

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

ACADEMIC APPEALS

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

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

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

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

Students studying either a:

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

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

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

GRADUATION

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

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

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

MODULE OUTLINES

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

BFC401-T: Academic and Digital Literacy (Humanities) Level 4 - Mandatory

Module Abstract

This module will support the development of your academic and digital literacy skills which are not only the key features of successful undergraduate study but will contribute to your achievements across all other modules in your programme. You will, as you work through the module, be expected to; develop knowledge of digital software to improve how you work with digital and traditional information sources and to enhance your Information Communication Technology (ICT) computer skills.

The module will introduce you to strategies for locating, interpreting, evaluating and manipulating information to support academic study. You will review academic stimulus material in order to integrate information from traditional and digital sources. A key component of academic and digital literacies is to research and enquire digitally, share, present and record information professionally and ethically appropriate to your subject discipline. You will also develop critical reading and thinking skills which will be applied to your assessed work in all your modules.

This module will use the subject content of another module delivered in that semester to support the development of academic and digital process skills which are directly relevant to your studies. This will not only help reinforce knowledge in your chosen subject discipline but will equip you with graduate abilities that are transferable for those studying humanities and social sciences and will be an asset to your future employability. It is expected that as you work through the module you will develop your confidence in and ability to use digital sources and academic literacy techniques to enable you to study and learn effectively in your subject discipline context.

Learning Outcomes

- 1 Use digital devices, applications and services to identify digital and information needs, solve problems and assess information sources
- 2 Produce written communications and verbal presentations appropriate to audience and level of complexity

- 3 Locate, interpret, evaluate, present and record information professionally and ethically
- 4 Reflect on own skill levels and identify further learning needs to support future studies and enhance transferable skills for employment
- 5 Analyse case study and research papers to identify and discuss theoretical perspectives, models and research

Indicative Content

Academic Writing

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

Ethical Research and Practice

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

Secondary Research

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

Data Collection

- Interviews
- Focus groups
- Observation
- Questionnaires / Surveys

Reflective Practice and Writing

- Models of reflection

Critical Reflections

- Academic formality voice / academic, personal and professional

Presentations

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

PUB402: Multi-Agency Approach to Managing a Major Incident Level 4 - Mandatory

Module Abstract

Threats of terrorism, flooding, technological failures and epidemics are a continuing presence in contemporary societies. We are all living within a time period in which 'Major Incidents' are becoming a natural part of our day to day living. Major incidents can occur due to a range of complex factors and including factors beyond human control. The current global context is impacting upon our need to plan, prepare and prevent such major incidents occurring and to manage them effectively in partnership with others when they do. Public sector work is unpredictable and highly demanding, requiring effective management systems being put in place and being adhered to. This module will examine multi-agency approaches to the planning, managing and operational strategies for handling a major incident as well as providing you with an understanding of the complexities involved. You will examine legal and statutory requirements for those operating in the public services in order that you are able to apply the knowledge and skills gained in this module to a practical application in the work or voluntary context.

Leadership and Management principles are introduced in this module in order to help you understand how these skills and approaches can support the effective management of a major incident.

Learning Outcomes

- 1 Examine the roles and responsibilities of public service organisations in planning and preparing for an emergency incident
- 2 Discuss concepts related to leadership and management in disaster relief and emergency planning.
- 3 Evaluate the importance of working as part of a multi-agency in preventing and managing an emergency incident.
- 4 Apply knowledge of legislation, policy and procedures when dealing with a major incident

Indicative Content

Role and Responsibilities of different public sector organisations in managing and preventing major incidents.

Standards of Emergency Planning.

Disaster Response.

Efficiency of Civil Protection.

Casualty management.

Critical infrastructure planning.

Warning and evacuation Planning.

Health Service Emergency Planning.

Policy and Legal Aspects.

Command and Control Structure.

Risk Assessment & Decision Planning.

