

Programme Handbook 2018-19

Sports Coaching and Performance Science FdSc

SCS-Fd-2018



WELCOME

Welcome to Blackpool and The Fylde College and to the Sports Coaching and Performance Science FdSc (SCS-Fd-2018) 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 | SCS-Fd-2018 |
| Programme Title | Sports Coaching and Performance Science FdSc |
| 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 |
| B&FC Foundation Degree in Science | Foundation Degree (240 credits) | Level 5 | Blackpool And The Fylde College |

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

Become part of a new generation of sports coaches and performance scientists that work together to help both elite athletes and weekend warriors achieve their full potential. Our new foundation degree has been designed to address the shifting needs of the sports coaching sector and will provide the springboard for your career in this highly competitive industry. The FdSc in Sports Coaching and Performance Science is designed in partnership with our sports industry partners to meet the changing needs of today's employers and gives you the essential knowledge, applied experience and advanced technological skills so that you are fully prepared for a career in sport.

You will gain an introduction to themes such as exercise physiology, movement biomechanics, human anatomy, coaching pedagogy and social psychology. There is also the chance to develop your academic study, research and technology skills and the opportunity to attend national conferences and research events. This course features innovative learning and assessment strategies so that you can experience real world scenarios whilst developing transferable vocational skills. An integrated, scientific approach to the subject will also give you the chance to become familiar with how coaching and

performance analysis technologies work and will also allow you to become involved with internal and external projects cutting across a range of interdisciplinary and practical areas.

With the benefit of substantial input from industry, the FdSc provides a strong foundation of knowledge in sports coaching and performance science along with the specialist vocational skills and industry networks you need to gain the career you want.

PROGRAMME AIMS

- To develop individuals with a critical understanding of Sports Coaching through theoretical, practical and work related learning experiences
- To foster a dynamic interchange between theory, research and practice, and to facilitate and encourage the acquisition of vocationally relevant qualifications for coaching and sport science support.
- To develop the student's ability to learn independently in order to facilitate lifelong professional development.
- To provide a program of study, including a range of specialist options that are academically rigorous, coherent, stimulating and challenging, and relevant to students vocational and career intentions within coaching and sport science.
- To progressively develop students' cognitive, key, transferable and, where applicable, practical skills and facilitate their development as independent learners and reflective practitioners.
- To engage students with a body of specialist coaching theory and knowledge, and foster their understanding of the role of the coach and the sport and exercise scientist.
- To provide focused, multi-disciplinary, inter-disciplinary and progressive core units directly related to a successful career in a wide variety of coaching and sport and sport science related fields.

PROGRAMME LEARNING OUTCOMES

Level 5

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

1. Evaluate concepts of the well-established principles in sports coaching and performance science theory and the way in which those principles have developed within the workplace and wider sector
2. Apply underlying concepts and principles of sports coaching, exercise and adapt those principles to a vocational context.
3. Evaluate research methodologies and apply research design and data collection activities to address and test hypotheses in a laboratory or field based context.
4. Communicate information, arguments, and analysis in a variety of forms, to specialist and non-specialist audiences using information and communication technology as appropriate to the task.
5. Monitor, assess and evaluate the effects of sport and exercise intervention on participants, proposing solutions for action
6. Communicate information, arguments, and analysis in a variety of forms, to specialist and non-specialist audiences with application to appropriate contexts.
7. Critically evaluate theoretical perspectives in coaching and exercise science in order to identify limits of knowledge in the discipline and generate further inquiry.

8. Accurately employ fitness testing equipment in order to identify competent and precise protocols for athlete assessment and performance analysis.
9. Critically review the links between Government Policy and individual experience of sport with reference to structural elements relevant to health promotion and physiological assessment.
10. Analyse the variables involved in the teaching, instructing and leading of sport and physical activity interventions, critically evaluating the changing nature of performance.
11. Critically review issues at the forefront of coaching and performance science, identifying the relationship between sport and physical activity.

