

Programme Handbook 2018-19

Tourism Management

TRM-2016



WELCOME

Welcome to Blackpool and The Fylde College and to the Tourism Management (TRM-2016) 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	TRM-2016
Programme Title	Tourism Management
Teaching Institution	Blackpool and The Fylde College
Professional, Statutory and Regulatory Body (PSRB) Accreditation	None
UCAS Code	N800(Fd) 4K23(BA)
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

Blackpool and the Fylde College remains committed to providing a highly responsive curriculum that is employment and future-focused and will enable you to develop the essential knowledge and skills that will prepare them for future success in work and life.

Since 2010, tourism has been the fastest growing sector in the UK in terms of employment. Revenue from inbound tourism has increased by 30% since 2008, making the industry the UK's fifth largest export earner. Domestic tourism has also grown significantly and Britain is forecast to have a tourism industry worth over £257 billion by 2025 (VisitBritain.org.uk). Tourism is Blackpool's main industry and accounts for 24,000 full time equivalent jobs, generating £1.295b within the local economy (Blackpool.gov.uk) in 2012-13.

People 1st in their State of the Nation Report 2013 found that management and leadership skills, essential within this industry, are generally accepted to be poor in the sector. Placing emphasis on these skills in the revised programme, will address this need. The report estimates that the industry will require an additional 660,200 people trained at management and supervisory level by 2020 if it is to

fulfil its potential.

It is important that we at B&FC have an H.E. offer in Tourism Management, to support the local economy and to provide opportunities to develop managerial skills for the people of Blackpool and the Fylde Coast. This programme will give you a strong foundation in key business disciplines that are taught alongside, and so support, tourism industry specific modules.

Unique features of the programme include

- a close involvement with employers through work based learning, visiting speakers, industry visits and contextualised assessments;
- modules that are designed with a business focus as well as contemporary tourism specific ones;
- small classes where debate can flourish;
- staff who are academically well qualified as well as being close to the realities of the industry through ongoing knowledge transfer with employers.

PROGRAMME AIMS

Foundation Degree

- To provide an academically challenging and vocationally relevant programme which develops knowledge and understanding of strategic and sustainable approaches to destination management.
- To provide students with the opportunity to develop knowledge and understanding of the disciplines which contribute to the nature and development of the Tourism industry, both nationally and internationally.
- To develop knowledge and understanding of the functional, operational and strategic management requirements for a tourism business.
- To develop effective interpersonal, technical, entrepreneurial and communication skills which are readily transferable to employment.

Bachelor Degree

- To provide a programme that highlights contemporary challenges and opportunities for both national and international tourism industries and supports the development of research and analytical skills necessary for the management and development of tourism businesses.
- To develop graduates with effective interpersonal, technical, entrepreneurial self-management and communication skills including proficiency with digital media and persuasive oral presentation skills.
- To develop the student's ability to integrate theory with practice and to critically analyse and evaluate theories, concepts and practices in order to take a leading role within the tourism industry.

PROGRAMME LEARNING OUTCOMES

Level 5

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

1. Discuss contemporary issues, opportunities and challenges within the tourism sector anticipating how organisations may need to adapt in order to meet future demands
2. Analyse established organisational and managerial practices within the tourism industry and make recommendations to improve operational efficiency and effectiveness

3. Evaluate how concepts in operations management, finance, marketing can inform decision making
4. Discuss the internal and external constraints in which tourism operates and evaluate the contribution tourism makes to communities and environments
5. Explain the links between core tourism products and supplementary services and the impact these have on the tourism experience
6. Present information in a variety of formats which evidences both academic and digital literacy skills.
7. Identify and evaluate the qualities and transferable skills necessary for employment and progression to other qualifications requiring the exercise of personal responsibility and decision-making

Level 6

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

8. Critically evaluate and apply business strategies for tourism organisations that can be successfully implemented to meet the organisation's objectives
9. Analyse and evaluate the importance of the tourism industry to the global economy and the factors that threaten stability and sustainability
10. Integrate knowledge and understanding of cultural diversity and ethical practices in order to develop national and international tourism markets
11. Critically evaluate the nature and characteristics of tourists and consumers in relation to demand, behaviour and consumption
12. Research, analyse and evaluate theories, concepts and evidence and use appropriate methodologies to facilitate the production of evidence based conclusions and recommendations

