

Programme Handbook 2018-19

Family Support and Wellbeing

FSW-2016



WELCOME

Welcome to Blackpool and The Fylde College and to the Family Support and Wellbeing (FSW-2016) programme.

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

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

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

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

GENERAL INFORMATION ABOUT YOUR PROGRAMME

Programme Code	FSW-2016
Programme Title	Family Support and Wellbeing
Teaching Institution	Blackpool and The Fylde College
Professional, Statutory and Regulatory Body (PSRB) Accreditation	None
UCAS Code	Foundation Degree: 3V4S Hons Degree: 3V5S
Language of Study	English
Version	1

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

THE FRAMEWORK FOR HIGHER EDUCATION QUALIFICATIONS (FHEQ)

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

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

PROGRAMME OVERVIEW

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

The programme considers approaches to working with families, with a particular emphasis on working holistically with hard-to-reach families. The programme is suitable for those in a wide variety of roles working directly with children, young people, and their families, including family/parent support workers and parenting practitioners, residential workers, leaving care workers, learning mentors, early intervention project workers, 'nurture group' workers, respite carers, and those working in children's/family centres. You will be provided with the opportunity to develop knowledge and understanding of social, sociological, psychological and legislative theories and perspectives and apply these sensitively to your work with families. The support and wellbeing nature of the degree will not only equip you with the knowledge and skills to fulfil your demanding role but also enhance development of self-resilience strategies.

The first year of the foundation degree programme consists of six 20 credit modules at level 4 which introduce you to the values and principles inherent in family support work, alongside health and wellbeing practices, development and resilience, policies and provision and psycho-social perspectives on children and families. During your first year you will also have opportunity to develop the skills essential for study in higher education, by undertaking the academic and digital literacy module.

At level 5 you will complete modules which apply many of the principles and practices studied at level 4 into a practical family support and wellbeing setting. These modules include work based learning, dealing with crisis and conflict, therapeutic practices, contemporary issues, safeguarding and ethical practice and leadership and management within family support practice.

The range of modules studied during the foundation degree will enable you to develop criticality and professional evaluation with links to wider social processes. This programme requires you to be in work or volunteering in the family support and wellbeing sector and the programme is designed to integrate this experience with your development of subject knowledge, personal and transferable skills and professional values and attitudes.

Having completed levels 4 and 5 of the Foundation Degree, on progression to level 6 of the BA honours programme, you will study modules which develop criticality and professional evaluation skills which link to wider social processes. At level 6, modules deal with research informed theoretical perspectives of 21st century families, legislation policy and practice, managing change in wellbeing practices and international perspectives of family support and wellbeing practice. Throughout the BA (Hons) top up year you will undertake a dissertation project in which you will engage in research and produce a dissertation report relevant to a particular area or areas of family support and wellbeing.

PROGRAMME AIMS

Foundation Degree:

- To provide an integrated teaching, learning and assessment programme that facilitates the acquisition and development of academic and professional skills through reflecting on work within family support.
- To introduce students to analytical approaches, theoretical perspectives and concepts and to develop understanding of the wider social, political and economic issues related to work with children, young people and their families.
- To develop personal, academic and professional expertise in partnership with employers and other stakeholders in relation to family support practice.
- To provide the opportunity for students to gain access to and develop understanding of current knowledge and skills directly related to effective family support and well-being practice in the workplace.
- To equip students with the skills and knowledge relevant to family support job roles and the requirements of employers in this sector.

BA (Hons):

- To develop criticality through the review of a range of theoretical perspectives, analytical approaches and issues relevant to therapeutic work with families.
- To provide a learning experience which develops the skills of criticality and analysis required in relation to work-based situations and concerns of the wider sectors.
- To develop supervisory level skills which provide varied opportunities to apply knowledge and understanding in professional practice settings.

- To enable students to critically evaluate wider social, political and economic issues related to work with families.