PUB403: Contemporary Social Problems Level 4 - Mandatory

Module Abstract

This module will provide you with a wealth of knowledge about the differing social structures within society. The module will examine how elements such as; social stratification, culture, family, societal change, political and economic factors and beliefs impact on individuals and groups in society and on the provision of public services. You will examine sociological and political theories which help to explain how social problems are defined, managed and explained in contemporary society. The main emphasis of this module is for you to appreciate how and why social structures are made and the possible implications social structures and associated problems can have for the public services and society. You will also evaluate ethical, moral and diversity issues in order to understand the importance of ethical conduct and professional behaviour when operating as a public servant.

Learning Outcomes

- 1 Examine social frameworks and structures which impact upon individuals, groups and the Public Services.
- 2 Discuss ethical, moral and diversity issues and the ethical expectations, values and ethos of professional conduct.
- 3 Explain political, social, cultural and economic problems which occur in modern society.
- 4 Analyse evaluate and relate contemporary issues to structural factors in society

Indicative Content

Social Structures and Human Agency.

Social Stratification

The Socialisation process

Societal Change and trends- Civil rights movements, equality of opportunity, meritocracy, immigration.

Political & Economic change and developments.

Cultural Values and beliefs.

Equality and Diversity- discrimination, multiculturalism, equal opportunity theories

Ethical codes and moral codes.

Professional standards within the Public Services.

Multi-agency working in managing societal issues.

PUB404: Mental and Physical Resilience Level 4 - Mandatory

Module Abstract

Resilience is the capacity to recover quickly from difficulties encountered and to develop strategies for coping with multiple demands and competing priorities. Resilience is an essential skill and aptitude for those working in the public sector. This module will provide you with both practical skills and theoretical knowledge of resilience models and approaches including physical activity mental resolve and wellbeing. This module will prepare you for the somatic and psychological demands of public sector jobs helping to ensure that Public Service employees are robust, healthy and able to carry out their duties. Furthermore this module will enable you to develop personal action plans to develop resilience and make a positive improvement to your lifestyle habits

Learning Outcomes

- 1 Explain how public services promote, encourage and facilitate the development of mental and physical resilience
- 2 Discuss the factors affecting individual physical and mental health and examine strategies for prevention, identification and management
- 3 Describe personal and professional resilience within the context of Public Service work
- 4 Evaluate the need for the public service personal to be mentally and physically prepared identifying personal strategies and approaches

Indicative Content

Dimensions of Resilience.

Public Service Fitness Testing.

Nutrition for Energy & Health.

Rest and Recovery.

Sustained Focus.

Causal Analysis.

Mental Health.

Thinking Traps.

Emotional Regulation.

Coping strategies.

Impulse Control.

Empathy.

Values and Belief.

PUB405: Business Enterprise Level 4 - Mandatory

Module Abstract

Business enterprise skills are essential for becoming innovative and dynamic professionals, within a public and third sector environment. Throughout this module you will explore how to design, plan and formulate business plans for community initiatives, in which a range of agencies work together to achieve their aims and vision. In order for a business plan to be effective and sustainable, it is essential to consider previous research and evidence, relevant to your initiative and to incorporate this into your business plan design and implementation. You will also explore business planning models and approaches including financial implications and budgeting which are essential given the context of austerity and the financial cuts which have directly impacted on the public sector.

Learning Outcomes

- 1 Investigate the need for shared partnership working across a range of community initiatives
- 2 Explain how community initiatives ensure sustainability within their project aims
- 3 Design plan and justify a business plan for community initiatives incorporating relevant funding streams
- 4 Evaluate the sustainability of business plans for community initiatives

Indicative Content

Collaborative working

Community engagement concepts and theories

Legislative requirements of community practice

Sustainable development

The role and responsibilities of a manager and programme leader

Business planning in the public, private and voluntary sectors

Financial planning and budget setting

PUB406: Applied Psychology
Level 4 - Mandatory

Module Abstract

Understanding what motivates people and what drives their actions is central to understanding human behaviour especially for those working in the public services dealing with individuals and groups. The application of psychological theories, methods and perspectives in public service contexts reflects the need for an understanding and interpretation of psychological models and perspectives. This module will explore both individual and group theories such as stereotyping, social learning and personality theories as well as exploring classic studies on bystander intervention, eyewitness testimony and conformity and persuasion. The module will also examine the concept of abnormal psychology in order to equip public service professionals, who encounter individuals exhibiting such behaviours daily, with the knowledge and skills to interact positively and productively. The module explores the practical application of theories and enables students to gain an insight into human behaviour and how individual and group characteristics interact to drive social behaviour.

