Programme Handbook 2018-19

Business and Financial Management

BFM-2014

WELCOME

Welcome to Blackpool and The Fylde College and to the Business and Financial Management (BFM-2014) 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	BFM-2014
Programme Title	Business and Financial Management
Teaching Institution	Blackpool and The Fylde College
Professional, Statutory and Regulatory Body (PSRB) Accreditation	None
UCAS Code	8G56
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	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.	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.	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.	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.	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.
Qualifications that are available at this level	Higher National Certificates (HNC) Foundation Studies (FS) Diploma	Higher National Diplomas (HND) Foundation Degrees (FD) Diploma of Higher Education (DipHE)	Bachelor Degrees (BA, BSc) Bachelor Degrees with Honours (BA Hons.) Professional Graduate Certificates in Education (PGCE)	Masters Degrees (MA, MSc) Postgraduate Certificates and Diplomas Post Graduate Certificates in Education (PGCE)	Doctoral Degrees

PROGRAMME OVERVIEW

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

The Foundation Degree in Business and Financial Management introduces students to the principles of both business and finance. It aims to develop a critical understanding of the financial environment in which they will be working and gives them a solid grounding in all aspects of business and financial management. Students will develop a critical awareness of business issues and a broad understanding of core business subjects which are underpinned by a strong financial management specialism.

The one year top-up degree is for those who have already achieved the Foundation Degree in Business and Financial Management to Commendation Level or above and as such is designed to prepare students for entry-level employment and future Business and Finance managerial and/or leadership positions in a variety of commercial, industrial and service organisations. It is distinctive in that it focuses on offering a general business core supplemented with financial management units. The

course will prepare students for the challenges of the business world and provide them with a solid understanding of key financial theories and concepts to help manage these situations effectively.

The work placement element of the Foundation Degree in Business and Financial Management consists of 40 days' work placement experience over the duration of the programme. It is specifically through the close integration of work experience and class based study that the Foundation Degree seeks to deliver its aims.

The scope of Work Based Learning includes learning for work, learning through work and learning at work and as such, the Foundation Degree and the BA (Hons) Top-up in Business and Financial Management will incorporate unique, effective and rewarding opportunities to develop, practice, reflect and improve work based performance.

- Learning through work focuses on research based work using the student's work place, with appropriate support from tutors and mentors.
- Learning for work aims to prepare students for work and will particularly apply in the context of the voluntary placement and the study undertaken as part of the Work Based/Placement Learning.
- Learning at work acknowledges compulsory employer based training (e.g. CPD) and links it to academic outcomes within the programme.

The programme management systems explicitly acknowledge the centrality and embedding of work based learning in terms of quality, learning, teaching and assessment and reviews.

During the period of study, Work Based Learning will be embedded throughout the programme in module assessments and the Work Based/Placement Learning module. Work Based Learning will also be formally recorded in the portfolio which is constructed by the students as part of their Personal Development Planning and will contribute towards the achievement of the learning outcomes.

Some of the students entering these programmes will already be operating within the domain of business and financial management and therefore will use this as their placement experience. Those who are not within work will be found a placement through the School's relationship with employers within the region.

The programme is forward looking at all times and takes account of the changes and challenges facing graduates and as such will help learners identify their existing competences, set targets for their own development and enable them to demonstrate new or enhanced abilities as a result of their wide ranging studies during the course. The aim of the programme is to produce independent, enquiring, knowledgeable graduates who enjoy learning, are enterprising, employable, self-aware, able to take career and other opportunities in life, and able to make a positive contribution to society.

The top-up degree is designed to prepare you for entry-level employment and future Business and Finance managerial and/or leadership positions in a variety of commercial, industrial and service organisations. It is distinctive in that it focuses on offering a general business core supplemented with financial management units. The course will prepare you for the challenges of the business world and provide you with a solid understanding of key financial theories and concepts to help manage these situations effectively.

The BA (Hons) Top-up in Business and Financial Management builds on the knowledge and understanding gained at level 4 and 5 and provides strategic level understanding in the areas of management, finance decision making, performance and business and financial ethics.

Your studies will be organised around core business areas such as managing people, human resources and strategy, alongside financial and business management and systems. As you progress through your studies you will be asked to link these in integrated and systematic ways and to demonstrate the ability to deploy business and finance theory and concepts in a critical and professional manner.

There is an emphasis on learning and self-development and you will gain a sound grasp of the principles of both business and financial management. The course will provide you with a critical understanding of the financial environment in which you will be working. It will also provide you with a

solid grounding in all aspects of business, leading to a critical awareness of business issues. Thus, the course provides fully rounded business graduates with a strong financial management specialism.

The programme is forward looking at all times and takes account of the changes and challenges facing graduates and as such will help you identify your existing competences, set targets for your own development and enable you to demonstrate new or enhanced abilities as a result of wide ranging studies during the course.

