

Programme Handbook 2018-19

Human Biosciences

HUB-2019



WELCOME

Welcome to Blackpool and The Fylde College and to the Human Biosciences (HUB-2019) 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	HUB-2019
Programme Title	Human Biosciences
Teaching Institution	Blackpool and The Fylde College
Professional, Statutory and Regulatory Body (PSRB) Accreditation	None
UCAS Code	
Language of Study	English
Version	1

Programme Awards			
Award	Award Type	Level	Awarding Body
LU Foundation Degree in Science	Foundation Degree (240 credits)	Level 5	Lancaster University
LU Bachelor of Science 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

The Life Sciences sector is recognised by the UK Government to be a considerable influence on the UK economy and it has committed to a range of developments in new therapeutic approaches to health care such as nucleic acid based therapies, gene therapy or cell therapy. It is clear that this sector will be at the forefront of research and development in human health and disease and can offer a challenging and rewarding career. The FdSc and BSc Human Biosciences programme have been designed to cover a broad range of topic areas related to human health and disease, while developing your practical, research and employability skills. The design has been influenced through links with a range of local employers in order to ensure that the programme provides with you with the relevant opportunities to make you a highly employable graduate.

On this programme you will explore the structure and function of the human body from the anatomical through to the molecular level, developing your skills in practical and analytical methods, as well as developing your independent research skills. You will undertake practical work in our laboratories using industry standard equipment, building your expertise towards your dissertation project in the final year.

There will be opportunities to apply your knowledge in a range of relevant case studies, assessments and investigations. You may even discover the next antibiotic!

PROGRAMME AIMS

Foundation Degree

To provide graduates with the opportunity to develop the knowledge, skills and aptitudes required for a career in the life sciences

To develop graduates with knowledge and critical understanding of methods of enquiry in human biosciences and the ability to apply these in a work context

To offer the opportunity to critically evaluate data from a range of sources and be able to propose alternative methodologies or solutions.

BSc top-up

To encourage critical engagement with the published academic literature in the field of human biosciences with a view to producing original and creative ideas including the justification of approaches taken

To develop an awareness of limitations in personal skills and attributes becoming independent in identifying appropriate steps for improvement which will contribute to lifelong learning

To encourage the development of criticality, contestability and uncertainty, in tandem with practical technical skills which enhance employability

To develop awareness of the complexity and rapidly evolving nature of the human biosciences

PROGRAMME LEARNING OUTCOMES

Level 5

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

1. Describe, explain and discuss key scientific principles in the field of human biosciences which are scientifically accurate.
2. Select appropriate theoretical concepts or practical techniques to solve problems and identify the most appropriate solution.
3. Generate primary data using a range of techniques, describe trends and patterns in data and discuss limitations in the quality of the data.
4. Communicate information to a range of intended audiences in a range of media.
5. Design scientific studies to achieve valid and reliable data in a manner that reflects industrial practice.
6. Reflect on and evaluate personal performance and identify realistic improvements to develop skills and attributes.
7. Manage workload, producing work at the required level meeting deadlines.

Level 6

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

8. Critically evaluate scientific data, methodologies, analyses and outcomes
9. Construct coherent arguments using information from a variety of sources and produce work which has a creative, independent and individual element.
10. Communicate complex information about human biosciences to a range of intended audiences in a range of media.
11. Critically analyse scientific data from both primary and secondary sources.