PROGRAMME LEARNING OUTCOMES

Level 5

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

1. Discuss a range of philosophical, historical, psychological, sociological and health perspectives on personal, social and educational support in families
2. Examine a range of perspectives, theories, values and principles and their practical applications within the family support and wellbeing sector
3. Apply legislation and processes for family support services in safeguarding the health and welfare of service users, promoting effective family development and meeting welfare, health and safety needs.
4. Analyse partnership working in the context of engagement with families, the community and a range of supportive networks
5. Evaluate the appropriateness of different approaches to solving family problems and apply these in a work context
6. Work collaboratively with others evidencing interpersonal skills and the capacity to plan, to share goals and to propose solutions in a practical context
7. Improve own learning and performance, through reflective practices in order to plan and manage continued personal and professional development
8. Analyse management and leadership practices to promote the development of resilience and effective family support ethics values and principles

Level 6

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

9. Critically analyse the development of strategies and best practice in family support and wellbeing
10. Critically examine leadership in the context of work with vulnerable people in order to determine effective leadership and management practices in the sector
11. Plan, and produce a critical, evaluative response to family support and wellbeing policies and practices using theories and concepts from contemporary research
12. Critically apply knowledge of policy, legislation and relevant theoretical perspectives in order to make informed judgments and speculate on possible solutions
13. Use research and inquiry skills to critically investigate family support and wellbeing practices in order to analyse data and draw considered conclusions and recommendations
14. Critically evaluate the appropriateness of different approaches to solving problems and apply these in a Family support and wellbeing context
15. Critically analyse comparative international and national policies, practices and strategies in family support

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-S: Academic and Digital Literacy (Humanities)	4	20	50%	50%	

	(Mandatory)					
	FSW402: Values and Principles (Mandatory)	4	20	80%	20%	
	FSW403: Health and Wellbeing Practices (Mandatory)	4	20	80%	20%	
	FSW404: Development and Resilience (Mandatory)	4	20	80%	20%	
	FSW405: Sociological Perspectives on Children and Families (Mandatory)	4	20	100%		
	FSW406: Policy and Provision of Family Support Services (Mandatory)	4	20	100%		

Stage 2: Year 2
Stage award: LU Foundation Degree in Arts
(Awarded by Lancaster University)

All	BFC501: Work Based and Placement Learning (Mandatory)	5	20	100%		
	FSW502: Working with Crisis and Conflict (Mandatory)	5	20	100%		
	FSW503: Specialist Therapeutic Practices (Mandatory)	5	20	100%		
	FSW504: Contemporary Issues in Family Support (Mandatory)	5	20	100%		
	FSW505: Principles of Safeguarding and Ethical Practice (Mandatory)	5	20	100%		
	FSW506: Leading and Managing Family Support Practice (Mandatory)	5	20	90%	10%	

Stage 3: Year 3
Stage award: LU Bachelor of Arts with Honours (Top-up)
(Awarded by Lancaster University)

All	FSW601: Dissertation (Mandatory)	6	40	100%		
	FSW602: Legislation, Policy and Practice in Work with Families (Mandatory)	6	20	80%	20%	
	FSW603: Managing Change in Wellbeing Practices (Mandatory)	6	20	100%		
	FSW604: International Perspectives on Wellbeing Practices (Mandatory)	6	20	100%		
	FSW605: Theoretical Perspectives of 21st Century Families (Mandatory)	6	20	80%	20%	

WHERE WILL I STUDY?

This programme may be studied at the following location:

B&FC University Centre

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

GETTING STARTED

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

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

LEARNING AND TEACHING

The approach to teaching, learning and assessment will provide you with an equal and effective opportunity to achieve the intended learning outcomes. The needs of employers, considered to be crucial to the success of this foundation degree programme, were taken into account when designing the curriculum content and modes of delivery.

You will learn in a variety of ways appropriate to the level and content of the programme. Theoretical perspectives, concepts and legislative aspects will be delivered using presentations such as lectures and interactive presentations where you will make and take notes to support your understanding. The team also use interactive group activities to further develop your understanding, these group activities require you to discuss ideas and their applications with your group and contribute to whole class feedback sessions. You will be encouraged to engage in activities where you will communicate your ideas in visual, written and spoken forms through poster production, mini presentations and role plays. In addition to the more class based sessions you will be encouraged to develop the skills of inquiry through the use of traditional and on line research activities. Seminars will be used to support your development of analytical and evaluative skills where you will analyse a contemporary piece of research and then present your overview to your group and respond to questions. You will participate in reflective activities and use critical incidents to explore the link between the theoretical aspects of the programme and your working context. Visiting guest speakers from the sector will provide a contemporary employment focussed lecture and workshop input adding to the variety of teaching and learning approaches on the programme.

Tutorials are seen as an essential part of the teaching and learning strategy at all levels and are integrated throughout the programme. You will be assigned a personal tutor who will be available, both online and at designated times during the week, for individual tutorial support and guidance. The individual tutorial will be used to support your further development of study skills, monitor your progress and plan further action.