Learning Outcomes

- 1 Examine psychological theories and perspectives of individuals and groups evaluating their use and application in the public sector.
- 2 Discuss psychological theories and apply these to working with people in public service contexts
- 3 Apply psychological theories to develop a practical approach to the management and control of behaviour in a variety of different situations.
- 4 Evaluate how communication strategies can be combined with psychological strategies to manage behaviour

Indicative Content

Stereotyping and groups

Behaviourism and neo behaviourist approaches

Social Learning Theory

Personality theories

Social Psychology

Conformity and Persuasion

Bystander Intervention

Eye witness testimony

Moral development

Abnormal Psychology

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

Module Abstract

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

Learning Outcomes

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

Indicative Content

Using secondary sources of data

Research proposals

Research paradigms – positivist, interpretivist, critical

Quantitative and qualitative data

Research designs

Sampling and generalisability

Ethical practice

Data collection instruments: Design, pilots, construction

Quantitative and Qualitative Data Analysis

Drawing conclusions from research

Communicating the outcomes of research

**PUB501: Government and Policy
Level 5 - Mandatory**

Module Abstract

In this module you will gain a detailed understanding of how the UK government works including its changing structure, devolutionary governance, and the roles and responsibilities of government departments. Essentially, this module is concerned with the evolving context and shifting patterns of UK political power including the modernisation of public services and the privatisation agenda. Models of governance and power in a democratic society will be examined as well as theories around the role and influence of the state, collapse of the old political consensus, and the impact of globalisation. This module examines how government policy and legislation impacts upon public services and wider society. You will focus on how public servants and general members of the public respond and react to current political agendas and policies; this will include an examination of the effectiveness of strikes, demonstrations, protesting and lobbying. You will be required to draw links between current bills, legislative acts, government policies and practices, with a focus upon how policies can be implemented at the local, regional and national level. An investigation into the governmental climate of the UK economy is important for public services employees, due to centralised budgeting and spending reviews taking place.

Learning Outcomes

- 1 Analyse the structure of the UK government
- 2 Discuss the role and responsibilities of different levels of government and evaluate their effectiveness
- 3 Evaluate the impact of legislation and government policy on the public sector
- 4 Analyse the financial impact of policy upon the public and wider society

Indicative Content

The evolving structure of local and national government within the UK.

Devolution of central government policy and power to local authorities and devolved parliaments.

The Palace of Westminster and the Houses of the Parliament.

Constitutional reform agenda and the law making process within the UK.

Democracy and human rights within the UK.

Central government funding and the impact upon the public sector.

Managing a budget, from a public sector perspective.

Role and influence of the state

Impact of globalisation

Collapse of the old political consensus

Trade unions and the public sector

PUB502: Managing Change and Performance in Public Organisations Level 5 - Mandatory

Module Abstract

This module introduces you to the theoretical principles of organisational change management. Managing sustainable change is vital for public sector development and you will need to understand

and apply theoretical perspectives to today's management practices. This is essential for public sector employees who are continually subject to and influenced by change. You will gain an insight into the practical aspects of managing change in organisations which will enable you to develop the essential tools for successful change implementation. You will learn about macro and micro levels of change and develop the knowledge and skills to lead and manage change successfully in organisations. You will be required to devise your own change strategies and implementation plans, supported by the use of change management theory within the context of the public sector. You will gain an understanding of the process of continuous planning, monitoring and analysing as part of a cycle of change management, with particular focus upon working with strategic aims and objectives.

Learning Outcomes

- 1 Examine the impact of change management theory upon public sector organisations
- 2 Critically review skills profiles and essential tools required for successful implementation of change within the workplace
- 3 Formulate change management plans which align people, projects, processes, structures and relationships
- 4 Evaluate the sustainability of change management plans

Indicative Content

Organisational culture and change management theory.