PROGRAMME STRUCTURE & ASSESSMENT OVERVIEW

Pathway	Module	Level	Credits	Coursework	Practical	Written Exam
Stage 1: Year 1						
All	BFC402-E: Academic and Digital Literacy (Science) (Elective)	4	20	50%	50%	
	BFC402-E (A): Academic and Digital Literacy in the Workplace (Science) (Apprenticeships) (Elective)	4	20	50%	50%	
	HUB402: Cell Biology and Genetics (Mandatory)	4	20	75%	25%	
	HUB403: Human Anatomy and Physiology 1 (Mandatory)	4	20	40%		60%
	HUB404: Introduction to Biochemistry (Mandatory)	4	20	50%	20%	30%
	HUB405: Laboratory Skills (Mandatory)	4	20	20%	80%	
	HUB406: Human Anatomy and Physiology 2 (Mandatory)	4	20	100%		
Stage 2: Year 2						
All	BFC501-E: Work Based and Placement Learning (Elective)	5	20	100%		
	BFC502-E (A): Work Based Research Project (Apprenticeships) (Elective)	5	20	80%	20%	
	HUB501: Investigating Biochemistry (Mandatory)	5	20	100%		
	HUB502: Introduction to Human Health and Disease (Mandatory)	5	20		50%	50%
	HUB503: Genetic Disease and Molecular Diagnosis (Mandatory)	5	20	100%		
	HUB504: Diagnosing Infectious Disease (Mandatory)	5	20	100%		
	HUB505: Immunity and Immunotherapies (Mandatory)	5	20	45%	25%	30%
Stage 3: Year 3						
All	HUB601: Dissertation (Mandatory)	6	40	90%	10%	
	HUB602: Cell Signalling (Mandatory)	6	20	100%		
	HUB603: Biotechnology for Health (Mandatory)	6	20		25%	75%
	HUB604: Drugs and Disease (Mandatory)	6	20	50%		50%
	HUB605: Research in Chronic Disease (Mandatory)	6	20	100%		

WHERE WILL I STUDY?

This programme may be studied at the following location:

B&FC University Centre

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

GETTING STARTED

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

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

COURSE OPTIONS

This programme contains no optional modules.

STUDY WORKLOAD

The timetable is designed so that contact time is concentrated in 2-3 days to allow you to meet other commitments you might have. In that time you will undertake lectures, practical work, seminars and tutorials. The expected independent study time for each module is a minimum of 9.5 hours per week and this can be made up of a range of research tasks, e-learning and assessment work.

LEARNING AND TEACHING

The programme is designed to build your knowledge and skills through the semesters and the years, with higher level skills expected as you progress. At Level 4 you are introduced to topic areas through lectures and tutor-led practical work. Moving towards Level 5 and 6 seminars become more common where you will bring your research to present and discuss in small groups. Practical work becomes more project orientated and you begin to design and plan your own investigations, working with your tutors to develop your ideas. Working in small classes, you will build your confidence and experience, applying your knowledge to solve problems in new scenarios and developing your graduate skills.

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

At Level 5 you are required to undertake 96 hours of work placement which can give you the opportunity to experience a working environment as well as the chance to identify the skills and attributes required in the work place. There are a range of local employers which support the placement. Initial selection for these is through the tutor and a short interview takes place, prior to recommendation to the employer. Alternatively you can source a relevant placement of your choice. There is support available throughout the process from the tutor as well as the College Career Team. If an external placement can't be found then there are opportunities available within the science team, as well as a chance to work on 'live-briefs' designed by employers and undertaken in College.

GRADUATE SKILL DEVELOPMENT

We encourage you to develop personally during the programme and provide a range opportunities to develop the additional attributes that will make you a highly employable graduate. These are:

A commitment to lifelong learning and career development

Personal and professional development planning is emphasised throughout the programme so that you can plan for career and skills development including post-graduate study or employment opportunities

Collaborative teamwork and leadership skills

You are encouraged to work in groups to present research, design investigations and solve problems, building your communication and organisational skills

Personal and intellectual autonomy

The programme encourages you to work independently and offers an element of choice in selecting topics for research, culminating in the choice of the final year dissertation project

Ethical, social and professional understanding

Human Bioscience research often presents ethical and social issues which are discussed in a range of modules. We encourage you to act professionally throughout the programme and to follow guidance on professional development from professional bodies such as the Royal Society of Biology

Communication, information and digital literacies

You will develop your communication skills through sharing research in a variety of ways including presentation and you will use statistical packages to analyse and share data

Global citizenship

Health is a global issue and you will examine the distribution of health and disease across the globe and the factors that contribute to that. You will be encouraged to think internationally, for example about the emergence of antimicrobial resistance