Formative assessment will consist of team-based case studies or problem-solving exercises assessed by a class discussion, Q & A sessions and seminar presentation
Moodle and/or text-based reading and research exercises, carried out either during class time or as independent learning and assessed by online tasks, reflective pieces and Moodle forums.

You will also have the opportunity to submit draft assignments, which will be formatively assessed by

either brief written feedback or in one to one discussions during subject tutorials.

Summative assessment will consist of essays, reports, presentations and case studies which have been selected by the team to enable you to meet the learning outcomes of the programme

The BA (Hons) top up in Family Support and Wellbeing will provide you with the opportunity to further develop your critical skills, essential for an undergraduate and family support professional. You will experience seminar sessions where you will be expected to read and critically evaluate theories, concepts and practices in the sector as well as identify and discuss your own experiences. The discussions led by the tutor, but increasingly at this level by students themselves, which follow the seminars and lectures will help you to enhance your understanding of more complex ideas and to evaluate these in the light of experience. Although lectures will be used to provide structured input there is less reliance on this approach at BA (Hons) level.

Interactive teaching sessions utilising group, pair, case studies and presentations will form a significant part of the teaching and learning activities in this BA (Hons) top up year and this is further enhanced by access to a Tutorial to enable you to identify your own strengths and areas for further development.

There will be lots of opportunities to individualise your learning activities through your extended dissertation project which will not only provide a final synoptic assessment on the programme but will support you in developing independence and autonomy and evidence your understanding of theory, research and the relationship this has to practice. Your Dissertation is supported by lecture input on general research and study themes and then further supported through individual supervision as the project progresses.

You will also have the opportunity to submit draft assignments, which will be formatively assessed by either brief written feedback or in one to one discussions during subject tutorials.

Tutorials are seen as an essential part of the teaching and learning strategy at all levels and are integrated throughout the programme. You will be assigned a personal tutor who will be available, both online and at designated times during the week, for individual tutorial support and guidance. The individual tutorial will be used to support your further development of study skills, monitor your progress and plan further action.

Formative assessment strategies for the BA (Hons) top up include verbal and written feedback, as appropriate, and self and peer assessment. Having developed your knowledge, skills and confidence, you will take responsibility for you own learning and to support this will be given opportunity to review and evaluate your own progress to enable self-assessment.

Summative assessment will include the production of essays, reports, case studies and presentations as well as the extended synoptic dissertation project.

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

The foundation degree programme is strongly underpinned by theoretical perspectives, with the

practice of specialist techniques being embedded within this framework. We believe that knowledge and skills in a variety of academic areas can offer insights and benefits to you in your work and enhance your career prospects, whilst offering employers skilled and confident professionals in the workplace. Therefore employment in a relevant work setting or an appropriate voluntary position is essential for admission to this foundation degree.

This work based or placement experience will provide you with the opportunity to gain access to and develop understanding of current knowledge and skills directly related to effective family support and well-being practice in the workplace. Classroom activity will focus upon students' workplace activity; in-class exercises will frequently be based upon the work carried out by you in the work setting.

In second year at Level 5 the Work Based Placement Learning module requires you to negotiate a work related project with the employer and then to reflect on your development of work related skills and practices informed by theory.

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-S: 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

FSW402: Values and Principles Level 4 - Mandatory

Module Abstract

This module will provide opportunities for you to explore and reflect on the construction of your personal values and identify and question the range of factors which were influential in their development. You will be supported to develop a deeper understanding of the similarities and differences between the values and principles of health, social work and family support disciplines and recognise any potential areas of conflict related to your own personal and professional values. This will further support the development of your professional resilience. You will also be able to establish the importance of maintaining appropriate ethical standards in practice and to show respect and understanding of equality and diversity issues when endeavouring to support and empower service users and their families.

Learning Outcomes

- 1 Discuss personal values; their construction, influences and how they are developed and sustained/change
- 2 Compare and contrast underpinning values & principles in the family support sector
- 3 Evaluate the potential impact of personal values on perceptions of families and identify areas of conflict that may arise within professional practice
- 4 Explain the importance of respecting the diversity of families in line with ethical principles of practice

Indicative Content

Influences on construction of personal values

Definition of values and principles

Health, Social Work and family support professions

Multi-agency values

Examples of principles including NHS, Social Work, Counselling, Mental Health and Substance Misuse Services

Conflicts – personal and professional (due to different values/beliefs)

Ethical considerations

Power relationships

Equality and Diversity

FSW403: Health and Wellbeing Practices Level 4 - Mandatory

Module Abstract

This module will introduce you to a range of health and wellbeing practices, including mental health and wellbeing, in order to support you in developing knowledge and understanding of practices which are beneficial to working with families who require and access support.