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%	
	TRM406: Introduction to Tourism (Mandatory)	4	20	50%	50%	
	TRM407: Visitor Attractions (Mandatory)	4	20	100%		
	TRM408: Niche Tourism (Mandatory)	4	20	50%	50%	
	TRM424: Introduction to Management (Mandatory)	4	20	60%		40%
	TRM425: Customer Care and Service Quality (Mandatory)	4	20	60%	40%	
Stage 2: Year 2						
Stage exit award: LU Foundation Degree in Arts						
(Awarded by Lancaster University)						
All	BFC501-T-16: Work Based and Placement Learning (Mandatory)	5	20	100%		
	TRM506: Hospitality Services for Tourism (Mandatory)	5	20	50%	50%	
	TRM507: Sustainable Tourism (Mandatory)	5	20	100%		
	TRM521: Marketing Management (Mandatory)	5	20	70%		30%

	TRM523: Business and Enterprise (Mandatory)	5	20	70%	30%	
	TRM524: Financial Management (Mandatory)	5	20	50%		50%
Stage 3: Year 3						
Stage exit award: LU Bachelor of Arts with Honours (Awarded by Lancaster University)						
All	TRM606: Global Tourism (Mandatory)	6	20	50%		50%
	TRM607: Destination Planning and Place-making (Mandatory)	6	20	60%		40%
	TRM608: Cultural Diversity in Tourism (Mandatory)	6	20	60%	40%	
	TRM622: Strategic Management (Mandatory)	6	20	50%		50%
	TRM625: Dissertation (Mandatory)	6	40	100%		

WHERE WILL I STUDY?

This programme may be studied at the following location:

B&FC University Centre

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

GETTING STARTED

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

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

LEARNING AND TEACHING

Teaching and learning methods are aligned to the programme outcomes and support you in becoming independent researchers, self-starters and lifelong learners.

A range of delivery techniques, including problem based learning, lectures, seminars, webinars, work based learning and other interactive activities are deployed on the programme. You will be encouraged to conduct wider reading around their subject area to facilitate independent learning and study skills, influenced and supported by staff members' expertise and specialisms. Guest speakers, industry visits and an encouragement to find work based tourism related placements for semester 2,

Level 5, will supplement the curriculum content, establishing the link between theory and practice.

Lectures will be used to present key themes, ideas and contemporary issues in tourism and management. These are supported by seminars which allow key elements, journal articles and case study material to be examined and explored in detail, to promote further understanding and apply concepts in a work setting. Workshops and student initiated discussions and debates are included to build responsibility and confidence, encouraging a reflective approach, generating new ideas and enhancing your learning experience.

Module tutors will provide constructive feedback to you allowing you to improve and develop their academic work while ensuring they reach their individual potential. Progression reviews will take place regularly throughout the academic year to monitor and support your progress.

Summative assessment is delivered through written reports, oral presentations, essays and exams.

The principal reasons for selecting these methods of assessment and feedback are that they are tourism industry informed and address subject knowledge and employability skills. For example, the ability to present a business case in a management report is a required skill in a place of work. A more academic and reflective personal development essay, allows the development of self-awareness and the ability to individually identify areas of weakness and strength for your career development and future study. Working under pressure is simulated through exams and time constrained in-class activities.

The ability to work in groups and effectively communicate with others is informally assessed through group work both on longer term assessments as well as in-class activities, where you will be asked to collaborate and negotiate and present conclusions as a team.

Individualised learning techniques such as one to one meetings and subject focused activities, for example, case studies and journal articles will be available on the virtual learning environment to promote independent thinking and learning, allowing you to study at your own pace, stretching and challenging your development. Non-directive methods which facilitate critical thought, debate and further enquiry will be embedded within the whole curriculum and including; online forums, project design and research groups. Individualised learning strategies will allow you to build and develop your skills.

The support structure and Partners for Success framework will be provided in a rigorous and structured Tutorial provision and through workshops to aid personal development and consider your holistic journey. Employability skills are embedded throughout and specifically addressed in terms of practice, application and/or assessment.

This course will be managed by a Programme Leader who will ensure modules are time-tabled to meet students' needs and flexibility.