Research, scholarship and enquiry skills

Throughout the programme you are encouraged to begin to ask your own questions and to perform the research required to answer them, culminating in the development of your dissertation research project

Enterprise and entrepreneurial awareness and capabilities

Development of your project ideas at Level 5 and 6 encourages you to think strategically to plan work, liaise with staff and develop a budget for the project, as well as to meet required deadlines

ASSESSMENT

As a future scientist you may be required to investigate and report complex ideas to a range of audiences. To prepare you for that, a range of assessment types including exams, reports, essays and presentations are used. There is a mixture of exam types like traditional unseen ones, as well as open book exams where you can bring your research to the exam and there is also a practical timed assessment at Level 4. The indicative assessment schedule is provided at the start of the year so that you can plan your time to meet the deadlines and there is a balance of assessment across each semester. You will receive detailed feedback on the work that you produce which you can use to plan your development. We use formative assessment like quizzes, topic tests and mini-presentations to check your progress in each module. There is lots of support from your tutors as well as the HE Learning Mentors.

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.

BFC402-E: Academic and Digital Literacy (Science) **Level 4 - Elective**

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. You will interpret statistical data to produce information in both written and graphical forms and apply statistical analysis techniques to explore relationships and significance. A key component of academic and digital literacies is to research and enquire digitally and 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. You will work with data sets applying mathematical constructs to work with data and representing data through graphical formats.

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 scientists, computer scientists and engineers 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, manipulate, share, 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 data sets applying statistical analysis techniques to produce graphical representations of data

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

- Working with raw datasets
- Cleaning and processing
- Spreadsheet tools

Data Analysis

- Statistical analysis
- Mean, median, mode, standard deviation, correlation
- Accuracy, precision, error and uncertainty
- Reporting data (graphical methods, tabular grouped vs ungrouped etc.)
- Interpreting data (confidence intervals and p values)

Reflective Practice and Writing - Models of reflection

Critical Reflections - Academic formality voice / academic, personal and professional

Presentations

BFC402-E (A): Academic and Digital Literacy in the Workplace (Science) (Apprenticeships) Level 4 - Elective

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 helping you to meet the knowledge, skills and behaviours required to support your achievement of the apprenticeship standards.

This module uses your work based context and job role as a basis to support the development of your knowledge skills and behaviours contained in the Apprenticeship Standard for Technician Scientist alongside your academic and digital literacy skills. You will, as you work through the module, be expected to; develop knowledge of computer based data analysis tools including spreadsheets and relevant company digital software to improve how you work with digital and traditional information sources and to enhance your Information Communication Technology (ICT) computer skills.

You will explore the regulatory environment pertinent to the science sector and regulatory compliance, ethical practices and codes of conduct in your own work context.

A core element of scientific digital and academic literacy pertains to the understanding and application of mathematical concepts and techniques and in this module you will explore, units, dimensions, exponentials logarithms and elementary probability as well as basic statistical analyses relating to sampling and data and how to evaluate outcomes and results.

A key component of academic and digital literacies is to research and enquire digitally and present and record information professionally and ethically appropriate to your subject discipline and work context. You will also develop critical reading and thinking skills which will be applied to your assessed work in all your modules.

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, manipulate, share, 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 data sets applying statistical analysis techniques to produce graphical representations of data

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

- Working with raw datasets, cleaning and processing
- Spreadsheet tools

Data Analysis

- Statistical analysis Mean, median, mode, standard deviation, correlation
- Accuracy, precision, error and uncertainty
- Reporting data (graphical methods, tabular grouped vs ungrouped etc.)
- Interpreting data (confidence intervals and p values)

Reflective Practice and Writing

- Models of reflection

Critical Reflections

- Academic formality voice / academic, personal and prof

HUB402: Cell Biology and Genetics **Level 4 - Mandatory**

Module Abstract

Cells are the building blocks of all living organisms and it is vital that we understand their structure, diversity and life cycle. This module acts as an introduction to cellular biology focusing on the ultrastructure and function of cells linking to the structure and function of tissues in Anatomy and Physiology I and II. You will use and calibrate the light microscope and build on your numerical skills when using standard form, biological units and calibration equations. Wherever possible, you will understand the application of these techniques in industry.