The module will explore the historical context around the development of these practices, their purpose and efficacy in working with families and individuals. The module will also explore established and contemporary, innovations and approaches to supporting change in mental health and wellbeing.

The module content will introduce you to a range of wellbeing services and therapeutic practices that are designed to meet service user needs; practices such as early interventions, person and family centred approaches and mental and physical health support strategies.

Learning Outcomes

- 1 Identify legislation and critical events that have led to the development of therapeutic services
- 2 Explain the formation and interrelation of wellbeing practices and services
- 3 State the purpose of health and wellbeing therapeutic practices and evaluate their use in context.
- 4 Discuss intervention strategies for mental health and wellbeing, identifying their advantages and

disadvantages for service professionals and service users

Indicative Content

Established and contemporary therapeutic practices

Legislation and policy relating to therapeutic practices

National & local services and strategies to support therapeutic practices

Critical life events

Developing professional resilience

Mental Health and Wellbeing

Mental Health and Wellbeing

Person-centred approaches and interventions to health & wellbeing

Historical context of Family Support

FSW404: Development and Resilience Level 4 - Mandatory

Module Abstract

This module is designed to introduce you to the key aspects of biological, cognitive, social and emotional development in childhood and adolescence and to the range of contextual factors that influence these developmental processes.

This module will consider concepts concerned with how children and young people start to understand who they are, what they are feeling, and what they expect to receive from others. These concepts are at the heart of their social and emotional development, they contribute to a child's and young person's self-confidence and empathy, their ability to develop meaningful and lasting friendships and partnerships and their sense of importance and value to those around them.

Children and young people's holistic development influences many other areas of development namely cognitive, motor skills and language which are areas that greatly affect how a child or young person feels about themselves and how they are able to express ideas and emotions. The greatest influence on a child and young person's social-emotional development is the quality of the relationships that they develop with their primary caregivers. Positive and nurturing early experiences and relationships have a significant impact on a social-emotional development. This module will explore those concepts theories and ideas which contribute to effective socialisation and positive transition to adulthood.

Learning Outcomes

- 1 Compare and contrast biological and psycho social theories on child and adolescent development
- 2 Analyse the importance of socio-economic factors in the typical and atypical development process
- 3 Describe the concept of resilience and analyse its importance in relation to typical developmental processes
- 4 Evaluate the impact of life transitions on the developmental process

Indicative Content

Theories of childhood and adolescence

Theories and models of child development

Typical and atypical biological, cognitive, social and emotional development

Risk, vulnerability and resilience

The impact of trauma on the developing brain and social and emotional development

Biological, social and environmental factors and their impact on development

Life transitions

FSW405: Sociological Perspectives on Children and Families Level 4 - Mandatory

Module Abstract

This module is designed to introduce you to fundamental sociological theories that relate, not only to society as a whole, the macro theories but also have an application within family structures the micro theories. You will be introduced to Marxist, Functionalist, Neo-Marxist, Neo-Functionalist, Symbolic Interactionist and Feminist theories and will develop your understanding of these fundamental sociological perspectives.

This module will consider how the sociological theories and perspectives can be located and applied within a range of typical contemporary family structures. Acquired sociological knowledge and understanding of the family will enable you to work effectively with children, young people and their families.

Through assignment work you will be able to use your skills and knowledge in order to demonstrate application of sociological theories; comparing and contrasting relevant theories to engage successfully and professionally with others.

Learning Outcomes

- 1 Compare and contrast a range of sociological perspectives and theories that relate to contemporary family structures
- 2 Explain the evolution of family structures from a historical, cultural and economic perspective
- 3 Discuss the impact of society on the development of family structures.
- 4 Apply sociological theories to a range of contemporary issues evident within contemporary families

Indicative Content

Typical and atypical family structures

Family Systems Theory

Sociological theories; Marxism, Neo-Marxism, Functionalism, Neo Functionalism, Symbolic Interaction, Social Exchange, Feminist

Cultural sensitivity

**FSW406: Policy and Provision of Family Support Services
Level 4 - Mandatory**

Module Abstract

Social policy has a huge impact on family services and, most importantly, on service users. This module will consider the historical development and provision of services within the family sector. You will be encouraged to explore the philosophies and ideologies underpinning the approaches of the main U.K. political parties. You will also consider the external influences upon policy, including poverty, deprivation and their subsequent impact on life chances. The module will trace the development of the welfare state and the theoretical framework upon which it was developed before moving on to consider policy and legislation specifically relevant to work in family services. You will be encouraged to take an analytical approach to the values, norms and customs embodied in current legislation. You will draw upon a range of diverse philosophical approaches to issues surrounding family needs in contemporary society and will evaluate the effectiveness of current and historical policy. The module will examine policy frameworks at both national and local level with reference to a range of academic and professional resources.