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

Work based learning and placements in industry are a key to employability and authentic and innovative work-based learning forms an integral part of the foundation degrees. The level 5 Work Based Learning module is undertaken in the second semester of year two, when you will have acquired both business and subject specific knowledge and therefore ideally placed to get the most out of the experience. The planning and preparation for the placement is supported by a series of specific placement workshops throughout semester one and provides specialist and peer support to ensure everything is in place before semester 2. For example, the placement tutor will alert you to vacancies and help you to network with employers through presentations by guest speakers from industry, CV building sessions, interview skills coaching and regular notices on opportunities on the VLE. You will be encouraged to take responsibility for specific elements of your placement and many are keen to do so.

The needs of the tourism sector, including an awareness of challenges and opportunities within a global context, is integrated into the programme, and is reflected from initial design, reflective teaching and learning strategies, guiding both formative and summative assessment practices. The use of role plays and case-based scenarios in modules provides a work-related context to the programme. Industry consultation ensures that the modular themes of the programme demonstrate the importance of the work environment throughout the entire programme.

ASSESSMENT

Summative assessment is delivered through written reports, oral presentations, essays and exams.

The principal reasons for selecting these methods of assessment and feedback are that they are tourism industry informed and address subject knowledge and employability skills. For example, the ability to present a business case in a management report is a required skill in a place of work. A more academic and reflective personal development essay, on the other hand, will allow you to develop self-awareness and the ability to individually identify areas of weakness and strength for their career development and future study. The need for pitching and presenting a case to employers is assessed by presentations. Working under pressure is simulated through exams and time constrained in-class activities.

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

TRM406: Introduction to Tourism Level 4 - Mandatory

Module Abstract

This is an introductory module which aims to explore the history and the key influences on the development of tourism. It will provide you with the essential underpinning knowledge of the industry in terms of its development, and introduce you to key concepts and theories around tourism motivation, and tourism behaviour. You will examine contemporary tourism issues, for example, terrorism, sustainability, new product developments and their impact on the tourism sector. The tourism industry is one which is made up of many different types of organisations. You will be given the opportunity to explore the complexity of the sector, and assess the importance of the industry economically, on a macro and micro level.

Learning Outcomes

- 1 Identify and describe key influences on the development of tourism.
- 2 Define and distinguish between different types of tourist motivation and tourism behaviour.
- 3 Identify contemporary tourism issues and discuss how these may influence tourism product offers.
- 4 Explain the significant economic contributions that tourism can make on a micro and macro level.

Indicative Content

Development of the industry

Tourist motivation and behaviour

The changing nature of the tourism product

Economic contribution of tourism to local and national economies

TRM407: Visitor Attractions Level 4 - Mandatory

Module Abstract

This module aims to develop your knowledge and understanding of key concepts relating to the UK and international visitor attractions market. You will be encouraged to research the type of products available, and their market. The visitor attractions sector is one which is very important within the tourism industry as a whole, and you will examine impact on the wider economy and how these ventures are managed at an operational level.

Learning Outcomes

- 1 Analyse visitor attractions in terms of their product and target markets
- 2 Assess the role, economic, environmental and socio cultural impacts of visitor attractions
- 3 Propose marketing strategies and visitor management operations for attractions within a given context
- 4 Assess the feasibility of new visitor attractions or new product developments in existing attractions

Indicative Content

Types of attraction and target markets

Impact of attractions

Operational Management of attractions

New product developments

TRM408: Niche Tourism Level 4 - Mandatory

Module Abstract

This module will give you the opportunity to explore and assess niche tourism consumers', markets &

products e.g. adventure tourism, food & wine tourism, cultural tourism, dark tourism, health & spa tourism etc. It will review key concepts and theories relating to niche tourism, its evolution and management. You will discuss trends and influences on consumer behaviour e.g. economic, socio-cultural and environmental factors. The module also allows you to examine the diversification and new tourism products/service development, specifically examining selected niche tourism sectors and enterprises.

