

Programme Handbook 2018-19

Teaching and Learning Support

TLS-2017



WELCOME

Welcome to Blackpool and The Fylde College and to the Teaching and Learning Support (TLS-2017) 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 | TLS-2017 |
| Programme Title | Teaching and Learning Support |
| Teaching Institution | Blackpool and The Fylde College |
| Professional, Statutory and Regulatory Body (PSRB) Accreditation | None |
| UCAS Code | FD: X990 Hons: X991 |
| Language of Study | English |
| Version | 1 |

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

THE FRAMEWORK FOR HIGHER EDUCATION QUALIFICATIONS (FHEQ)

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

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

PROGRAMME OVERVIEW

Foundation Degree Teaching and Learning Support

The foundation degree in teaching and learning support has been designed in consultation with a wide range of employers across the region in order to provide a stimulating and challenging employment-focused learning experience. As a student on the foundation degree in teaching and learning support you will develop a range of analytical approaches to support your personal development in the care of children and young people. You will also gain the necessary work based skills that are essential within the field of education and you will also be encouraged to develop a deeper understanding of the current issues affecting children's education.

The foundation degree in teaching and learning support requires you to be based within a relevant setting for at least one full day a week, which includes primary and secondary schools, special educational needs settings, behavioural settings, FE colleges, community learning or prison education. This essential work based experience, in addition to lectures and seminars will support the development of your professional practice and ensures that you are up to date with the latest practice

in schools, thus, supporting your level of employability.

BA Top Up Teaching and Learning Support

The BA (Hons) top-up is a response to the current needs of our students, employers and the industry sector and reflects the aspirations of many practitioners to gain higher level practical, managerial and technical skills, whilst at the same time enabling them to gain a higher educational qualification. As a student you will not only develop your skills in areas specifically related to the teaching and learning of children or young adults but will also ascertain knowledge in key higher level areas such as supervisory, managerial and training roles within the education sector, which creates a wide variation of career opportunities. Upon completion of the BA (Hons) you can choose a number of career pathways such as the standard qualified teaching route to behavioural, SEN or pastoral career pathways.

As a student you are encouraged to actively to engage with the voluntary sector which is proving a rich source of experience in a range of disciplines within the broad range of education and associated sectors. This will not only support your learning at college but will also develop your level of understanding and will promote your level of transferrable and employability skills.

PROGRAMME AIMS

Foundation Degree:

- To provide the opportunity for the student to gain access to contemporary knowledge, skills and attributes directly related to teaching and learning support roles.
- To provide opportunities for students to appreciate the problematic nature of educational theory, policy and practice and to integrate and apply theories in practice.
- To develop digital and academic literacy skills in the production of a range of resources in a variety of communicative modes.
- To provide students with a variety of contexts in which to develop knowledge of reflective theory and apply this in practice.
- To provide students with the opportunity to explore the potential of technology in education contexts.

BA Top up:

- To provide students with the opportunity to explore intellectual, theoretical and ethical perspectives to illuminate understanding of education and the contexts within which it takes place.
- To explore the psychosocial and structural perspectives which inform professional practice in teaching and learning support.
- To develop in students the skills to critically evaluate the probable impact of sector developments, published research findings and new legislation on professional practice.
- To provide students with opportunities to consider the international and intercultural dimension of education, the effect of new technologies, and the impact of increased worldwide mobility.

PROGRAMME LEARNING OUTCOMES

Level 5

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

1. Identify the established principles of reflection and discuss practical applications in teaching and learning support practices.
2. Apply academic and digital literacy knowledge and skills to support lifelong learning and professional practice.
3. Evaluate National Core and Creative Curriculum frameworks and their application in practice.
4. Plan and design assessments for and of learning and relate these to professional work contexts.
5. Analyse and evaluate policies and legislation relevant to the teaching and learning support role.
6. Analyse professional support roles across the education sector and their interdependency and partnership approach.
7. Evaluate safeguarding and multi-agency practices applied in a work context.
8. Evaluate the potential for embedding learning technologies in and out of the classroom and their contribution to learner development and achievement.

Level 6

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

9. Critically examine underlying values, theories, perspectives and concepts relevant to teaching and learning support practice.
10. Critically analyse the assumptions which underpin theory and research in the education sector.
11. Critically apply knowledge of policy and legislation in order to make informed judgments and speculate on possible solutions.
12. Critically apply contemporary management and leadership theories in educational contexts.
13. Critically evaluate the impact of globalisation on educational systems, social justice, sustainable development and social inclusion.
14. Critically analyse multi educational support roles in the development and progression of learning and the inclusive curriculum throughout the education, welfare and social sectors.

PROGRAMME STRUCTURE & ASSESSMENT OVERVIEW

| Pathway | Module | Level | Credits | Coursework | Practical | Written Exam |
|---|--|-------|---------|------------|-----------|--------------|
| Stage 1: Year 1 | | | | | | |
| Stage exit award: LU Certificate of Higher Education (Awarded by Lancaster University) | | | | | | |
| All | BFC401-S: Academic and Digital Literacy (Humanities) (Mandatory) | 4 | 20 | 50% | 50% | |
| | TLS402: Support Strategies in Practice (Mandatory) | 4 | 20 | 80% | 20% | |
| | TLS403: Supporting Educational Professionals (Mandatory) | 4 | 20 | 80% | 20% | |
| | TLS404: Reflective Practice (Mandatory) | 4 | 20 | 80% | 20% | |
| | TLS405: English and Mathematics (Mandatory) | 4 | 20 | 100% | | |
| | TLS406: Assessment Design and Planning (Mandatory) | 4 | 20 | 100% | | |
| Stage 2: Year 2 | | | | | | |
| Stage award: LU Foundation Degree in Arts (Awarded by Lancaster University) | | | | | | |
| All | BFC502-S: Work Based Research Project (Mandatory) | 5 | 20 | 80% | 20% | |
| | TLS502: Managing Behaviour (Mandatory) | 5 | 20 | 100% | | |
| | TLS503: Safeguarding (Mandatory) | 5 | 20 | 100% | | |