PROGRAMME STRUCTURE & ASSESSMENT OVERVIEW

| Pathway | Module | Level | Credits | Coursework | Practical | Written Exam |
|------------------------|---|-------|---------|------------|-----------|--------------|
| Stage 1: Year 1 | | | | | | |
| All | BFC402-T: Academic and Digital Literacy (Science) (Mandatory) | 4 | 20 | 50% | 50% | |
| | SCS401: Professional Coaching in Context (Mandatory) | 4 | 20 | 100% | | |
| | SCS404: Active Coaching (Mandatory) | 4 | 20 | 40% | 60% | |
| | SCS405: Coaching Pedagogies (Mandatory) | 4 | 20 | 50% | 50% | |
| | SCS406: Analysis of Human Movement (Mandatory) | 4 | 20 | | 100% | |
| | SPG412: Anatomy and Physiology Fundamentals (Mandatory) | 4 | 20 | 50% | | 50% |
| Stage 2: Year 2 | | | | | | |
| All | BFC502-T: Work Based Research Project (Mandatory) | 5 | 20 | 80% | 20% | |
| | SCS501: Social Psychology in Sport (Mandatory) | 5 | 20 | 60% | | 40% |
| | SCS503: Strength and Conditioning (Mandatory) | 5 | 20 | 40% | 60% | |
| | SCS504: Duty of Care in Sport and Athlete Welfare (Mandatory) | 5 | 20 | 50% | 50% | |
| | SCS505: Inclusive Coaching Practice (Mandatory) | 5 | 20 | 50% | 50% | |
| | SCS506: Training Ergonomics and Performance Testing (Mandatory) | 5 | 20 | 60% | 40% | |

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

There are no optional modules as the current route of study has been carefully shaped and developed in conjunction with employers and sector specialists. The programme focuses on developing students for employment in the Sports Coaching and Performance Science sector, and is optimised for this through its creative design.

STUDY WORKLOAD

Attendance at the institution is spread over 2 days, enabling you to gain practical research skills alongside your developing theoretical knowledge. In addition to your time in the classroom you will need to study independently to develop a broader understanding of the concept of sports coaching and performance science. Module assessments involve production of lab work, essays, presentations and practical skills assessments. During your time on the course your studies will be fully supported by our excellent online learning platform, Moodle, which enables you to study in your own time.

LEARNING AND TEACHING

From the moment you join the programme you will be assigned a personal tutor who will be responsible for supporting your academic and personal progress throughout the course. This one-to-one support is central to helping you achieve your very best results during your time on the course. As part of your timetable you will have weekly contact with your tutor in a progress meetings and seminars and they will be on hand to discuss any course related issues or concerns you may have.

Your course will be taught through seminars, group work, practical sessions, tutorials, independent study and lectures. Assessment will include coursework, practice/ competency based learning and examinations. Whilst study time on this course is spent in lectures, seminars and tutorials our online learning portal allows you to undertake independent study in a flexible way that fits around work and family commitments. The core delivery of the programme focuses on developing your knowledge and skills by exposing you to a mix of theory and practical sports coaching environments. Your module specification/course handbook will provide full details of the assessment criteria applying to your course.

The course team will also arrange for a wide range of presentations from guest speakers, encourage you to attend cross college workshops and seminars and give you the chance to engage with trips and visits. In the second year of the programme you will be given the chance to undertake a work placement project, the course has strong links with a range of school and professional sports settings and much of the experiential learning and practical application of coaching skills are rehearsed through these placement links. The course also work closely with a number of local fitness clubs and strength and conditioning facilities and students have the opportunity to undertake industry leading courses as a result of these partnerships. Experiences gained through these experiences are supplemented by

more theoretically focused learning to ensure a rounded and comprehensive view of the subjects studied

Independent Learning

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

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

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

WORK BASED AND PLACEMENT LEARNING

The course includes a compulsory work based consultancy project delivered in your second year. Working with a range of local and national organisations the project will help you to relate theory to practice and to develop skills in a real work environment. The teaching staff have developed excellent links with local employers and will provide assistance in finding a suitable placements. Previous placements and project providers have included strength and conditioning roles, performance analysis and sport science support, teaching opportunities at primary and secondary schools, further education colleges and Local Authority physical activity units.