PROGRAMME AIMS

Foundation Degree:

- The ability to become an autonomous learner, both individually and in a group, capable of taking responsibility for his/her actions and being responsible for the outcomes of their actions.

- Develop a range of subject specific and transferable skills which will prepare students for a career within a wide range of commercial and not-for-profit organisations within the public private and third sector.

- Provide opportunities to develop their individual potential through the experience of the integration of theory and practice.

- Enhanced self-awareness and personal development appropriate for a graduate career in business and financial management and to enable them to add value to their employer organisations.

- Develop independent life-long learning skills.

BA (Hons) top up:

- Provide the opportunity to develop a theoretical understanding of business, management and finance theories relating to the conduct and environment of business.

- Provide a conduit to experiential learning in the application of theory in conduct of business.

- Apply a context in which to explore the connections and integration of subject specialisms into the wider world of business.

- Undertake tasks and challenges that develop key transferable skills essential to a career in business.

- Develop knowledge of potential careers open to a graduating business and financial management student.

PROGRAMME LEARNING OUTCOMES

Level 5

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

1. Access, use and interpret data from a range of business sources.
2. Use appropriate terminology, concepts, theories and techniques within a variety of contexts.
3. Apply business knowledge and skills to a work related learning situation.
4. Acquire and apply a broad knowledge base incorporating theoretical concepts with the field of business and financial management in a variety of work place contexts.
5. Determine solutions to a range of business and financial management problems.

Level 6

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

6. Generate ideas within the field of business regionally and nationally through the analysis of information and concepts at a practical and abstract level.
7. Command wide ranging specialised academic, technical and creative skills with regard to the world of business and financial management in a variety of workplace context.
8. Analyse, synthesise and evaluate a range of business information.
9. Diagnose problems, design solutions in a range of business areas, including public private and third sector.
10. Demonstrate independent academic research skills.
11. Analyse, synthesise and evaluate key elements of business and financial management.

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%	
	BFM401: Managing in the Legal Context (Mandatory)	4	20	60%	40%	
	BFM402: Responding to Business Information Systems (Mandatory)	4	20	50%		50%
	BFM403: Introduction to Financial Accounting (Mandatory)	4	20		100%	
	BFM404: Managing People in Organisations (Mandatory)	4	20	60%	40%	
	BFM405: Developing Enterprise for Small Business (Mandatory)	4	20	70%		30%
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%		
	BFM501: Developing Human Resource Practice (Mandatory)	5	20	50%		50%
	BFM502: Financial Management (Mandatory)	5	20	50%		50%
	BFM503: Contemporary Issues in Business (Mandatory)	5	20	50%	50%	
	BFM504: Financial Management Systems (Mandatory)	5	20	50%		50%
	BFM505: Professional Skills Development (Mandatory)	5	20	60%	40%	
Stage 3: Year 3 **Stage exit award: LU Bachelor of Arts with Honours (Top-up)** **(Awarded by Lancaster University)**						
All	BFM601: Approaches to Managing Strategically (Mandatory)	6	20	50%		50%

	BFM602: Ethics, Business and Finance (Mandatory)	6	20	100%		
	BFM603: Strategic Financial Management Decision Making (Mandatory)	6	20	50%		50%
	BFM604: Developing Performance (Mandatory)	6	20	100%		
	BFM605: Dissertation (Mandatory)	6	40	90%	10%	

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

You will encounter a range of learning and teaching methods. Lectures are used to deliver core knowledge and theoretical concepts, whilst seminars and workshops are devoted to the opportunity to engage in discussion, evaluation and reflection. These are used to explore the interrelationships between theory and practice using methods such as case-study analysis, role-play, group activities and business simulation games. Cognitive skills are developed through lecture, seminars and group discussion, tutorials and group work. You will learn to apply these skills through case study analysis and reflection. Student-managed and experiential learning feature prominently, at both individual and group level, and you are encouraged to share your experiences of learning, to learn from the experiences of others, to enhance your reflective skills and to become more critically self-aware. Background reading is considered critical for your development, and you are encouraged to read widely, not only from key academic texts, but also from appropriate journals and reviews. The Learning and Teaching Virtual Learning Environment (Moodle) is used to support you with a range of resources to facilitate your learning. These include the use, where appropriate, of blogs and discussion threads and multimedia resources.

You will engage at an expert level with issues to do with strategic concerns of business and

management on all the main modules. In Developing Performance you will implement best practice approaches in the context of a range of organisational settings as well as identify causal gap that is often attributed within this approach. Within the Approaches to Managing Strategically module you will analyse the link from strategic intention to realisation through a variety of academic models and approaches. Building on skills and subject expertise developed in the level five work-based learning module, the Dissertation module will require significant skills in independent study and self-directed learning.

The programme is designed to have a good balance between practical and theoretical elements, providing you with the opportunity to gain knowledge, understanding, vocational and financial managerial skills to become effective in future Business and Finance managerial and/or leadership roles.