The cell cycle will be explored including mitosis and meiosis. An introduction to simple genetic inheritance patterns is also included in this module

Learning Outcomes

- 1 Identify key organelles in a eukaryotic cell and state the function of these
- 2 Apply knowledge of cellular structure to describe and explain the link between cellular structure and function in named specialised cells
- 3 Calibrate a light microscope and use it to measure biological structures using appropriate units and standard form
- 4 Describe and explain the growth and development of cells including cellular division and the cell cycle
- 5 Identify patterns of inheritance in genetics

Indicative Content

The ultrastructure of eukaryotic cells linking structure to function

Cellular differentiation and specialisation: stem cells; totipotent; pluripotent, multipotent; unipotent; tissue formation

Calibration of a microscope and measurement of biological structures from prepared tissue

The use of standard form and biological units

Preparation of cells for observation under the microscope and staining techniques

The events of the cell cycle including mitosis and meiosis

Genetics: disease; patterns of inheritance; simple genetic crosses

HUB403: Human Anatomy and Physiology 1 **Level 4 - Mandatory**

Module Abstract

The co-ordination and control of human body systems is key to understanding the interaction between vital life processes. This module will provide you with an important introduction to some of the key human systems including the reproductive, endocrine, nervous and digestive systems, how they interact and co-ordinate bodily processes such as reproduction and digestion. Case studies will be used to explore the application of your knowledge to simulated patient scenarios. Opportunities to explore the gross structure and ultrastructure of some of the key organs and tissues along with data collection exercises will improve your practical techniques.

Learning Outcomes

- 1 Describe and explain the function of the digestive system in the breakdown and absorption of nutrients
- 2 Describe and explain the function of the nervous system and endocrine system in the co-ordination of physiological processes
- 3 Apply knowledge of the function of the endocrine and nervous system to describe the control of digestion and the reproductive cycle in humans
- 4 Apply knowledge of systems in the analysis of patient cases

Indicative Content

The structure and function of the reproductive, digestive, endocrine and nervous systems in humans

The interaction between the systems outlined above

Application of knowledge in case studies for example cystic fibrosis, birth control, diet treatments

HUB404: Introduction to Biochemistry **Level 4 - Mandatory**

Module Abstract

The chemical interactions within the human body are vital to life processes both within cells and between body systems. A sound understanding of the key chemical principles, linked to some important biological molecules form the basis of this module, alongside developing an understanding of cellular processes and their control. You will investigate key pathways in cellular metabolism and have the opportunity to explore the structure and function of enzymes, the drivers of metabolism. The practical element of the module will allow you to study biological molecules and to study biochemical reactions.

Learning Outcomes

- 1 Explain how chemical bonding affects the chemical and physical properties of molecules
- 2 Discuss the structure of biological macromolecules in the context of cellular metabolism
- 3 Analyse the structure and function of enzymes
- 4 Investigate the activity of enzymes

Indicative Content

Describe and explain the physical properties of substances with reference to their chemical bonding including key biological molecules

Role of macromolecules in cellular metabolism: protein, lipid, carbohydrate, nucleic acids; glycolysis, Krebs cycle, oxidative phosphorylation

The principles of enzyme action; structure, temperature, pH, inhibitors (competitive, non-competitive)

HUB405: Laboratory Skills Level 4 - Mandatory

Module Abstract

As a future scientist, you will generate data using a range of techniques that should be precise and reliable. The Laboratory Skills module acts as an introduction to scientific methodology and the implementation of practical techniques, with associated consideration of health and safety. There will be opportunities for you to carry out qualitative and quantitative procedures including; preparation of standard solutions, buffers and reagents, titration, spectroscopy and chromatography. You will apply the techniques you learn in the laboratory to an industrial context in terms of Good Laboratory Practice (GLP). You will also use appropriate numeracy skills and statistical analysis to process data.