Learning Outcomes

- 1 Discuss the developments in policy and legislation reflecting the changes in family dynamics in the family support sector
- 2 Identify and evaluate the role of political ideologies and government policies in addressing family service provision
- 3 Evaluate the role of multi-agency services in meeting the needs of diverse families in changing and evolving social contexts
- 4 Explain the role of the multi-agency partnership approach central to planning and delivering effective family support services

Indicative Content

Social Policy

The Welfare State

Legislation

Political Ideologies and Government Policies

Poverty, disadvantage and deprivation

Family Structure and cultural diversity

Multi-agency and partnership working

**BFC501: Work Based and Placement Learning
Level 5 - Mandatory**

Module Abstract

This module will provide you with the opportunity to undertake a period of work based learning under the direction of an employer and an academic supervisor enabling you to learn and develop in a

working environment. The module will provide you with opportunities to develop an understanding of the key factors associated with working in industry and provide a framework for you to evidence key transferable skills gained in the work setting. During your work based learning experience you will be expected to undertake a task or project negotiated between you, your tutor and the employer and set in the context of work and industry. Throughout your work based learning experience you will be expected to actively and critically reflect on the range of different processes engaged in for both productive work tasks and the completion of your project/task. It is also vitally important for you to work on integrating your knowledge from a theoretical perspective into a pragmatic work based context, this will support your critical analysis and reflections and help you to review, evaluate and make decisions based on the integration of theory and practice. Critical reflection is essential for the achievement of the outcomes in this module and a substantial part of the assessment requires you to critically reflect, evaluate and make recommendations for action, a key skill in graduate employment. To conclude this module you will be expected to design and deliver a presentation which reflects the processes and outcomes of your work based project and will be delivered to a selected audience. This presentation activity will help you develop and evidence your research, communication and organization skills and provides an interactive and fitting conclusion to your work in this module.

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

Learning Outcomes

- 1 Negotiate and undertake a work based project/task
- 2 Critically evaluate the process and work undertaken
- 3 Integrate theory and practice when proposing solutions and evaluating outcomes in work based settings.
- 4 Present the outcomes of the project to selected audiences.
- 5 Critically reflect and make recommendations to improve both personal and professional practice.

Indicative Content

Principles of Work Based Learning and negotiated projects

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

The work based learning contract – roles and responsibilities

Project methodologies and tasks

Project management

Work based competencies

Reflective Practice

Integrating theory and practice

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

FSW502: Working with Crisis and Conflict
Level 5 - Mandatory

Module Abstract

This module will introduce you to the subject of working with crisis and conflict within the family unit. You will be supported to develop your knowledge and understanding of crisis situations including substance abuse, mental health issues, depression and suicide, family violence and abuse, death of a family member and the grieving process. Crisis intervention models and plans will be explored along with proactive and reactive approaches to support.

The module will examine case studies and further develop your skills of reflection in the context of family support work providing you with the opportunity to demonstrate your understanding of theoretical approaches to working with families in crisis and conflict and the application of good practice principles.

This module will enable you to enhance your personal and professional skills including the development of resilience and at the same time increase your academic understanding of the issues associated with managing crisis and conflict with families in order to make informed judgements in your working/placement practices.

Learning Outcomes

- 1 Define crisis and conflict in families and discuss situations in which they may arise
- 2 Summarise the theoretical approaches and perspectives which explain crisis and/or conflict in familial situations
- 3 Analyse crisis and/or conflict techniques and strategies in the delivery of support to children and families
- 4 Evaluate personal and professional competencies required to deal with crisis and conflict in support work with families

Indicative Content

Crisis and conflict behaviours

Conflict prevention, resolution, avoidance, confrontation

Crisis situations – substance abuse, mental health issues, depression and suicide, family violence and abuse, death of a family member and the grieving process

Crisis intervention models and plans

Theoretical Perspectives

Safeguarding Legislation and Social Policy

Proactive and reactive approaches to support

Restorative approaches and peace building, inclusive dialogue and participation

Developing & building resilience

Reconciliation, negotiation and mediation, communication/listening skills, NLP, perceptual positions