In the Developing Performance module (level six), a range of case studies, applied theoretical models and research in the area of performance management will be drawn on to develop and enable you to implement best practice approaches. The Managing Strategically module requires you to identify the linkage of theory to practice from both the macro and micro setting. Live case studies and pod casts will supplement the learning as well as students presenting seminar presentations on strategic models, the dynamics of competition and research. The Ethics, Business and Finance module will provide an appreciation and in-depth understanding of the implications of Business Ethics, Corporate Social Responsibility (CSR) and Sustainability within the national and international organisational context. Strategic Financial Management Decision Making will provide identification of financial strategies available to enable the maximization of an organisation's net value through the creation of value and the financial support of an organisation's business strategy.

A variety of teaching and delivery are used to explore the interrelationships between theory and practice. Methods such as case-study analysis, role-play, group activities and management/leadership simulation games are used. Cognitive skills are developed through lecture, seminars and group discussion, tutorials and group work. You will learn to apply these skills through case study analysis and reflection. Background reading is considered critical for your development, and you are encouraged to read widely.

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

Online learning is used both to support and to cultivate autonomy while recognising that many students may not feel fully prepared for this form of study. Independent study needs to be developed during the level four modules and embedded clearly in the practices that underpin teaching and learning. Gilly Salmon's (2004) five stage model of E-learning is adopted at level four and five modes of study. There are also areas where notices may be posted and students and tutors can send messages or discuss queries. The forum for social and intellectual interaction between students and tutors; uses a range of innovative pedagogical approaches, including peer learning and collaborative research, and thus facilitates the development of higher order learning. Forums can be viewed by all connected with the programme. These teaching and learning strategies may be used as part of delivery together with lectures and seminars. 'Virtual' seminar groups may, for example, work on an activity and conference as a discussion group on the task over a specified time period. Members may be appointed to start and to summarise the discussion. The tutor can observe the discussion and take part as appropriate. All students are inducted in the use of Moodle including a tutorial in both the technical aspects and the pedagogical approach to the learning.

The programme is designed with employability at its core and aims, through the combination of learning through workshops, the workplace, self-study and self-reflection, to develop autonomous students with an awareness of the significance of lifelong learning. Fundamental to this will be the focus on reflective practice.

Personal Development Planning (PDP) is integrated throughout the programme and as such addresses and encourages the development of a range of transferable skills, such as critical thinking, reflective practice, problem solving and decision making in the workplace. Employer engagement is actively encouraged throughout all modules and in particular during the work placement/Learning and

Professional Skills module by the application of principles to practice.

At the outset of the programme you will initiate your personal development planning with a statement of learning needs and action plan. The PDP process is supported through the use of E-portfolio which students will be introduced to and will create in the Academic and Digital Literacy module. The e-portfolio provides a vehicle for a rich and complex process of planning, synthesising, sharing, discussing, reflecting, giving, receiving and responding to feedback (JISC & Higher Education Academy 2008). In addition the e-portfolio enables you to draw from both informal and formal learning activities to create your e-portfolios. You will personally manage and own your e-portfolio and enables you to share items (or whole e-portfolio presentations) with other parties such as peers, tutors, and/or employers.

Essentially, there will five parts to the student's e-portfolio:

- Personal and professional development plan (PDP)
- Meetings with personal and module tutors
- Workplace-based assessments
- Reflective reports and other evidence
- Sign-off documents

Opportunities for PDP are included in the programme in the following ways:

At induction

At the start of your studies, students are introduced to the concept of PDP. You will be more receptive to the concept, and less geared towards getting marks which contribute to your final degree, at this stage in your programme. In this way the notion of personal development planning is embedded early on.

Tutorials

Tutorial sessions, and in particular study skills sessions, provide a good opportunity for you to reflect on what skills you may need to acquire in order to progress, not only in your studies, but also in order to find employment at the end of your degree. You are made aware that the generic skills required to complete your programme will help you to organise your life and plan for your future career. The process of PDP will be managed / monitored by the personal tutor via a series of meetings that will take place during the first year. Sufficient resources will be made available to allow the personal tutor to carry out this role effectively.

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

In the second year, you will study core finance and management topics in greater depth to scaffold the learning that was introduced at level 4.

In addition, you will undertake a work based/placement learning experience that will prepare them for

employment in their intended chosen career. The learning experience is reinforced by professional skills development that provides students with a range of employability competency clusters that is required for the world of employment. Essentially Foundation Degree graduates emerge with a strong awareness of business, finance and people management, making them highly employable in a whole range of sectors.

Within the Work Based/Placement Learning experience you will actively and critically reflect on the range of different processes in which there are engaged for both productive work tasks and the completion of their project/task. Self-assessment may also form a key part of your work placement. In considering your placement options and to help you to make informed decisions students have the perfect opportunity to employ PDP processes.