Learning Outcomes

- 1 Describe the way in which niche products are targeted towards various markets
- 2 Analyse and evaluate key concepts and theories which contribute to the development and management of niche tourism
- 3 Compare and contrast consumer behaviours in the demand for niche tourism
- 4 Evaluate the contribution niche tourism makes to the tourism sector and wider economy

Indicative Content

Niche products and their target markets

Key theories and concepts relating to niche tourism

Consumer behaviour

Impacts of niche tourism

TRM424: Introduction to Management Level 4 - Mandatory

Module Abstract

This module will give you the knowledge and understanding of contemporary key theoretical concepts of management within a variety of service oriented organisations. You will develop an understanding of talent management - the most effective ways to recruit, train, develop and retain staff within service organisations. This includes an appreciation of relevant UK employment legislation. You will also develop an awareness of individual and group behaviour within enterprises and how these factors can be managed for the benefit of the organisation. In particular, the importance of teams within the service sector will be studied and the ways in which effective teams are built and managed will be examined. Models and qualities of leadership will be appraised together with the effects different styles of leadership have on organisational culture and how both of these concepts can affect employee performance, engagement and retention. Throughout the module you will study the interpersonal skills required by managers in the tourism industry.

Learning Outcomes

- 1 Identify and analyse managerial practices in the sector making recommendations for improved operational efficiency.
- 2 Explain individual and group behaviours and organisational structures and their impact on effective management practices.
- 3 Assess and evaluate the significance of recruitment, training, development and retention practices to business success.
- 4 Analyse the importance of teams and teamwork for business efficacy and evaluate the ways in which teams are formed, maintained and sustained.
- 5 Explain the implications for compliance and non-compliance with UK and EU legislation relevant

to the sector.

Indicative Content

Change, communication, diversity and conflict within organisations

Concepts of leadership, team building and group dynamics

Organisational culture

Job design and legal aspects of advertising and recruitment

Recruitment, selection and appointment processes

Induction, training, development and retention of staff

Managing employee performance

Dealing with grievance, disciplinary procedures and termination of the employment contract

TRM425: Customer Care and Service Quality

Level 4 - Mandatory

Module Abstract

This module will provide a broad introduction to customer care and service quality within a service industry. The module will introduce you to the relationship between a tourism business and its customers and the ways in which we can maximise customer satisfaction and loyalty to ensure financial success. You will be able to look at the importance of social media in managing an organisation's reputation and will look at the ways of turning challenging customers into brand ambassadors. The module also provides the opportunity to explore financial aspects and legal frameworks which apply directly to the tourism industry. You will develop your understanding of the inter-relationship between health and safety issues and customer care, and the relevance of legislative frameworks in operation with respect to food, sale of goods and supply of goods and services. In addition, you will develop an appreciation of how service quality can be monitored and managed whilst evaluating costs and benefits to the organisation. The documentation, which is relevant to the tourism sector, will be examined to enable you to work with the tools and techniques used to identify and solve problems in service quality. Throughout the module you will study the interpersonal skills required in the tourism industry to ensure a quality service for the customer.

Learning Outcomes

- 1 Identify the factors that contribute to providing a quality service in the service sectors and explain the difference between product and service
- 2 Examine the importance of setting standards in the delivery of quality service to improve operational efficiency and effectiveness and assess the role that training plays in supporting the delivery of a quality service
- 3 Outline the tools and techniques used to identify and solve problems in service quality
- 4 Identify and evaluate legislation relevant to the provision of a quality service

Indicative Content

Customer care and service quality

Customer needs in service industries

Customer sensitivity and loyalty

Financial and legal aspects of customer care and service quality

Measuring customer satisfaction and setting standards for delivery of a quality service

Documentation to track quality service / standards

Food Regulations; safety and performance standards

Interpersonal skills; staff / customer relationships

Rewarding customer service

Role of social media and reputation management in customer care

BFC501-T-16: Work Based and Placement Learning Level 5 - Mandatory

Module Abstract

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

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

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

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

This module aims to draw together both your academic and practical development and prepares you for the nature and scope of the demands future graduate employment will make of you. It is an opportunity to combine practical experience with theory and has the potential to support your learning in all other modules on your programme.

Learning Outcomes

- 1 Negotiate and undertake a work based project/task
- 2 Critically evaluate the process and work undertaken
- 3 Integrate theory and practice when proposing solutions and evaluating outcomes in work based

settings.

- 4 Present the outcomes of the project to selected audiences.
- 5 Critically reflect and make recommendations to improve both personal and professional practice.