Personal effective competencies and safety

**FSW503: Specialist Therapeutic Practices
Level 5 - Mandatory**

Module Abstract

This module will explore different therapeutic practices and programmes that are available to support family wellbeing. The theoretical perspectives and paradigms will be analysed and subjected to research and enquiry to enable you to use theory to support your decision making when applying therapeutic practices and programmes to your work with families. The historical development and evolution of therapies for support will be examined along with their contemporary uses. The module will explore the efficacy of therapeutic practices and in which contexts these are more readily applied. Practitioners working in family support roles not only need to utilise therapeutic practices and techniques with families but at the same time need access to such therapies to develop their own resilience and ability to persevere in their work. This module seeks to integrate theory, practice and personal and professional development.

Learning Outcomes

- 1 Explain the history and development of therapeutic practices and their application in context.
- 2 Discuss resilience and self-resilience and the impact on therapeutic work with families.
- 3 Analyse the effectiveness of specialist therapeutic programmes when working with families.
- 4 Evaluate the application of therapeutic programmes and the resultant outcomes when working with families.

Indicative Content

Theoretical perspectives and paradigms

Resilience

Mindfulness

Neuro Linguistic programming

Heart math

Transactional analysis

Cycle of change

**FSW504: Contemporary Issues in Family Support
Level 5 - Mandatory**

Module Abstract

Learning Outcomes

- 1 Analyse inter and intra familial issues that can impact negatively on families
- 2 Discuss the concept of multi-agency working and its explain its importance when working with families with complex needs
- 3 Judge the importance of family support services in the early identification of need and discuss the role of family support professionals can offer to families.
- 4 Evaluate the impact of current relevant legislation on families where complex issues exist

Indicative Content

Analyse inter and intra familial issues that can impact negatively on families

Discuss the concept of multi-agency working and its explain its importance when working with families with complex needs

Judge the importance of family support services in the early identification of need and discuss the role of family support professionals can offer to families.

Evaluate the impact of current relevant legislation on families where complex issues exist

FSW505: Principles of Safeguarding and Ethical Practice Level 5 - Mandatory

Module Abstract

This module will introduce you to the subject of safeguarding and the implications this has on ethical practice particularly early intervention. The module will support you in developing knowledge and understanding about the purpose of safeguarding children, young people and adults. The module will consider factors involved in serious case reviews and explore how child abuse and neglect can occur in relation to causal factors.

Through case study work and reflective practice you will be able to apply your knowledge and skills in order to demonstrate your understanding and application of safeguarding principles in order to make informed judgements within your working / placement practice.

This module will raise awareness of the ethical implications of new and contemporary practices in relation to safeguarding when working with children & families whilst developing and strengthening your professional resilience.

Learning Outcomes

- 1 Explain the application of ethical theories in relation to safeguarding practices
- 2 Analyse legislation and policy relating to contemporary safeguarding practices
- 3 Evaluate models and theories of the causation of child abuse and neglect
- 4 Assess professional codes of conduct in the light of the needs of the sector and given the multi-agency nature of family support work.

Indicative Content

Main ethical principles – Deontology; Consequentialism; Virtue Ethics

Safeguarding principles and practices

Key legislation

Serious case reviews

Historical review of safeguarding practice

Professional boundaries

Child abuse and neglect

FSW506: Leading and Managing Family Support Practice Level 5 - Mandatory

Module Abstract

This module is designed to interlink theoretical concepts and perspectives associated with Family Support and Wellbeing practices and aims to provide the opportunity to develop the skills and qualities of effective leaders in managing provision when working with families.

The module content and learning experiences provide you with the opportunity to develop effective leadership practice and to integrate your theoretical knowledge and understanding to practical management and leadership scenarios and cases. The module also develops understanding of how to manage change with support staff and families which may or may not be fully engaged with support practices. The module will provide learning experiences and develop understanding of leadership and supervision practices which enable practitioners to deal the demands, challenges and particular characteristics of the sector and the role of the Family Support professional. This will enable you to then determine the most appropriate leadership styles in the sector to prevent 'burn out' in staff and to facilitate and support resourceful practitioners and build resilience amongst the workforce. Resilience will be an underpinning concept throughout the module, as effective leadership models will help the leaders and managers to promote a resilient workforce that can succeed and flourish within the challenges and demands of this working sector.