Work-based learning (WBL) / work placement refers to learning that is derived from the experience of performing a job of work and taking on a workplace role. The workplace is seen as a suitable environment for the development of higher level skills and the employability skills that employers seek.

Within the QAA Code on Placement Learning, WBL/ work placement is regarded as an integral element within programmes. The experiential learning model adopted by this programme includes placement preparation, reflection and an evaluation of the WBL experience itself and feedback into the programme of study. The aim of WBL is to develop and raise students' awareness of their skills and needs, and to encourage them to reflect on their experience and enabling them to identify and focus on what and how they have learned. The ultimate outcome is moving towards becoming a "reflective practitioner".

The core module in the second year supports the work placement and provides learning of sufficient duration for the student to be able to demonstrate their learning against specific outcomes that are set at the appropriate level. The work experience placement provides the core materials for assessment within the Work Based/Placement Learning module. The assessment is in two parts and consists of a student negotiated work based project (60%) which is agreed both with the employer and the tutor and addresses employer and student needs. The project maybe in the form of a single project or it may be support activities for a number of smaller projects and enables the student to achieve learning outcome 1, 2 and 3.   In addition students will provide a critical reflection, which makes recommendations for action along with a presentation of the process (40%) and outcomes of the WBL project to peers and potential employers in the sector. The two assessment tasks for this module are complementary and their achievement will facilitate development of key transferable employability skills.

The securing of a work placement is ultimately the responsibility of the student with support from the module tutor. The School of Professional Studies has close working relationship with employers who offer placement opportunities to students. Many full-time students have part-time work and this could be the context of their WBL. However should a student fail to find a suitable placement, perhaps due to their personal and/or cultural circumstances, then the course tutor will liaise with the School Placement Coordinator to help identify and secure a suitable placement. The School Placement Coordinator will liaise with ER who will use the CRM system to match employers, review business contacts, and assist with the identification of an appropriate placement.

To ensure that any work placement is suitable for assessment for a 20 credit module at level five, and before the placement is approved, students will be required to develop a 'Placement Learning Agreement' with the module tutor and host organisation. The 'Placement Learning Agreement' will confirm that the employer recognises that the placement forms part of the student's learning, identifies the professional, vocational skills and knowledge that the student will be required to develop during the work experience, the assessment structure and timescales for completion. In addition employers will nominate a member of staff to provide support to the student, facilitating the necessary learning opportunities. This member of staff should be suitably qualified and experienced in providing student placement support and will be fully briefed by the team on their roles and responsibilities and the programme requirements.

The Work Based/Placement Learning module tutor will maintain contact with the student throughout the duration of the Work Placement via e-mail, student visits to the tutor, or site visits by the tutor.

Employer's Role and Responsibilities:

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

Roles and Responsibility of the Module Tutor

- Being involved in preparatory and debriefing tutorials and before and after the placement.
- Providing ongoing personal support to learners during the placement period.
- Supporting the placement manager through advice, guidance and clarification during the placement period.
- It is expected that the tutor will visit the learner at least once during the placement period at a previously agreed time.
- Ensuring that the student is undertaking a work based project which is appropriate for a level 5 assessment of 20 credits.

Student's Responsibilities

- To adhere to the rules, regulations, and normal requirements of the employer's organisation, including timekeeping, codes of behaviour, confidentiality and dress.
- To perform those tasks assigned by the WBL supervisor/mentor which are related to the learning objectives identified in the Placement Learning Agreement.
- To meet with the visiting tutor at least once during the placement.
- To seek regular feedback on performance within the workplace and reflect on their placement learning experience.
- To notify module tutor of any changes needed to the learning agreement or of any problems that may develop during the placement.
- A long period of absence may result in the learner needing to undertake a placement during the summer vacation.

GRADUATE SKILL DEVELOPMENT

This will be updated throughout the programme and will form part of a reflective learning portfolio, thereby providing the opportunity for personal reflection and feedback. The action plan is complemented by a reflective commentary of how the work place has informed learning and how academic learning has informed action in work. Through the Professional Skills module in the final Year of the Foundation Degree, students will complete their personal development portfolio which will draw upon such reflective activities as personal skills audits, personal development planning and action planning. Activity through the programme will encourage the development of oral skills through participation in workshop discussions, negotiations and presentations, and writing through module assignment reports and essays.

ASSESSMENT

The team takes the view that assessment is used primarily to determine how well you are able to integrate knowledge and skills gained and apply them effectively and appropriately to management and leadership situations. Effective and appropriate assessment is essential to the operation of the qualification and is based on the learning outcomes. Skills in the cognitive domain revolve around knowledge, comprehension, application, and critical thinking around the subject.