The programme team also has strong links with local professional sports clubs, so opportunities to work on projects with individual athletes as well as more team focused projects may be offered. You will create a presentation of your work as part of a poster showcase event – this event is attended by employers and local health authorities and gives you chance to present your work to future employers. These valuable sessions allow you to demonstrate your employability skills, in a professional, yet supportive environment and enable you to demonstrate your ability to discuss an area of your own particular interest.

GRADUATE SKILL DEVELOPMENT

The Sports Coaching and Performance Science programme will develop your technical and transferable skills that underpin the subject area. It supports you to be involved with theoretical principles and critically evaluate both your own, and others research, whilst gaining strong practical skills that enable you to seek employment in the sports coaching sector. The programme is enriched by work experience and introductory practical experiences related to sports coaching delivery and data monitoring that fully equips you for industry or for further study. You will develop your skills as a sports coach by completing field work and sampling, carrying out studies around sports performance and working with local employers to carry out experimental study and research. Sports Coaching and Performance Science employment opportunities are rich and varied, with graduates progressing to a host of employers, sports organisations and National Governing Bodies. The work you carry out has real, measurable impact on the local community through links with local clubs, complementing the teaching and learning within your lectures and growing your employability and career option.

ASSESSMENT

A variety of assessment methods link to both personal development and industry practices including the following:

- Laboratory reports and data interpretation exercises
- Critical analyses of case studies

- Seen and unseen examinations
- Individual and group presentations (whether oral and/or technology-based)
- Critical self and peer-evaluation
- Role analyses/evaluations
- Logbooks and diaries relating to professional practice/work placement and Personal Development Planning
- External placement or work-based learning reports
- Presentations and poster production

This range of methods is used to reflect the programme aims and learning outcomes, alongside supporting your development as a health practitioner. They enable us to provide feedback to you and identify ways for you to improve. They will contribute to your module grade and final award.

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

Module Abstract

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

The module will introduce you to strategies for locating, interpreting, evaluating and manipulating information to support academic study. You will review academic stimulus material in order to integrate information from traditional and digital sources. 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 prof

SCS401: Professional Coaching in Context **Level 4 - Mandatory**

Module Abstract

This module aims to introduce students to the relational and disputed nature of sports coaching, considering the historical development of the field. The module will outline key theories associated with the understanding of coaching as a complex, social process and, as a consequence, students will begin to develop an appreciation for the way in which practice should be informed by theory. Through the content delivered, students will gain an understanding of the coaching process and of themselves, with a view to helping them develop reflective, flexible and realistic philosophies and practices.

Learning Outcomes

- 1 Appraise the historical development and disputed nature of the coaching process
- 2 Examine theoretical concepts that can be used to shape coaching practice;
- 3 Identify coaching skills emanating within researched 'good practice' whilst developing an awareness of personal capacity in relation to these
- 4 Deliver practice that demonstrates the interaction between the coach, the athlete(s), and the context

Indicative Content

Coaching Philosophy and Behaviour

Reflection

Observation of coaching using methodologies and technology.

Social dynamics of coaching

Pedagogical Outcomes

Pedagogical Models

Nonlinear Pedagogy

Positive learning environment to develop physical, affective, cognitive and social skills

Planning delivery and evaluation of safe practical activities

Contemporary Issues

SCS404: Active Coaching
Level 4 - Mandatory

Module Abstract

The module will enable students to acquire the practical and organisational skills of good practice in sports coaching, in addition to relevant subject knowledge in relation to their field of study. The module will have a strong practical element which will directly enhance your practice and sports coach education. The content of the lessons aims to develop and build upon coaching employability skills through both the development of a broad range of knowledge about contemporary coaching practice but also through experiential learning through the development of key practical skills. Students are expected to be engaged in, or seek to gain coaching experience as part of the modules formative approach.