This module also examines legislation and policy in the context of ever evolving change and challenge in order to effectively manage and lead staff to deliver successful outcomes for families.

Learning Outcomes

- 1 Analyse theories, perspectives and models of leadership and management in relation to Family Support practice.
- 2 Apply theories perspectives and models of leadership and management in order to evaluate these in a work related context.
- 3 Evaluate coaching & mentoring strategies and practices and apply these to both staff offering therapeutic practices to families and families in receipt of support services
- 4 Critically analyse the scope and impact of legislative changes and the impact this has on policy in the Family Support sector.

Indicative Content

Leadership & management styles in relation to theoretical models and perspectives

Skills and qualities of effective managers and leaders

Effective leadership in family Support services

Working in teams

Team management

Coaching

Mentoring

Burn out and personal and professional resilience

Legislation – Troubled Families agenda 2011

Policies and procedures, reporting and responsibilities

Module Abstract

This module will enable you to demonstrate the application of the analytical, investigative and evaluative skills developed during the course. You will have opportunity to pursue issues in depth and undertake your own research with limited supervision. You will be provided with the opportunity to examine issues from a range of perspectives and established theoretical frameworks in explaining behaviours and needs

You will be supported to plan, and produce a critical and/or an evaluative written dissertation where you will apply specific knowledge in order to make informed judgments and speculate on possible solutions.

This module is designed to provide you with an opportunity to pursue an in-depth, ethically sound study of your own choice, undertaken with limited supervision. Additionally it enables the continued development of primary and/or secondary research skills and their application to a given context. Furthermore it aims to enhance skills in critical analysis, reflection and evaluation to enable the formulation of ideas and the development of valid conclusions and recommendations. As a significant piece of independent work, the dissertation provides the opportunity for you to communicate ideas effectively and professionally in verbal, visual and written formats to selected and/or target audiences, thus developing significant transferable skills. Finally it encourages the development of self-management and independent learning through the planning, operation and completion of an extended piece of work.

Learning Outcomes

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

Indicative Content

Choice of research topics

Research design

Ethical considerations

Literature reviews

Methodology

Data presentation and analysis

Conclusions and recommendations

Presentation of dissertation

Module Abstract

This module extends content knowledge and skills developed in the level 4 module Policy and Provision of Family Support Services and encourages you to reflect critically on the role of the policy maker, the ideology behind specific legislative and policy frameworks and the provision of services for the family sector. You will be encouraged to explore the philosophies and ideologies underpinning the approaches of the main U.K. political parties at national and local level. You will critically engage with changing family dynamics and the impact of specific policies on diverse familial and social structures in the local region and nationally.

You will explore theories of inequality, social and cultural stratification and consider access to services in relation to these key sociological perspectives. This module will encourage you to critically reflect on family diversity within a multi-cultural society and to consider the role of policy makers and policy itself on the lives of service users.

Service provision both at national and local level will be critically evaluated with a focus on the relationship between cohesive family structure and identity and the effect this has on quality of life, life chances and the potential for secure and effective family relationships.

Learning Outcomes

- 1 Critically evaluate the relevance of policy and legislation frameworks with regard to the impact on families and family support services
- 2 Critically examine contemporary and emerging issues in relation to the holistic approach when working with families
- 3 Critically review a chosen framework from current practice working with children, young people and families and produce recommendations for future policy and critically evaluate the potential impact on practice in order to improve the life opportunities for families

Indicative Content

Legislative frameworks

Sociological Perspectives

Social Stratification

Economic determinism

Political Ideologies

Equality and Diversity

Family ecology / social policy

Benefits and contemporary welfare

Services and local provision

Module Abstract

This module is designed to link leadership and management systems and strategic change processes underpinned by advancements and changes within the family support sector. The module will delve into the complexities of legislative change within the family support sector and discuss the impact of government agendas and will help students to understand the impact of this on the frontline services offered to families. This exploration will then provide opportunities for change strategies to be examined in relation to work with front line staff, whose role is to manage and lead families. This module will introduce change cycle models that will be applied when working with families who may be classed as 'hard to engage'.

The understanding of the change models will then facilitate critical evaluation of the relevant competency indicators of change management strategies and will enable students to engage in critical discussion of some of the practical change management strategies used within family support sector. This will be done by comprising models of reflective practice to promote high levels of performance amongst the workforce to ensure best outcomes for the families using the different services.

The intention of these strategies is to plan for potential relapse and seek ways in which effective change strategies can become robust. The concepts will be explored by relating models of change with individual family structures on a micro scale and at a macro scale to large organisational change strategies.