Intellectual skills are assessed by a variety of assessment methods including formal reports, essays, professional discussions and examinations using formative and summative methods. The execution of

the student negotiated work based project allows students to demonstrate their thinking skills to the highest level and demonstrate the ability to deploy accurately established techniques of analysis and enquiry. The student negotiated work based project is an opportunity for students to demonstrate their ability to manage their own project, make use of scholarly and current research and frame appropriate questions to offer or achieve a solution to a managerial problem or dilemma.

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

BFM401: Managing in the Legal Context
Level 4 - Mandatory

Module Abstract

This module will provide you with the knowledge and skills to investigate evaluate and interpret the legal environment in which businesses operate. You will gain an understanding of the importance of the agreements that the law recognises as legally binding, how such agreements are formed and the importance to a business of the different terms that might be included within a contract. You will also investigate what happens when one party is in breach of their obligations under a contract and what defences they may be offered.

Additionally, you will examine the tort of negligence, concentrating on the principles of duty of care and breach of duty (including the special duty situations under Occupiers Liability), and will consider the importance of the concept of vicarious liability. You will discuss the available defences and the damages that a business may find themselves liable for should they be held to be negligent. Finally,

you will investigate some of the key issues in consumer law and apply these to the business context.

Learning Outcomes

1 Describe the legal issues that impact upon those working in business
2 Examine the importance of the law of contract to those working within business and management, including relevant defenses
3 Discuss the importance of the law of tort and consumer protection
4 Apply legal knowledge to business scenarios and contexts
5 Construct sound, coherent and relevant arguments supported by appropriate authorities

Indicative Content

Introduction to contract law – elements of a contract, vitiating factors, classification of contract terms, discharge of contract, remedies for breach of contract, defences;

Consumer protection – Data Protection Act 1998, Sale of Goods Act 1979, Consumer Credit Act, Consumer Protection Act 1987;

Law of Tort – Tort of Negligence; Negligent Misstatement, Occupiers Liability Act 1957 and Occupiers Liability Act 1984, remedies, defences.

BFM402: Responding to Business Information Systems
Level 4 - Mandatory

Module Abstract

The aim of this module is to develop the student's information, communication and technology skills in addition to their appreciation of ICT interaction in 'cyberspace'. Studying the history and development of the internet, particularly in the context of business operations and examining the impact of ICT on businesses ethically and commercially.
The module draws on a selection of established principles and contemporary approaches and considers these in relevance to specific working contexts in the public, private and voluntary sectors.

Learning Outcomes

1 Identify the key elements of information systems in relation to project management
2 Analyse the social and legal issues of computing networks
3 Critically discuss the development of e-commerce and its role in managing the modern business
4 Critically develop an understanding of business systems and design and be able to explore their application in a business context

Indicative Content

Fundamentals of Information Systems

Managing the modern organisation

Business Systems Analysis and Design

Computer and Network Management

Social and legal aspects of computing

Introduction to Project Management

Professional skills

E-commerce: A critical evaluation of technology

BFM403: Introduction to Financial Accounting
Level 4 - Mandatory

Module Abstract

This introductory module to Financial Accounting will provide students with basic bookkeeping and accountancy skills and knowledge that will enable them to obtain employment in finance or accounting environments. This module will also enable the student to have greater understanding of financial concepts and principles, which are a necessary prerequisite for the module level 5 Financial Management and level 6 module Strategic Financial Management.

Learning Outcomes

1   Prepare ledger accounts and cash book from source business documents
2   Prepare an initial and extended trial balance
3   Analyse the uses and purpose of financial statements
4   Present financial statements of a sole trader, partnership and limited company using suitable format
5   Evaluate relevant UK accounting standards

Indicative Content

Principles of Accounting

The purpose of accounting information, uses and users of accounting information, the basic accounting equation, assets, liabilities and owner's equity, double entry accounting, capital and revenue expenditure, methods of depreciation, straight line and reducing balance

Accounting Concepts

Going concern, consistency, prudence, accruals, materiality, relevance, reliability, comparability

Accounting records

Nominal ledger, sales ledger and purchase ledger, cash book, trial balance, journals, extended trial balance

Adjusting entries

Accruals, prepayments, bad debts, provisions for bad debts, depreciation, correction of errors, suspense accounts, closing stock, goodwill, change of partner's profit sharing ratio, introduction and retirement of partner

Financial Statements

Organisations: Sole Trader, Partnership, Limited Companies

Final accounts: Statement of Profit & Loss, Statement of Financial Position, Appropriation Account, Current and Capital Account

Legislation and

BFM404: Managing People in Organisations
Level 4 - Mandatory

Module Abstract

The aim of this module is to develop awareness of people management skills and initiatives within organisational contexts. The emphasis will be on developing awareness of people management strategies and skills used to improve overall organisational effectiveness. The module will develop both the knowledge and the technical skills of the student and include reflective analysis of these.