Learning Outcomes

- 1 Deliver safe, effective and purposeful coaching activity sessions that demonstrate adaptive, improvisational and imaginative approaches for a specific group of participants.
- 2 Provide guidance and feedback to promote participants' learning and/or skill development.
- 3 Evaluate a range of sports coaching and activity sessions delivered in different community settings.
- 4 Apply concepts and theories of coaching and skill learning to evaluate the effectiveness of a

range of coaching styles and approaches in different sporting environments.

5 Identify the different approaches of the coach in developing team and individual sports.

Indicative Content

The concept of sports coaching and how we define a sports coach.

Identify their own coaching philosophy/style and the strengths/weaknesses of this.

The coach as a professional.

The importance of systematic, integrated and serial coaching sessions.

The underpinning need to consider the context, participants and coach's role.

Learn the key stages in the planning of a coaching sessions.

Identify the success/failure of coaching sessions.

Ongoing implications of evaluation, and the limitations of the evaluation process itself.

SCS405: Coaching Pedagogies Level 4 - Mandatory

Module Abstract

Students undertaking this module will examine the fundamental concepts of coaching pedagogy and learning theory. This module will provide individuals the opportunity to appreciate the intricacy of the coaching process by considering different pedagogical strategies. It will also enable individuals to explore how the incorporation learning theories can create a positive learning environment that can contribute to develop skills and attributes to improve health, enjoyment, knowledge and performance.

Learning Outcomes

- 1 Discuss contextual influences upon the coaching process.
- 2 Review coaching pedagogical strategies and learning theory.
- 3 Compare pedagogical approaches and their application to practical coaching scenarios.
- 4 Analyse coaching behaviour using reflective practices

Indicative Content

Coaching pedagogy

Coaching practice

Building relationships

Learning styles and barriers to learning

Emotional intelligence

Observation and analysis

Qualitative and quantitative research in coaching practice

Conducting and interpreting coaching research

Coaching Methods Planning and Delivery in Professional Practice

SCS406: Analysis of Human Movement Level 4 - Mandatory

Module Abstract

The aim of this module is to develop your understanding of the mechanics of human motion especially as related to physical activity and sporting performance. This module will introduce you to the concepts of biomechanics and develop an awareness of the physical and mechanical principles that determine how we, and the objects with which we interact during exercise and in sporting events, move. You will learn the meaning of concepts such as force, mass, speed, velocity, acceleration, momentum and we will explore how they enable us to describe and understand movement in sport and exercise.

Learning Outcomes

- 1 Identify categories of human movement and describe the anatomical basis for the production of movement
- 2 Assess how the basic principles of mechanics can be applied to movements of the human body and objects in sport and exercise
- 3 Perform calculations associated with analyses of movements in sport and exercise.
- 4 Interpret and evaluate performance data

Indicative Content

Characteristics of the motions of running, walking and throwing

Biomechanical terms, definitions, terminology and applications

Kinematic concepts

Forms of motion, pressure, effects of loading, compression and tension

Mechanical behaviour and physiology

Equilibrium, torque, levers, centre of gravity and balance

Aspects of fitness, strength, power and flexibility

Energy cost (and biomechanical characteristics) of locomotion

Gait and gait transition

Analysis and interpretation of motion capture

SPG412: Anatomy and Physiology Fundamentals Level 4 - Mandatory

Module Abstract

The aim of this module is to provide knowledge on the fundamental concepts of human anatomy and

physiology which underpin the physical activity and sports performance. The module will provide you with sound knowledge of the mechanisms associated with the control and regulation of the major systems of the body. The material covered, in lectures and practical classes will provide a foundation for more advanced study of applied and clinical exercise physiology and physical activity prescription. This module will also develop your independent study skills and the ability to obtain and assess scientific information.