Indicative Content

Principles of Work Based Learning and negotiated projects

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

The work based learning contract – roles and responsibilities

Project methodologies and tasks

Project management

Work based competencies

Reflective Practice

Integrating theory and practice

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

TRM506: Hospitality Services for Tourism Level 5 - Mandatory

Module Abstract

This module aims to develop your knowledge and understanding of the hospitality services that exist within the tourism sector both nationally and internationally. You will examine key concepts and theories relating to hospitality provision, and develop knowledge of operational management within hospitality services in the tourism sector. Specifically, you will examine the operational management of food and beverage and accommodation provision which runs throughout the tourism sector, and investigate their importance in terms of quality service delivery, in the light of ever changing consumer demands and trends.

Learning Outcomes

- 1 Locate and discuss hospitality provision which supports tourism services
- 2 Identify hospitality accreditation awards and evaluate their importance when providing tourism services
- 3 Evaluate the importance of meeting customer demand and expectations within the hospitality context
- 4 Analyse contemporary trends and developments in providing and managing hospitality for tourism services

Indicative Content

Hospitality service providers within the tourism sector

Quality and standards, including accreditation awards

Consumer demand and expectations within the hospitality sector

TRM507: Sustainable Tourism
Level 5 - Mandatory

Module Abstract

This module aims to provide you with an understanding of sustainability and its relevance for the tourism sector. You will consider how tourism as an activity, and associated organisations, can become more sustainable, and consider how these strategies may be managed. You will analyse the rationale behind these approaches, and examine how the positive impacts of tourism can be enhanced, and the negative impacts can be minimised. Through the use of case studies and journal articles, you will review sustainable practices, and impacts of tourism both in the UK and overseas.

Learning Outcomes

- 1 Explain the rationale, principles, underlying philosophies and concepts associated with sustainable tourism
- 2 Assess the economic, environmental and sociocultural impacts of tourism on a destination and recommend how these may be most effectively managed
- 3 Define corporate social responsibility and apply this to multiple national and international tourism operations
- 4 Propose practical approaches to sustainable tourism development and management within a given context

Indicative Content

Principles and concepts associated with sustainable tourism

The impacts of tourism and their relationship to sustainability

Tourism organisations and corporate social responsibility

Sustainable tourism management techniques

TRM521: Marketing Management
Level 5 - Mandatory

Module Abstract

This module aims to provide you with an understanding of the principles of marketing and research, and how they may be applied to your service sector. You will examine concepts such as The Marketing Mix and discuss how they may be applied to your sector, and you will analyse and discuss how digital and social media are used as a marketing platform. Using case study materials to examine how these platforms are used within the service sector, you will examine contemporary marketing practices. You will explore marketing research and sampling methods as a means of selecting the correct approach to marketing for a given business.

Learning Outcomes

- 1 Define, discuss and appraise the nature and scope of marketing and research
- 2 Analyse the components of the marketing mix in relation to the tourism, hospitality and events sectors

- 3 Apply a traditional and digital/social media strategy to promotions within the tourism, hospitality and events sectors
- 4 Examine market research techniques and sampling methodologies and their appropriate usage in the sector

Indicative Content

Concept of marketing and market research

The Marketing Mix

Digital and social media marketing

Market Research techniques and sampling methods

**TRM523: Business and Enterprise
Level 5 - Mandatory**

Module Abstract

This module aims to provide an introduction to the study of entrepreneurial activities and the study of business improvement. It will focus upon the importance of entrepreneurial and business activities in meeting, assessing and satisfying new market and marketing opportunities. It will provide the opportunity to evaluate the need for business planning from both an academic and conceptualised viewpoints and highlight the significance and range of influencing factors which affect business activities, developments and behaviour.

Learning Outcomes

- 1 Evaluate the content of a business or product proposal document to highlight areas for improvement
- 2 Create an innovative product, service or practice which meets the needs of business and conforms to the legislative frameworks and ethical practices
- 3 Analyse systems, procedures, legislation and business practices in order to make recommendations to improve efficiency and effectiveness
- 4 Use sales techniques to present business ideas

Indicative Content

Theories of Entrepreneurship Classical Theories and Typologies

The Product Process / Business Planning -Project Evaluation/ Strengths and Weaknesses

Identification and Analysis - Opportunity, effect, PESTEL, SWOT

Business Improvement and development

Marketing and Entrepreneurship Markets

Business Planning

Legislation and ethical practices

Managing Resources

Module Abstract

The focus of this module is for the students to develop their knowledge and understanding of key theoretical conceptions and the practical application of accounting principles. The module supports your ability to apply the fundamentals of basic accounting and will build awareness of the production of financial statements for decision makers. The focus of the module is your ability to interpret and analyse financial accounts and recognise how this analysis can lead to business improvement. It will further explore the major problems associated with presenting and interpreting accounting information adhering to the Financial Reporting Standards (FRS).