Learning Outcomes

1   Evaluate and apply theories and research findings in relation to personality, attitudes, motivation perception and negative work behaviour.
2   Analyse individual and group behaviour in the workplace and link this to the organisational setting.
3   Evaluate and use management and leadership models, concepts and techniques
4   Appraise the concept of engagement, and the psychological contract and the desire for high performance working
5   Identify the importance of a positive workplace culture

Indicative Content

Leadership in the workplace

Effective management of people

The impact of values and beliefs

High performance work initiatives

Theories of behaviour

Motivation and engagement

Delegation and decision making

The concept of the psychological contract

The impact of culture and cultural differences on groups and interaction

Team roles and team development; high performance working

Organisational learning; Human Resource Development systems that support the development of individuals to achieve organisational goals

Coaching and mentoring skills

BFM405: Developing Enterprise for Small Business
Level 4 - Mandatory

Module Abstract

Small and Medium enterprises (SMEs) play a crucial role in the UK and global economies. Small and Medium Enterprises are continuing to grow in numbers, becoming not only an attractive source of employment for graduates, but also creating a greater number of owners/managers and directors and adding to the skills base of the UK and global economy.

The development of effective entrepreneurial skills for graduates provides them with a range of transferable skills for their future professions/careers. This module will introduce students to both theoretical and practical concepts of entrepreneurial activity with specific focus on the creation and starting a new business venture. The module will give students a pragmatic insight into the processes and organisation to conceive research and communicate a credible business idea in order to support the securement of the necessary external resources to start a new business enterprise.

The module aims to develop entrepreneurial skills such as creativity, problem solving, leadership skills and working in teams. The module will primarily consider enterprise within the small business sector. The role of enterprise and the focus of entrepreneurship within larger private sector organisations, the public sector and third sector organisations will also be considered.

Learning Outcomes

1   Analyse the role and range of small to medium sized enterprises and their contribution within the UK economy.
2   Evaluate a range of factors (PESTLE) determining the success or failure of a new small to medium sized enterprise/business.
3   Demonstrate the development of key enterprise skills and the ability to apply these to various business contexts.
4   Transform an idea or concept into a well argued, supported case, analysing the component details of a proposal for a new commercial enterprise.
5   Write a credible and informed business plan.
6   Reflect on the skills used in the development of the business plan and whether or not an entrepreneurial route may be of future career interest.

Indicative Content

The Business Environment: political, economic, social and technological factors that influence the development of new small to medium sized enterprises and businesses.

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

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

Success and Failure factors: An appreciation of the challenges of entrepreneurial action including the probability of survival/non-survival for start-ups and an understanding of the key elements and resource demands of the entrepreneurial process.

Process of new business formation: Students will become familiar with alternative sources of business finance and their relevance to your business and appreciate the perspective/interests of those parties which might finance the new enterprise.

Business acumen and understanding: Apply concepts from Management, Finance and Economics to the specific area of entrepreneuri

BFC501-T-16: Work Based and Placement Learning

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

BFM501: Developing Human Resource Practice
Level 5 - Mandatory

Module Abstract

Developing Human Resource practice module will focus on the principles of best practice human resource management. The module aims to enable Students to build on existing knowledge and develop new skills in the area of human resource practice. This module will explore how HR policies and practices are enacted by managers within the workforce. The module will provide an overview of the HR function which encompasses resourcing and retaining a talented workforce; labour market trends; attendance management; performance and reward management; coaching and mentoring; discipline, grievance and dismissal; equality and diversity.

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

Managers within today's workplaces are expected to manage the performance of employees on a daily basis and conduct performance review meetings, often without training in doing so. As in present-day workplaces, performance management is a vital component of managing diverse workforces to achieve and sustain competitive advantage. Managing performance is an essential facet of a manager's role and the realization of individual and team performance to that of the strategic objectives must be recognized. This module will look at how intrinsic and extrinsic reward motivates individual employees and the different types of reward employers may or may not be able to afford employees.

Coaching and mentoring are contemporary means to develop individuals within the workforce to achieve high performance and such will be examined in line with performance management. As in industry, students will be expected to work within timeframes, prepare for a performance review meeting, devise relevant documentation and ethically conduct a performance review meeting. To demonstrate best practice, students will be required to reflect upon knowledge gained during the PM process and their performance during the meeting and produce a reflective knowledge statement.

Learning Outcomes

1   Define human resource management and analyse its contribution to organisations
2   Evaluate different facets of human resource practice and their impact on operational management
3   Illustrate skills and competencies in the performance management process
4   Demonstrate knowledge and reflective skills required in the performance and reward management process

Indicative Content

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

Performance and Reward Management – the performance management cycle, content and process motivation theories, intrinsic and extrinsic motivation and reward, different types of performance management systems, the role of line managers in conducting performance reviews, managing, monitoring and evaluating performance

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

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

BFM502: Financial Management
Level 5 - Mandatory

Module Abstract

Financial Management module is concerned with the management of an organisation's finances to ensure that its financial objectives are achieved. It is concerned with providing a financial environment to support the business strategy and maximising shareholder wealth.