Leadership models and theories

Change Management theories

Strategic analysis

Strategic performance management

External environments and climates; financial, political and environmental

Building and managing relationships

Organisational change

Sustainability

PUB503: Pre-Hospital Emergency Care
Level 5 - Mandatory

Module Abstract

The term 'pre-hospital care' covers a wide range of medical conditions, medical interventions, clinical knowledge and understanding. This module will equip you with knowledge of different medical conditions ranging from minor injury to life threatening emergencies. Pre-hospital interventions also range from simple first aid to advanced emergency care and due to the very nature of the public services there will be some situations where you are required to undertake first aid on an individual and this module will prepare you both physically and mentally for this. You will examine ways to treat minor and major injuries in order to preserve life in preparation for hospital. Trauma, shock and stress management will be explored in order for you to prepare yourself mentally and be able to care effectively for other individuals who may be experiencing mental and physical after effects of an emergency situation. You will also explore the moral, ethical and legal implications when treating individuals in order to ensure professional clinical practice whilst ensuring fair and equal treatment.

respecting diversity at all times.

Learning Outcomes

- 1 Identify the functions and organs of the body's physiological systems.
- 2 Determine the normal values for markers of homeostatic function
- 3 Examine and evaluate medical and trauma emergencies in which the public services may be faced with in their line of duty
- 4 Evaluate the ethical, moral and legal limitations in providing treatment to individuals in society

Indicative Content

First Aid- Resuscitation

Defibrillator

Anatomy and Physiology- Blood pressure, blood glucose, respiratory rate, Blood Oxygen levels, heart rate

Clinical Practice

Ethical and moral issues when treating individuals

Legislation- Human Rights, Equality Act

Trauma

Treating Shock

Stress Management

Scene Evidence Preservation

Infestations- Scabies

PUB505: Criminal Justice and the Community Level 5 - Mandatory

Module Abstract

This module will examine the structure of the Judiciary in the UK in order to understand how crime is managed and criminal justice is achieved. You will examine the structure and operation of magistrate's courts, the Crown Prosecution Service (CPS), the home office, youth offending teams and the police. By examining these organisations, their ethos and approach, you will be able to situate crime and criminality in its organisational context. The concept of justice will be unpicked to enable you to recognise the complexities involved in preventing, managing and controlling crime in the UK. You will examine the structure and roles in which uniformed and non-uniformed public service organisations play in the Criminal Justice System and the way in which they interact and respond to crime. Sentencing and alternative approaches such as restorative and rehabilitation practices will also be explored and evaluated in relation to their impact on crime statistics.

Learning Outcomes

- 1 Analyse the structure, role and function of organisations within the Criminal Justice System of

England and Wales.

- 2 Critically review the current processes and prospective trends and policies in contemporary criminal justice.
- 3 Explore alternative justice practices and their impact on recidivism
- 4 Appraise and critique how different organisations deal with crime and offenders.

Indicative Content

Structure of The Judiciary.

Structure of magistrates court

Organisations – police, CPS, Courts, Legal profession and judiciary, probation, prison service. Youth Offending Team, Witness Support.

Home Office initiatives, research, legislation and sentencing, political pressures, media, high profile cases, public opinion.

Crime reduction policies

Sentencing Policies

Specific initiatives- zero tolerance, tagging

Justice

Restorative Justice

Prison populations

Policing strategies

Public opinion

PUB506: Contemporary Issues Level 5 - Mandatory

Module Abstract

This module aims to provide you with an understanding and awareness of contemporary issues which are relevant and have impact on today's society. You will examine a range of contemporary issues and societal changes which impact directly on the efficient operation of the public services, including; immigration, human trafficking, knife crime, healthcare, substance misuse, gun crime, poverty and deprivation. The impact of socio economic and political and factors will be examined to enable you to recognise the interdependent complexities of social structures and the impact these may have on resultant contemporary issues and events. In exploring key contemporary issues and societal change, you will be encouraged to gain a comprehensive understanding of those issues and then to analyse them from both an academic and applied perspective.

Learning Outcomes

- 1 Analyse the contemporary political context and its influence and impact on social issues and problems.
- 2 Apply sociopolitical theories and perspectives to the analysis of contemporary social issues.
- 3 Evaluate the impact of funding and budget reductions on the experience of contemporary social

problems.