Learning Outcomes

- 1 Specify the components of financial statements and prepare and present non-complex accounts in line with Financial Reporting Standards (FRS)
- 2 Analyse and interpret financial statements
- 3 Evaluate simple short-term and long-term financial decision making
- 4 Discuss the importance of effective financial management to an operational manager

Indicative Content

Key concepts of Accounting and users of financial statements

Financial statements - statement of financial position, income statements, cash flow statements

The valuation of assets

Analysis and interpretation of accounts

Budgets and control systems

Payroll

Short-term decisions and break-even analysis

Investment and long-term financial decisions

Performance evaluation

Module Abstract

This module will provide an intellectual challenge into the wider domain of global tourism. In particular, you will explore the critical issues currently facing tourism operators and resorts at an international level. Core themes will include the changing nature of the global tourism industry looking at demand and response. One example is meeting the needs and expectations of millennial travellers, another is analysing the change in global economic balance of power both in terms of tourists and destinations. The impact of technology in travel is explored together with how tourism businesses can harness this

to their competitive advantage. Crisis management is becoming an increasingly important part of tourism management, firstly in response to geopolitical factors such as terrorism and its effect on established and emerging tourist destinations. Secondly, the impact that climate change is having on destinations and how the industry can be more sustainable through a critical examination of the importance of social, cultural and environmental issues and consequences for future international tourism. As trend led tourism demand shifts away from the traditional package to more independent holidays, you will examine emerging niche markets and segments experiencing high growth such as cities and how this demand is being met and sustained.

Learning Outcomes

- 1 Critically evaluate the issues and challenges facing the global tourism industry
- 2 Research and critically analyse theoretical perspectives on global tourism
- 3 Critically analyse the implications of globalisation, global socio-cultural shifts and geopolitical responses and developments for tourism and international resorts
- 4 Critically evaluate the effect of global changes on the development, maintenance and sustainability of tourism provision nationally and internationally

Indicative Content

Demand for global tourism – identify tourists of the future

Analyse growth markets and how these can be maximised

Crisis management in global tourism – geopolitical factors

Sustainability in destinations

Global socio-economic factors

TRM607: Destination Planning and Place-making Level 6 - Mandatory

Module Abstract

This module is designed to equip you with the critical understanding necessary to become an effective manager in one of the world's largest industries. With a focus on sustainable development and the significance of branding; this module critically reviews key issues and conflict between environmental, socio-cultural and economic interests within a tourist resort setting. The module essentially concentrates on planning and development dimensions of public sector policy with regard to tourist resorts. Initially the economic, socio-cultural and environmental issues for developed, developing and regenerating destinations will be examined. Resort and destination planning, development and management concepts and models will be reviewed, recognising the role of the state and the impact of political ideologies upon development strategies.

Learning Outcomes

- 1 Analyse the theories concepts and strategies which contribute to resort planning and destination development
- 2 Critically assess tourism policy for resorts and destinations with regard to ethical principles and sustainability
- 3 Critically analyse the concept of “place-making” and branding in relation to visitor destinations
- 4 Critically evaluate the impact of socio-cultural, economic and environmental factors on resort

lifecycle evolution and development

Indicative Content

Theories and concepts relating to resort planning

National and local tourism policy in relation to sustainability

The concept of Place-making and branding

Tourism impacts on resort development

TRM608: Cultural Diversity in Tourism Level 6 - Mandatory

Module Abstract

This module will encourage you to critically evaluate the international environment that a tourism business operates in from a cultural perspective. You will analyse the emerging growth markets for tourism and critically evaluate how tourism managers might use an understanding of cultural diversity in the planning and development of international markets to meet the needs, demands and characteristics of multi-cultural consumers. This will include cultural differences in the use of and engagement with social media in international tourism markets including those factors that facilitate or inhibit the use of digital marketing channels in the tourism industry. One such market is China, which despite representing a growing source of outbound international travel is not well understood. The retail and cruise industries provide useful case studies in reaching the group, using China's popular mobile platform WeChat and revamped products to gain new customers. You will also evaluate the cultural factors that threaten stability in the global tourism industry using theoretical frameworks and consider how these factors can be mitigated.