The purposes of Financial Management are to ensure short and long term funds are available to meet an organisation's strategy and objectives and to help make decisions concerning investment and the provision of working capital. Financial Management also ensures that adequate controls are in place to protect and manage financial resources and to ensure that assets are used efficiently to provide the returns expected by shareholders.

Learning Outcomes

1   Identify and describe shareholder wealth maximization and profit maximisation
2   Critically analyse, interpret and evaluate financial statements as a means of measuring the achievement of corporate objectives and working capital management
3   Analyse the objectives of working capital management in terms of liquidity and profitability
4   Evaluate a range of short-term and long-term sources of finance available to businesses

Indicative Content

Organisational goals and the financial objectives of the business, profit maximization, risk, return and ethical considerations

Working Capital Management – components of working capital, current assets and current liabilities, maintaining efficient levels of working capital components

Financial Performance Indicators – profitability ratios, liquidity, capital structure and benchmarking

Limitations of ratio analysis

Short term financing – overdraft, trade credit, leasing, factoring, hire purchase

Long term financing – loans, equity, IPO's, Placing, Rights Issue, Venture Capital, Corporate Bonds, Angel Investor,

BFM503: Contemporary Issues in Business
Level 5 - Mandatory

Module Abstract

The business world is constantly evolving and changing; the management discipline must respond to these changes in the business environment. The module explores and evaluates the theoretical and practical application of a range of contemporary issues in management, such as social media, ethics, sustainability and globalisation.

Learning Outcomes

1   Compare and contrast the stakeholder model of corporate governance with the shareholder model.
2   Critically evaluate the different approaches to corporate social responsibility.
3   Evaluate the impact of social media upon organisational decision-making.
4   Discuss laws and regulations that influence an organisation's approach to sustainability.
5   Compare and contrast the circular economy with the linear economy.

Indicative Content

Globalisation.

Impact of social media

Introduction to Business Ethics

Introduction to Financial and Accounting Ethics

Stakeholder versus shareholder model of corporate governance.

Approaches to Corporate Social Responsibility

Triple Bottom Line

Supply chains and the circular economy

Cradle to cradle design

Laws and regulations governing sustainability (Kyoto agreement, carbon reduction commitment, packaging waste regulations)

Additive manufacturing (3D printing)

BFM504: Financial Management Systems
Level 5 - Mandatory

Module Abstract

The module introduces present-day techniques and uses of financial management systems in the contemporary business environment, exploring the application of management accounting information

for decision-making and performance measurement. You will encounter current issues in information technology, together with a theoretical evaluation of the process of developing and implementing accounting information.

Learning Outcomes

1   Identify the key elements of financial management information systems
2   Critically evaluate present day techniques for use in a contemporary business environment
3   Explore decision-making and performance measurement techniques
4   Critically evaluate an understanding of technology in the relevance of developing an accounting information strategy

Indicative Content

The control function of management

Designing and evaluating control systems

Management control alternatives

Financial responsibility, planning and budgeting

Financial results control systems

Performance measurement issues

Establishing a financial procedures manual

BFM505: Professional Skills Development
Level 5 - Mandatory

Module Abstract

This module allows the students to develop personal and essential skills in readiness for the world of employment. The focus will be to provide students with the range of crucial professional skills and attributes that that is required for operating in contemporary employment situations. The intention of the module is to enable the individual to identify key workplace skills and behaviours to allow them to improve and develop their own performance in existing or potential job roles whilst also allowing them to achieve their own potential as a person.

Learning Outcomes

1   Develop the knowledge and skills in order to undertake research design and practice
2   Develop interpersonal skills and attitudes within the context of personal and career development.
3   Appreciate the knowledge, skills and attributes that contribute to team effectiveness and develop skills in working with other
4   Develop essential communication and presentation skills and apply these in a variety of workplace contexts.
5   Apply emotional intelligence to a range of workplace situations

Indicative Content

Achieve and demonstrate the learning outcomes of the module

Further their own professional capabilities

Preparing for research

Goal setting for self-development

Networking skills

Keeping up to date

Communication skills

Political awareness skills

Decision making skills

Creative skills

Positive influencing skills

Effective negotiation skills

Effective conflict management skills

Assertive skills

Developing emotional intelligence

Time and self-management skills

Developing personal effectiveness within the workplace

Developing presentation and impression management skills

Career planning

BFM601: Approaches to Managing Strategically
Level 6 - Mandatory

Module Abstract

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

Learning Outcomes

1   Critically evaluate the different models of, and approaches to, strategic management, and interpret these as bases of strategic choice

2   Apply critical evaluation of selected strategy literature

3   Analyse an organisation's competitive environment, evaluate competitive positions, and identify core competences

4   Critically assess strategic choices through the application of appropriate strategic models

5   Evaluate processes of strategic decisions and rescue approaches

6   Evaluate issues arising from putting strategy into action

Indicative Content

Strategy and strategic management

Strategic management definitions and thinking; missions and objectives

Strategic management process

Managing stakeholder influence

Culture and values and its impact on strategy

Choosing directions: Environmental analysis, resources and competitiveness

Strategy creation

BFM602: Ethics, Business and Finance
Level 6 - Mandatory

Module Abstract

The aim of this module is to develop the students' ethical capabilities increasing understanding of ethical issues in the context of financial management.