Learning Outcomes

- 1 Assess and minimise the risk associated with laboratory procedures
- 2 Describe and explain the requirement for Good Laboratory Practice
- 3 Perform quantitative laboratory procedures to a specified degree of accuracy
- 4 Perform qualitative laboratory procedures to a specified degree of competence

Indicative Content

Preparation of standard solutions, buffers and the calculation of error in equipment used

Quantitative techniques: use of titration, spectroscopic analysis to an appropriate degree of accuracy and evaluate this process

Qualitative chromatographic separation and interpret the results of the procedure and calculate results from given data in GC and HPLC.

Assess and minimise the risk of the procedures carried out in the laboratory using health and safety information

Implementation of elements of Good Laboratory Practice; keeping an accurate laboratory notebook, use of standard operating procedures, accurate recording of data, sample control and archiving

HUB406: Human Anatomy and Physiology 2 Level 4 - Mandatory

Module Abstract

Exercise is important to health and well-being and this module will allow you to explore the human body systems involved in exercise. The structure and function of the circulatory, respiratory, musculo-

skeletal and urinary systems will be covered along with an understanding of the physiological changes that occur during exercise. You will be able to measure the changes that take place during practical work and develop confidence in your numerical skills when processing and analysing the data collected. The ethical considerations of human investigations will also be examined.

Learning Outcomes

- 1 Describe the structure and function of the circulatory, respiratory, musculo-skeletal and urinary systems
- 2 Explain the physiological changes that occur in the above body systems during exercise
- 3 Plan and carry out an investigation into the effect of exercise on the body
- 4 Analyse data from exercise investigations using basic statistical techniques
- 5 Reflect on personal performance in the group based project and identify realistic improvements to develop skills and attributes

Indicative Content

The structure and function of circulatory, respiratory, urinary and musculo-skeletal systems in the human body

The processes that occur in the human body which allow the removal of waste products eg urea, carbon dioxide

The effect of exercise on metabolic processes: aerobic and anaerobic respiration

Analysis and presentation of data using statistical methods and standard scientific convention

BFC501-E: Work Based and Placement Learning Level 5 - Elective

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

BFC502-E (A): Work Based Research Project (Apprenticeships) Level 5 - Elective

Module Abstract

This module will provide you with the opportunity to explore current methodologies which underpin research activities; research design, data collection instruments and data analysis within your work context. You will be able to pursue a research interest which is related to your apprenticeship job role which will support your understanding of professional strategies, legislation operations and activities in context. This is an investigative module which will develop your skills in managing a project, complying with business rules and will provide you with the opportunity to contextualize your learning to the business environment. In addition you will develop your understanding of ethical issues, research conduct and practices and this will in turn enable you to generate scientific conclusions which are evidence based. You will be supported to apply your learning from the level 4 module, Academic and Digital Literacies in the Workplace (Science) to research secondary published data relevant to your chosen area of investigation as well as collecting primary data sensitively and ethically in the field. This module will support you in developing the research and enquiry skills required for work based career development, lifelong learning, employability and further under and post graduate study.

Learning Outcomes

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

Indicative Content

Using secondary sources of data

Research proposals

Research paradigms – positivist, interpretivist, critical

Quantitative and qualitative data

Research designs

Sampling and generalisability

Ethical practice

Data collection instruments: Design, pilots, construction

Quantitative and Qualitative Data Analysis

Drawing conclusions from research

Communicating the outcomes of research

HUB501: Investigating Biochemistry Level 5 - Mandatory

Module Abstract

Biochemistry is at the heart of cellular function and influences organs, systems and organisms in terms of health and disease. This module will provide you with the opportunity to examine key techniques that underlie understanding of biochemistry and apply these within the context of human health and disease. The practical element of this module will allow you to develop skills in scientific inquiry in the planning and implementation of practical work and the associated analysis and presentation of data collected.