- 4 Evaluate public service responses, initiatives and approaches to address contemporary social issues.

Indicative Content

Human trafficking and prostitution

Political Change

Economic societal changes

Procurement of services

Technological societal changes- social media crime, fraud, identity theft

Healthcare- NHS budget reductions and the impact on the ambulance service

Substance misuse- Alcohol and drugs

Homicide

PUB601: Dissertation Level 6 - Mandatory

Module Abstract

This module will provide you with the opportunity to engage in a piece of original primary research. This is the final summative assessment for your degree programme and will enable you to integrate knowledge and skills gained on the degree into one capstone assessment. You will explore research concepts of design and data collection as well as exploring secondary sources to contribute to your literature review. This is an opportunity to explore a topic in depth which has particular relevance and interest to you either personally or professionally. Throughout the module you will engage in independent research and study with the full support of your dissertation supervisor. You will explore concepts and research issues in order to produce a dissertation thesis which will evidence your understanding of public service concepts and perspectives.

Learning Outcomes

- 1 Present a research proposal for a relevant area of investigation
- 2 Critically review relevant literature and related concepts to form an effective framework for research
- 3 Plan and carry out an ethically approved research investigation with limited supervision within which appropriate methodologies and analytical techniques are applied
- 4 Clearly communicate the nature, rationale and outcomes of the inquiry, drawing valid conclusions and/ or making logical recommendations

Indicative Content

Dissertation aims, planning and management.

Developing initial ideas into a proposal. Clarifying aims and objectives.

Ethical considerations.

The literature review – planning, organising and presenting the discussion.

Research methods reminder.

Sampling techniques. Review of ethical approvals.

Presenting, analysing and evaluating findings.

PUB602: Ethical Considerations in Public Service Provision Level 6 - Mandatory

Module Abstract

This module will enable you to recognise the moral and ethical issues inherent in public service professional practices and will help you to appreciate the need for ethical standards and professional codes of conduct. This module will provide you with an opportunity to explore elements of integrity, accountability and ethical conduct in the context of public service work. You will critically examine legislation and will look at organisations and institutions to which the public services are accountable whilst apply theoretical knowledge and understanding to sector practices. The module will enable you to critically analyse ethical perspectives such as deontology, utilitarianism and value ethics. You will explore the work of Kant, Locke and others in formulating your own ethical and moral stance and approach to working in the public services. You will be encouraged to apply ethical principles to cases where decisions have been made legally and morally.

Learning Outcomes

- 1 Critically examine contrasting ethical principles and perspectives, moral codes and actions and apply these to public service contexts
- 2 Critically review media representations of public services from an ethical and moral perspective.
- 3 Critically evaluate the need for ethical and professional codes in the public services
- 4 Critically investigate Public services accountability incorporating ethical issues to inform professional practice

Indicative Content

Accountability- including legislative policies, inspectorates eg. Independent Police Complaints Commission, HMRC, Home Office, HM Prison Service Inspectorates.

Corruption and public opinion.

Ethical practices

Deontology

Value ethics

Utilitarianism

Integrity, accountability and ethical conduct

Organisational policies, procedures, ethical codes and theories

Public service monitoring and ethical performance management

HMRC, Home Office, HM Prison Service Inspectorates

Legislation

Corruption and public opinion

Media influence on the Public Services ethical conduct

PUB603: Globalisation and the Impact upon the Public Services Level 6 - Mandatory

Module Abstract

Globalisation, the process by which the world is becoming increasingly connected as a result of increased economic trade and cultural exchange, plays a significant role in the understanding of how the public services work. National boundaries are no longer rigid and social, economic issues are now experienced and understood globally. This module will equip you with a wealth of knowledge and understanding of current conflicts and issues from around the globe. You will critically examine differing political, religious and economic ideologies and perspectives in order to compare and contrast these with those which are evident in the UK. Global threats such as terrorism and conflict through war will be explored and the impact on the UK evaluated. You will critically examine the key national and international organisations and how they work with differing political social and economic systems. You will critically evaluate the cycle of policy making models and theories such as Brexit, privatisation and social science concepts within this module. The concept of globalisation and its impact on public service provision will be considered and critically evaluated.