This module is concerned with the study of ethical dilemmas arising in business and financial management and analyse financial players' decision making and it aims at offering a professional-related approach to the analysis of those issues. The module is two-fold; concerned with financial and the second with non-financial organisations.

The study of ethics in finance involves the investigation of the functioning of financial markets and how incentives shape financial players' behaviour and the management of ethical dilemmas. It will also cover laws related to the provision of financial services and management (for example, fiduciary duties, and conflicts of interest) and those pursuing financial markets integrity, fair conduct and fair dealing (for instance, rules on market manipulation, and insider trading). Responsible investing and microfinance will be covered as well.

The study of business ethics will be mainly concerned with corporate governance and Corporate Social Responsibility issues and sustainable reporting.

The module draws on a selection of established principles and contemporary approaches and considers these in relevance to specific working contexts in the public, private and voluntary sectors.

Learning Outcomes

1   Analyse ethical issues in financial and management practice and develop an understanding of the fundamental ethical principles for financial management.

2   Evaluate potential ethical dilemmas in financial and management settings and apply ethical framework to aid rational managerial decision making.

3   Recommend reasoned solutions for managing potential conflict between people in practical financial and management situations.

4   Critically evaluate the role and effectiveness of ethical codes in finance and business management.

Indicative Content

The development of the accounting profession and accounting bodies

Relationship between institutions of accountancy and the State

Theories of accounting regulation – the accountancy profession; anti-fraud legislation; anti-money laundering

Corporate social responsibility and corporate governance

Professional ethics, objectives and the role of ethical codes in accountancy

Ethical dilemmas and challenges of auditing, financial reporting and management control

Charity accounting (audit, independent examination, SORP)

Standards of behaviour and assessment of accounting practices in the context of moral or ethical benchmarks

BFM603: Strategic Financial Management Decision Making
Level 6 - Mandatory

Module Abstract

The aim of this module is the identification of financial strategies available to enable the maximisation of an organisation's net value through the creation of value and the financial support of an organisation's business strategy. SFM creates value through the allocation of scarce capital resources among competing business opportunities. It is an aid to the implementation and monitoring of business strategy and helps to achieve business objectives. It is concerned with managing shareholder value, hedging against risk and integrating the financial management function with business strategy.

Learning Outcomes

1   Extrapolate the impact of corporate dividend policy on financial investment decisions
2   Analyse and critically evaluate the types of risk and financial approaches to risk management
3   Evaluate potential strategic financial objectives, and the relationships among and constraints on the elements of financial strategy
4   Use and evaluate appropriate investment appraisal techniques to identify cost of investing in projects

Indicative Content

Financial and non-financial objectives (e.g. value for money, maximizing shareholder wealth, providing a surplus)

External constraints on financial strategy (e.g. funding, regulatory bodies, investor relations, strategy and economic factors)

Financial strategy in the context of regulatory bodies

Links between investment, financing and dividends

Appraisal of investment opportunities: payback, discounted cash flow, internal rate of return

Cost of capital

Capital structure, dividend policy and dividend decisions

The Clientele Effect

Risk and return

Financial derivatives used to hedge against risk

BFM604: Developing Performance
Level 6 - Mandatory

Module Abstract

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

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

Learning Outcomes

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

Indicative Content

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

People organisational performance nexus

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

Resource-based view

Black box dilemma

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

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

Motivation, reward and job satisfaction

High performance working,

Organisational learning and development

Policy to practice and the causal gap

Coaching and mentoring approaches to performance

Managing poor performance

BFM605: Dissertation
Level 6 - Mandatory

Module Abstract

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

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

A critical description and discussion of project or projects carried out in the workplace and placed in a wider context. This (these) may be (a) project(s) for which the student has had sole responsibility of where s/he was a member of a team.

A critical discussion of a wider subject specific topic which is in some way related to the work carried out by the student in the workplace, but placed in a wider context.

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

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

Learning Outcomes

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

Indicative Content

There is no specific syllabus but rather a series of supervisory tutorials, since this is a dissertation module in which Students produce a piece of individual research. Relevant support for the process of

research and dissertation writing is provided at the beginning of the module and in tutorials with the supervisor, which will cover:

Planning research and formulating research questions and objectives

The relationship between research and the literature

Exploring the nature and investigative strategies in qualitative and qualitative research

Ethical considerations and access to information; collecting and analysing data

Communicating research outcomes in the form of a dissertation

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.