The module will equip front line service workers with the power to cascade the effective change models to families rather than having to regularly facilitate them thereby promoting the reduction of 'dependency culture' in families by implementing positive change management which will enable them to support long-term solutions with families.

These teaching and learning strategies will focus on knowledge and understanding of how to promote resilience in the workforce to reduce the prevalence of 'burn-out' tendencies of front line staff within the sector. This will enable the module to focus on ways to promote high standards of services to contribute to a reform approach of front line services, thus meeting national agendas and changes within the family support sector.

Learning Outcomes

- 1 Critically evaluate the management of change within family support
- 2 Critically analyse the cause, process and impact of strategic
- 3 Identify and critically evaluate the philosophies and competencies of effective strategies utilised when managing change
- 4 Critically examine change management and leadership practices in the sector to identify best practice in family support work

Indicative Content

Leadership and Management systems theory

Accountability

Political ideologies

Models of Reflective Practice

Change management and change leaders

Sustainability and planning for relapse

Building Resilience throughout the family support workforce

Cycle of change/ change curve

Maintenance and management of change/ Micro and Macro change

Working to outcomes

FSW604: International Perspectives on Wellbeing Practices Level 6 - Mandatory

Module Abstract

The module will provide a greater insight into therapeutic models and practices with an international comparative perspective; examining different countries and considering the wide variety of cultural similarities and variations in approach.

The module will critically analyse comparative practices involved in supporting families, identifying particular models of family support and their efficacy in addressing a diverse range of family needs. The module will advance your research to evaluate the religious and cultural connotations and scrutinise international safeguarding practice in comparison to current contemporary practice.

You will evaluate theoretical concepts which underpin policy development; both in the UK and the wider international arena, taking into account a number of current family support issues, and will consider the long term aims and impacts of policy initiatives on national and international populations and the factors affecting efficacy.

As the module develops you will explore the issues surrounding therapeutic practices from around the world, critically analysing and evaluating the effectiveness of these practices through reference to international statistical and demographic data and reports.

Learning Outcomes

- 1 Critically review international approaches to wellbeing practices
- 2 Critically analyse and evaluate factors which influence the efficacy of family support and wellbeing practices
- 3 Compare and contrast international perspectives of therapeutic practices within a cross- cultural context
- 4 Critically interrogate international data to evaluate the impact and efficacy of public therapeutic approaches to family support and wellbeing

Indicative Content

Cultural variance

International approaches to Health and Well Being Practice

Cross- Cultural ethical issues

The media - national and international perspectives

National and international political agendas

Factors affecting efficacy

Religious and cultural connotations

International Safeguarding Practice

FSW605: Theoretical Perspectives of 21st Century Families Level 6 - Mandatory

Module Abstract

This module is designed to challenge you to extend the conventional definition of the 'family' and consider factors and family structures that are not solely based on the assumption of families being related by blood, marriage, adoption or sharing of the same household. Twenty-first century families includes fictive kin and others who play significant roles in the lives of family members.

This module will consider changes in family demographics, including mortality and fertility as well as migration and the increasing importance and impact of transnational families. Understanding twenty first century families also requires you to investigate the increasing diversities of race and ethnicity including the circumstances of multi-ethnic families as well as the complex meanings of gender, sex and sexual orientation. Work within the family support sector requires professionals to have sensitivity to family diversity and requires that ethnocentrism and assumptions are confronted.

You will also be introduced to the paradigm shift in family studies; a move away from being deficit-centered to a strength-centered focus. An emphasis on family resilience acknowledges that every family has limitations and vulnerabilities but that families should be seen as complex systems with the potential to adapt and survive and to change and thrive in response to challenges.

Learning Outcomes

- 1 Critically analyse the changing family dynamic within contemporary society
- 2 Critically evaluate the impact of evolving diverse family structures on service provision, policy and practice
- 3 Critically appraise the effectiveness of current family support and provision and practice at either a local national and international level
- 4 Analyse and evaluate personal and professional competencies of family support practitioners

Indicative Content

Family as a Social Construct

Demography and Change

Migration and Transnational Families

Race and Ethnicity

Gender

Sexual Orientations

Family Diversity

The significance of families to individuals and communities

Reconstruction of the family structure

EQUIPMENT REQUIREMENTS

The resources required to achieve the learning outcomes of the programme are provided by the College. You should be aware that there may be additional costs to consider such as optional educational visits and 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.