Learning Outcomes

- 1 Discuss methods used to analyse biological molecules in vitro and in vivo
- 2 Plan and perform scientific investigations, applying clear rationals for the choice of methods
- 3 Investigate the activity of biological molecules
- 4 Analyse data collected from primary and secondary sources
- 5 Report the findings of investigations using standard norms and conventions
- 6 Reflect on own performance in the project work and identify enhancement of skills for future work

Indicative Content

Biologically important molecules: carbohydrates; proteins; lipids; nucleic acids

Separation techniques: centrifugation; ultracentrifugation; chromatography; electrophoresis

Analytical techniques: immunochemical; radioisotope; mass spectrometry UV spectroscopy; IR spectroscopy

Enzyme activity: kinetics; regulation of enzyme activity; receptor/ligand binding

HUB502: Introduction to Human Health and Disease Level 5 - Mandatory

Module Abstract

The study of human biosciences is often applied to the consideration of the disease state and its development. In this module you will explore a range of diseases, with an emphasis on factors such as nutrition, environment, lifestyle, education, prophylaxis and treatment, which influence the development of disease states and the spread of infections. The analysis of data concerning disease and its treatment is at the forefront of the Government agenda on health. You will investigate the impact of disease on society through the analysis of published health statistics.

Learning Outcomes

- 1 Describe and explain the development of disease
- 2 Assess the extent to which various factors affect the development and spread of disease
- 3 Communicate a health message to a defined audience
- 4 Discuss epidemiology and risk analysis in relation to disease
- 5 Analyse data with regard to the effect of disease on society

Indicative Content

Types of disease: could be from infectious, degenerative, nutritional, metabolic, genetic

Factors that influence the development of disease: environment, lifestyle, education, prophylaxis and treatment

Impact of disease on people and society: analysis of health statistics; restrictions on the individual and the ability to function in society, the impact on society in terms of economy (work force, NHS considerations and welfare benefits)

HUB503: Genetic Disease and Molecular Diagnosis Level 5 - Mandatory

Module Abstract

Genetic disease and the study of the human genome are recognised as important growth areas in the healthcare research environment. This module allows you to explore the molecular basis of genetic diseases and the techniques employed in their diagnosis. Key examples of genetic disease will be used to uncover the theories and practice around the diagnosis of genetic disease. The technology associated with studying the human genome will be investigated, giving you the opportunity to perform key techniques such as PCR. You will also be able to analyse molecular and genetic data through bioinformatics.

Learning Outcomes

- 1 Determine patterns of inheritance and predict likely outcomes based on pedigree analysis, explaining the molecular basis for disease
- 2 Analyse simulated data using appropriate statistical tests
- 3 Synthesize information derived from simulated data to make fully justified and accurate diagnoses
- 4 Construct scientific reports which conform to scientific reporting convention

Indicative Content

Information transfer from DNA to protein: organization and replication of DNA, RNA structure, transcription, translation and regulation of gene expression; mutation

Genetic terms and pedigree analysis: autosomal recessive and autosomal dominant, sex-linked, co-dominance, epigenetics, cancer genetics.

Population genetics: Hardy-Weinberg; Chi-square analysis; genetic linkage

Diagnostic procedures used in genetic diseases, including; PCR based techniques; DNA microarrays; DNA sequencing; bioinformatics; screening programmes and ethical considerations

HUB504: Diagnosing Infectious Disease Level 5 - Mandatory

Module Abstract

Science is a process of discovery through the application of knowledge to novel situations. When a patient presents with an infection a diagnosis must be made using all available information. This module provides you with the opportunity to understand the process of diagnosing infectious disease, from the initial collection of specimens to the identification of the appropriate antibiotic treatment. You will learn the underpinning theory and practice through exploration of case studies. The ability to plan, perform and analyse the results of practical work will be developed in the identification of an unknown microbe and in a project to identify antimicrobial producing micro-organisms. You will gain experience in microscopy, culture of bacteria, application of identification testing systems and antibiotic sensitivity assays.