Learning Outcomes

- 1 Critically examine major economic, social and political issues in a global context and evaluate their impact on the Public Services.
- 2 Analyse the role of UK and international organisations working in a global context.
- 3 Critically assess the role of the media in reporting on global issues
- 4 Analyse UK security and peacekeeping operations in relation to social, economic, political and structural global issues.

Indicative Content

Economic Issues- welfare and the state

Current conflicts

Differing ideologies- political, ethnic rivalry, land and resources

Role of UK in the international arena

International organisations and their roles

Role of the media

Global media's portrayal of the Public Services

Political Change

PUB604: Community Cohesion Level 6 - Mandatory

Module Abstract

Community Cohesion is the establishment and continually establishing of shared values in order to build better relationships by bringing people together across cultural divides, regardless of socio economic status, age, gender, race, sexual orientation or religion. The concept of Community Cohesion was widely embraced by those operating in the public services where many authorities established community cohesion officers and teams to develop strategies and implement the approach.. Community cohesion is a concept that has stimulated much debate in recent years within the public services and amongst the general public. In studying this module you will develop understanding of the factual and conceptual knowledge base relating to current themes in community cohesion and will learn how to evaluate how this manifests itself in practice. Along with the key underlying theories, concept and models associated with developing community cohesion. You will examine religious hate crime, specifically focusing on racist violence, youth and the ideology of 'difference'.

Learning Outcomes

- 1 Investigate the effectiveness of different types of community engagement models utilised within the public sector and wider agencies
- 2 Critically analyse the roles and responsibilities of key drivers and agencies communities and how they support community cohesion initiatives.
- 3 Analyse the effectiveness of community provision in embracing elements of inclusivity and diversity.
- 4 Critically evaluate barriers to establishing, maintaining and sustaining community cohesion, proposing possible solutions to overcome those barriers.

Indicative Content

Community cohesion

Community engagement

Community engagement models

key drivers within the community

Barriers and solutions to community cohesion

Segregation and isolation

Equality and diversity strategies

Legislation and government policy

Public service provision and modernisation

Sustainable community initiatives

**PUB605: Multi-Agency Partnership in Case Management Issues
Level 6 - Mandatory**

Module Abstract

Multi-agency partnerships depend on the agency of people who are working together and the availability of structures that make such interactions possible. Case Management is a collaborative

process of assessment, planning, facilitation, care coordination, evaluation and advocacy for options and services to meet an individual's and family's needs through communication and the provision of resources. Case Management is characterised by advocacy, communication and resource management in order to promote quality and cost effective interventions and outcomes. Case managing in the context of multi-agency partnerships is both complex and challenging. In this module you will develop your knowledge and understanding of case management issues that could include mental health, murder, fraud, physical and sexual abuse and arson. To case manage in a multi-agency partnership you will need to develop the skills required to gather and manage evidence throughout the prosecution process in a way that strengthens the case rather than weakening it. The module will focus on working in a multi-agency partnership which will involve working with other agencies within the public services in order to deliver and manage a case from inception to completion.

Learning Outcomes

- 1 Critically interrogate case management issues and challenges faced when dealing with and leading complex investigations.
- 2 Analyse lead case management roles and responsibilities in the provision of multi-agency approaches.
- 3 Evaluate the advantages and disadvantages of lead case management roles and responsibilities, while adopting multi-agency approaches.
- 4 Critically examine a range of management and operational practices across the public sector to establish effective practice and cross-sector principles

Indicative Content

Case management

Roles, responsibilities and government directives

Multi-agency working

Legislation

Management and lead responsibility

Public Sector policies

The media, data protection and government directives

Command and control structures

Operational policies and procedures

ADDITIONAL COSTS

Fd Public Services

You may need to obtain Disclosure Barring Service (DBS) in order to carry out certain placements within the Work Based Research Project module.

BA (Hons) Public Services

You may need to obtain Disclosure Barring Service (DBS) if you wish to complete voluntary work within the sector.

EQUIPMENT REQUIREMENTS

Fd and BA (Hons) Public Services

No equipment requirements.

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.