Learning Outcomes

- 1 Employ the correct use anatomical terminology and conventions.
- 2 Assess the anatomical and physiological workings of the human body from a systems perspective.
- 3 Apply theory and practice in a laboratory setting

Indicative Content

Levels of organisation of the human body

Anatomical terminology

Homeostasis and acute response to exercise

Structure and function of the skeletal system

Structure and function of the muscular system

Structure and function of the circulatory system

Structure and function of the nervous system

Structure and function of the endocrine system

Structure and function of the respiratory system

Structure and function of the digestive system

Immunology and physical activity response

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

Module Abstract

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

Learning Outcomes

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

Indicative Content

Using secondary sources of data

Research proposals

Research paradigms – positivist, interpretivist, critical

Quantitative and qualitative data

Research designs

Sampling and generalisability

Ethical practice

Data collection instruments: Design, pilots, construction

Quantitative and Qualitative Data Analysis

Drawing conclusions from research

Communicating the outcomes of research

**SCS501: Social Psychology in Sport
Level 5 - Mandatory**

Module Abstract

The module will examine the key factors in human development including social, emotional, cognitive and biological foundation. Within social psychology students will look at how individuals perceive, influence and interact with others. The module explores numerous key areas within social psychology such as the self and social cognition; person perception and attribution (representation and social identity); attitudes, prejudice and aggression; affiliation, attraction and love; groups; pro-social behaviour and social influence and social constructionism (history and crisis in social psychology).

Learning Outcomes

- 1 Evaluate advanced issues in the social-psychological aspects of sport and exercise psychology.
- 2 Critically evaluate the major methodological approaches in social-psychological research.
- 3 Critically discuss the theoretical models used to explain individual differences in sport and exercise psychology.
- 4 Apply psychological theory to support intervention strategies used to maximise performance in sport and exercise.

Indicative Content

Measuring Individual Differences: generic and sport-specific measures

Measurement tools/reliability and validity of questionnaires

Injury

Organisational issues/stress in sport

Coach-athlete relationships

Social and environmental influences on individuals in sport/exercise

Impact of external influences - exercise and physical activity

SCS503: Strength and Conditioning

Level 5 - Mandatory

Module Abstract

This module seeks to provide students with the physiological knowledge and basic practical skills to make you an informed and competent practitioner of strength, conditioning and athletic training. Students will cover the physiological responses to many aspects associated with strength, conditioning and athletic training. In addition, the module will cover the current role of the strength and conditioning coach, contemporary issues such as the debate surrounding children lifting weights, the science of SAQ and plyometric training and overtraining. This module will also teach students the basics of functional assessment, planning and delivering of sports specific testing and Olympic lifting in a safe and suitable way and is designed to prepare you for UKSAC/NSCA accreditation.

Learning Outcomes

- 1 Critically evaluate the underlying acute and chronic physiological responses to strength and conditioning exercise
- 2 Demonstrate safe and suitable practice when delivering strength, conditioning and athletic training sessions
- 3 Interpret data and construct appropriate training sessions to meet the needs of athletes

Indicative Content

Strength and Conditioning terminology

An Introduction to Strength and Conditioning and athlete needs analysis

Endocrine response to resistance training

Static movement screening

Strength training anatomy

Movement screening and the importance of the core

Sport specific testing and the use of data

Physiological responses to resistance/anaerobic training

Planning and periodisation in the real world

SAQ training; Speed/Agility and Plyometric

Olympic lifting

SCS504: Duty of Care in Sport and Athlete Welfare Level 5 - Mandatory

Module Abstract

Duty of Care in Sport and Athlete Welfare provides students with an opportunity to apply their knowledge to various contemporary issues in athlete welfare, particularly in relation to young athletes. The module explores the implications of early specialisation in sport, equity, managing experiences of injury in sport, eating disorders and disordered eating in sport, and mental health and wellbeing. Students will be encouraged to locate the sporting experiences of athletes in the context of broader life stages (especially childhood and youth), major policy legislation such as the United Nations Convention on the Rights of the Child, and dominant management practices in sport. The aim is to advance students understanding of the reality of modern sports cultures.

Learning Outcomes

- 1 Define safe, ethical and equitable coaching practice underpinned by directed academic theory and vocational guidelines.
- 2 Critically review contemporary issues surrounding athlete welfare
- 3 Evaluate the effectiveness of national and international initiatives designed to address athlete welfare and promote positive sporting experiences for athletes.
- 4 Critically appraise a range of factors impacting professional practice in coaching.