Learning Outcomes

- 1 Discuss the range of micro-organisms that can cause disease
- 2 Discuss infectious diseases with regard to causes, symptoms and sampling
- 3 Select and implement the appropriate procedures involved in the diagnosis and treatment of infectious diseases
- 4 Justify the selection and application of appropriate practical techniques in the field of microbiology
- 5 Produce scientific reports that record, analyse, conclude from and evaluate scientific data in a variety of formats

Indicative Content

Characteristics of pathogenic organisms: protozoa, bacteria, fungi, and viruses including estimation of size from image size

Microscopy and staining techniques: simple stains, differential stains, immunofluorescence

Culture of bacteria using aseptic techniques: growth requirements of microbes, isolation of fungi, bacteria, viruses, use of enrichment and selective media.

Infectious disease: systems affected and sampling methods

Identification of bacteria by the use of testing systems: biochemical testing including API test kits, genetic and serological

HUB505: Immunity and Immunotherapies

Level 5 - Mandatory

Module Abstract

The notion that the immune system can be used in the treatment of disease began with the development of vaccines against infectious disease. In this module you will investigate the function of the immune system in response to and in the protection from causative agents of infectious disease. The translation of knowledge of the molecular and cellular role of the immune system into therapies for cancer, autoimmunity and inflammatory disease will be investigated.

Learning Outcomes

- 1 Discuss the structure and function of the non-specific and specific immune system.
- 2 Perform and report practical investigations on simulated patient samples using knowledge of the immune system to explain conclusions.
- 3 Analyse a range of immunotherapies used in the treatment of disease.
- 4 Communicate complex information to defined audience.

Indicative Content

Structure and function of the immune system: innate (skin and mucous membranes, complement system, cytokine network, leucocytes, inflammation and phagocytosis) and acquired immune response (lymphatic system, lymphocytes, antigen presentation, antibodies, antibody mediated and cell mediated response)

Perform and report practical investigations on simulated patient samples using knowledge of the immune system to justify conclusions made

Developments in Immunotherapeutics: vaccines, monoclonal antibodies, cancer vaccines, cytokines, checkpoint inhibitors and adoptive T-cell transfer

HUB601: Dissertation

Level 6 - Mandatory

Module Abstract

Dissertation aims to provide an opportunity for you 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
- 5 Present the dissertation structure, data collection, findings, analysis, conclusions and recommendations in an illustrated academic poster or presentation

Indicative Content

Dissertation aims, planning and management

Developing initial ideas into a proposal: clarifying aims and objectives; ethical considerations

The literature review: planning, organising and presenting the discussion

Research methodology: sampling techniques, review of ethical approvals.

Analysing, evaluating and presenting findings

HUB602: Cell Signalling **Level 6 - Mandatory**

Module Abstract

Cells, tissues and organs are continually responding to their environment and these responses are co-ordinated by a complex series of molecules acting within and between signalling pathways. These pathways are involved in controlling cell growth, replication and differentiation and death, as well as responding to nutritional status, inflammatory signals and changing environment. Building on your knowledge from Introduction to Biochemistry and Investigating Biochemistry, you will learn about the central role of protein structure and function in cellular processes and you will have the opportunity to examine the mechanisms, actions and structural components of cellular signalling pathways. This will prepare you to discover how these pathways are disrupted in disease situations such as cancer in the Research in Chronic Disease module and how they can be manipulated using drug treatments in the Drugs and Disease module.

Learning Outcomes

- 1 Critically analyse the components of cell signalling pathways
- 2 Critically analyse the complexities, relationships and functions of the components of cell signalling pathways
- 3 Critically analyse the effects of errors in signalling pathways with regard to health and disease
- 4 Critically evaluate the action of pharmaceuticals in cell signalling pathways

Indicative Content

Signalling molecules: steroid hormones; nitric oxide; neurotransmitters; cytokines and growth factors

Cell surface receptors: ion channel coupled; G-protein coupled; enzyme coupled; ligand gated ion channel

Cell signaling applications: activity of pharmaceuticals, understanding disease

Cell communities: integrins; adherens junctions; desmosomes; stem cell populations

Signalling pathways: tyrosine kinase associated pathways; G-protein-associated pathways; cyclic GMP mediated pathways

HUB603: Biotechnology for Health Level 6 - Mandatory

Module Abstract

Biotechnology has the potential to deliver effective, personal and directed treatment for many diseases however, the technologies present difficult ethical challenges for society. This module will give you the opportunity to explore current developments in these areas through research and practice. As the topics are at the forefront of research there will be a focus on the ethical and legal issues associated with the development of potential treatment such as stem cell therapy and genetic engineering. You will develop skills in communication of complex information, analysis of data on public opinion and the development of reasoned ethical arguments.