Learning Outcomes

- 1 Critically evaluate the cultural factors that threaten stability in the global tourism industry
- 2 Integrate knowledge and understanding of cultural diversity in the planning and development of international markets
- 3 Analyse global market segments in relation to and the needs, demands and characteristics of consumers from different cultures
- 4 Critically evaluate cultural differences in the use of and engagement with social media in international tourism markets

Indicative Content

Cultural influences on stability in the global tourism industry

International markets and cultural diversity

The international consumer

Marketing to the international consumer

TRM622: Strategic Management Level 6 - Mandatory

Module Abstract

This module will provide a broad introduction to strategic management as practised by the hospitality, events and tourism industry today. You will already be familiar with operations management, but will now look at a different perspective that involves assessing where an organisation is currently, where it wishes to be, given its internal and external environments, and how it is going to get there. You will explore all the elements of strategy – analysis, choice and development and implementation and learn how the use of intellectual frameworks can assist in bringing strategic plans to fruition. Much of this module is applied, meaning that you can see the strategic management process in action in relation to businesses in the hospitality, events and tourism industry, from major players such as tour operators, hotels and airlines to restaurant start-ups and budget companies covering a range of different business models. This case analysis approach is designed to develop your analytical and evaluative skills. You will also look at the most current issues in strategy management today, using journals and the internet to explore how and why an organisation might pursue a strategy of for example, engagement with social media, a strategy of employee engagement for the millennial generation or of corporate social responsibility.

Learning Outcomes

- 1 Critically analyse and evaluate conceptual frameworks, models and theories of strategic management
- 2 Evaluate strategic problems and issues facing the hospitality and events industries
- 3 Justify and apply models of change to aid strategic analysis
- 4 Generate and critically evaluate strategic solutions for large, medium and small, national and international, hospitality and events businesses

Indicative Content

Strategic analysis – using frameworks to establish positioning current and desired

Strategic methods – competitor intelligence, portfolio analysis

Strategic choice – expansion options, Porters' generic strategies

Strategic implementation – change and leadership

TRM625: Dissertation
Level 6 - Mandatory

Module Abstract

This module will provide you with the opportunity to pursue an in-depth, ethically sound study of your own choice with limited supervision from a member of staff whose specialisms are best suited to your subject. It will enable the further development of your primary and/or secondary research skills and their application and will also further develop your critical analysis, reflection and evaluation skills to assist with the formulation of ideas and development of valid conclusions and recommendations. During the module, you will have an opportunity to communicate your ideas in verbal, visual and written formats to selected and/or target audiences. It is recommended that you discuss your research with peers and give them feedback. This exchange ideas promotes the sense of an academic community and a reinforcement of study skills. The module will also enhance your personal skills of self-management and independent learning through the planning, operation and completion of this extended piece of work.

Learning Outcomes

- 1 Propose a relevant area of investigation and formulate a research proposal appropriate for the subject discipline
- 2 Provide a critical review of relevant literature and related concepts to form an effective framework for the study
- 3 Plan and carry out an ethically sound programme of work with limited supervision within which appropriate methodologies and analytical techniques are applied to the investigation
- 4 Clearly communicate the nature, rationale and outcomes of the work drawing valid conclusions and /or making logical recommendations appropriate to the objectives of the dissertation

Indicative Content

Dissertation aims, planning and management

Research proposal formulation

Critical literature review and effective framework

Ethically sound primary research

Presentation, analysis and evaluation of findings

Valid conclusions and recommendations

ADDITIONAL COSTS

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

EQUIPMENT REQUIREMENTS

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

STUDENT PROTECTION PLAN

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

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

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

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

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

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

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

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

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

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

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

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

In the unlikely event that significant changes to study locations are encountered, B&FC will provide you with flexible and appropriate arrangements to ensure that continuation of study is not adversely

impacted. This may include the provision of bespoke transport arrangements between sites. Where possible a minimum of 5 weeks' notice will be given for any instances of relocation.

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

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

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

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

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

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

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

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

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

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

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