Indicative Content

Coaching Philosophy and Behaviour

Observation of coaching using methodologies and technology.

Social dynamics of coaching

Pedagogical Outcomes

Pedagogical Models

Nonlinear Pedagogy

Positive learning environment to develop physical, affective, cognitive and social skills

Planning delivery and evaluation of safe practical activities

Contemporary Issues

SCS505: Inclusive Coaching Practice Level 5 - Mandatory

Module Abstract

This aim of this module is to build on knowledge and skills learnt within the Duty of Care in Sport and Athlete Welfare module. The module further develops students coaching experiences by focusing

more specifically on the individual requirements and legal considerations when coaching a range of specific populations in sport and exercise. The module will examine innovative and inclusive delivery strategies which students will then be able to apply in a practical coaching or exercise environment to meet the needs of a variety of client groups.

Learning Outcomes

- 1 Critically appraise the needs of diverse population groups in Sport and Exercise Coaching.
- 2 Examine coaching practices that are inclusive to different populations
- 3 Interpret coaching theory and principles and employ to the planning, delivery and evaluation of a practical coaching session.
- 4 Apply differentiated coaching methods to client groups with varying abilities in sport or exercise activities

Indicative Content

Theoretical differences between leadership and coaching roles and responsibilities

Legal and ethical responsibility for coaches

Theoretical principles of different client groups and their individual requirements

Ethical considerations of working different client groups

Practical coaching examples with different client groups

Models of inclusive activity

SCS506: Training Ergonomics and Performance Testing Level 5 - Mandatory

Module Abstract

This module will enable students to enhance their academic knowledge and practical experience of exercise physiology and performance testing. Students will learn to design, reliably collect, appropriately analyse and professionally present relevant physiological related data that illustrates the demands of an activity in context of the capabilities of the performer. Using a variety of scenarios and techniques, students will gain practical knowledge around the physiological analysis and assessment tools is used in sport. The module will also explore and the role of exercise physiologists and sport science support.

Learning Outcomes

- 1 Assess and evaluate the aerobic, anaerobic and other dynamic variables of training, specific to the individual and group
- 2 Critically evaluate a range of protocols used for the assessment of human characteristics
- 3 Design and implement testing protocols, ensuring adherence to all health and safety requirements
- 4 Interpret and critically analyse raw data collected from the field and laboratory

Indicative Content

Components of Fitness

Physical and Physiological response to exercise

Assessment of Aerobic Performance

Assessment of Anaerobic Performance

Flexibility

Anthropometric Measurements

Metabolic Assessment

High Intensity Activity Protocols

Fatigue

Recovery Strategies

Lifestyle and Long-Term Development

ADDITIONAL COSTS

As part of the programme, you are strongly recommended to attend residential field trips, which provides an opportunity to develop practical skills and embed theoretical concepts. Costs involved with this trip cover food, transport and accommodation and typically comes to around £300, although this is calculated yearly and is subject to change. Travel for local field trips is paid for by the college. There may be additional costs to consider such as printing and photocopying. Also students have the option of purchasing a college tracksuit for practical sessions which comes at various prices for different packages with the tracksuit costing £70.

EQUIPMENT REQUIREMENTS

Due to the number of practical and physical activity sessions, you will need to supply your own warm, waterproof clothing and appropriate footwear.

Furthermore it is likely that transportation costs may be incurred as the majority of practical sessions will be held at the College's Bispham campus. It is critical that resources at Bispham, such as the 3G pitch, Sports hall and gym are available for timetabling.

Also students have the option of purchasing a college tracksuit for practical sessions where different priced packages are available – typically the tracksuit costs £70

Bolt on courses are also available and are offered at reduced costs: Students will be expected to choose at least 1 course from the following:

Gym Instructors level 2 Award

Level 3 Personal Trainer Award

UKCC Level 1 Award in Coaching Cycling

UKCC Level 1 Award in Coaching Football

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.