Learning Outcomes

- 1 Critically review uses of biotechnology in health using clinical, ethical and legal criteria
- 2 Critically analyse and evaluate data on public perception of clinical, ethical and legal issues in biotechnology for health
- 3 Construct coherent arguments that communicate complex ideas in biotechnology for health in a variety of contexts
- 4 Draw conclusions and make recommendations from investigations of biotechnology in health, integrating ethical and cultural concerns

Indicative Content

Medical uses of biotechnology: production of antibiotics and vaccines; genetic modification of organisms for pharmaceutical and food production; RNA modification; stem cell therapy, replacement organs; mitochondrial replacement; SNP analysis in pharmaceutical effectiveness; genetic testing for pre-disposition; synthetic biology; CRISPR-Cas9

Techniques in biotechnology: industrial production of cells and molecules; genetic engineering of cells; manipulation of cells, microarrays, isolation of useful molecules

Clinical, ethical and legal issues associated with biotechnology in health

HUB604: Drugs and Disease Level 6 - Mandatory

Module Abstract

The interaction between drugs and the human body will be explored through a range of case studies and analysis of data. Critical review of the process of clinical trials will allow you to explore the validity of data used. Using secondary data you will be able to apply skills and knowledge to understand the

effect of disease on selected body systems and the modification of this by drugs. Structural analysis of drug interaction will form part of the module along with an open-book exam where you will apply your learning to new situations. Throughout this module you will be given the opportunity to identify how this knowledge is used in the treatment of disease.

Learning Outcomes

- 1 Synthesise information with regard to the action of specific drugs.
- 2 Interrogate secondary data obtained from clinical trials published in academic literature.
- 3 Critically review the process of clinical trials
- 4 Communicate information regarding drug efficacy to a defined audience.

Indicative Content

The factors affecting pharmacokinetic processes

Receptor/ligand interaction

The process of clinical trials

Analyse and critically discuss the reliability and validity of secondary data

HUB605: Research in Chronic Disease Level 6 - Mandatory

Module Abstract

Chronic disease is a subject which is demanding examination from both medical and scientific communities due to the social, economic, health and welfare effects on populations. There is increasing interest in developing understanding of the processes involved in the development of these diseases with the ultimate aim of discovering effective treatment strategies. You will discover the links between pre-disposition and lifestyle in the development of disease and the module will provide you with lots of opportunities to further develop your research and inquiry skills through analysis of disease statistics. The module will build on your level 4 Cell Biology and Genetics module, level 5 Biochemistry and Introduction to Human Health and Disease modules.

Learning Outcomes

- 1 Interrogate and collate information to critically evaluate the occurrence of chronic disease
- 2 Assess the latest developments in the research methodologies of chronic disease
- 3 Critically analyse recent research in chronic disease
- 4 Communicate analysis of recent research using scientific norms and conventions

Indicative Content

Examples of diseases that could be considered from: cancer; diabetes; dementia; heart disease

Epidemiological considerations of chronic diseases: life style factors, data analysis

Laboratory-based considerations of chronic diseases: genetic, biochemical, models of chronic disease

Clinical research considerations of chronic diseases: clinical trials

ADDITIONAL COSTS

There may be opportunities to undertake trips and visits during the programme. It is likely that these would be within the UK and for short periods of time. These would be offered on an entirely voluntary basis and as such would be self-funded.

EQUIPMENT REQUIREMENTS

There is no need to buy any technical equipment as this will be provided. Many students purchase a laptop for use in class, however we do have a range of computer rooms to access if this is needed in the module. Some students opt to buy lab coat for practical work, however all safety equipment required is provided by the College.

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.