| | | | | | | |
|--|---|---|----|------|-----|--|
| | TLS504: Innovation and Creativity (Mandatory) | 5 | 20 | 100% | | |
| | TLS505: Pastoral Care (Mandatory) | 5 | 20 | 100% | | |
| | TLS506: Technology in Education (Mandatory) | 5 | 20 | 70% | 30% | |
| Stage 3: Year 3 | | | | | | |
| Stage award: LU Bachelor of Arts with Honours | | | | | | |
| (Awarded by Lancaster University) | | | | | | |
| All | TLS601: Dissertation (Mandatory) | 6 | 40 | 100% | | |
| | TLS602: Socio-economic Factors Influencing Learning (Mandatory) | 6 | 20 | 100% | | |
| | TLS603: Psychological Aspects of Learning (Mandatory) | 6 | 20 | 100% | | |
| | TLS604: The Inclusive Curriculum (Elective) | 6 | 20 | 100% | | |
| | TLS605: Global Perspectives on Education (Elective) | 6 | 20 | 100% | | |
| | TLS606: Educational Leadership (Mandatory) | 6 | 20 | 100% | | |

WHERE WILL I STUDY?

This programme may be studied at the following location:

B&FC University Centre

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

GETTING STARTED

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

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

COURSE OPTIONS

Foundation Degree Teaching and Learning Support

The programme consists of 12 separate modules in total; which is split into 6 modules over level 4 and the remaining 6 modules over level 5. There are no optional modules within the foundation degree and

each module has been developed to match the needs of the sector and draw on relevant job role requirements within teaching and learning.

The following modules will be delivered across levels 4 and 5:

- Academic and Digital Literacies
- Support Strategies in Practice
- Supporting Educational Professionals
- Reflective Practice
- English and Mathematics
- Assessment Design and Planning
- Work Based Learning
- Managing Behaviour
- Safeguarding
- Innovation and Creativity
- Pastoral Care
- Technology in Education

BA Top up Teaching and learning.

The programme is made up of 5 modules, the dissertation element of the programme equates to 40 credits and runs throughout the full year and the other 4 modules worth 20 credits. There are two optional modules you will be required to select 1 based on your interest and job role/own development. The optional modules have been developed to promote independent study increasing skill levels within your own research and own study development.

The following modules will be delivered across level 6:

- Dissertation
- Socio-economic Factors Influencing Learning
- Psychological Aspects of Learning
- Educational Leadership
- The Inclusive Curriculum (Elective module)
- Global Perspectives on Education (Elective module)

STUDY WORKLOAD

Foundation Degree/BA Top Up Degree

The programme will equip you to manage 3 on-going modules per semester; each module will consist of between 1 and 2 tasks. Managing your time between college work and your placement is imperative. The college partners for success can guide you, along with your progress tutors, and module tutors to devise a time management strategy to your learning. Independent research is required; we as a team recommend the library to facilitate the entire resources bank linked to the programme.

BA Top up Teaching and Learning Support

The BA-Top Up consists of 5 modules, 1 being your dissertation that spreads over each semester. 2 modules will be delivered within the first and second semester, it is key that you devise a well-structured plan with both your dissertation supervisor and progress tutor in order to utilise your time between your working life and college studies to ensure you as a student gain both the best college experience and grade profile.

LEARNING AND TEACHING

Foundation Degree Teaching and Learning Support

Teaching on this course will be through interactive lectures, seminars, workshops and online activities, building upon expertise acquired in the workplace. You will be encouraged to develop consistent methods of recording information, within a structured academic framework. Active participation is a key feature of the teaching and learning process. In particular, you will be expected to gather and record

evidence in your placement/employment. Such participation is considered to be essential for the acquisition of transferable skills necessary for future study and employment.

Percentage of time in different learning activities, by year for this course:

Year 1: 24% time in lectures and seminars, 47% time in independent study, 29% time on placement

Year 2: 24% time in lectures and seminars, 47% time in independent study, 29% time on placement

BA Top up Teaching and Learning Support

Whilst lectures, seminars and practical workshops feature strongly in the teaching and learning strategy, we will be making considerable use of alternative methods of delivery and study, particularly online options such as tutor and self-assessment revision tests and formative exercises, power-point and other software-based lecture material, learning portals and hyper-linked resource-materials. You may expect therefore to participate in a wide variety of learning activities including; live and online projects, presentations and discussion alongside more traditional modes of delivery.

Your dissertation studies will be constantly monitored by your allocated dissertation supervisor who will be your critical friend throughout the module. One-to-one meetings will help you to manage your time and create personal timelines according to your own individual needs. Specific lessons via PowerPoint's, Q & A and discussions will also aid you to fully understand the dissertation process and what is required of you to complete the module to a high standard.

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

Foundation Degree Teaching learning & Support - BA Top up Teaching and Learning Support

During your time on the programme you must be actively employed in a teaching and learning setting, either on a paid or voluntary basis, for an absolute minimum of 192 hours each year (equivalent to 6 hours per week over 32 weeks). This is to ensure that you have the opportunity to integrate theory into practice on a weekly basis and enables you to relate your work based experience to each module and its content. The work based element of the programme is seen as crucial to achievement of the qualification and supports you in gaining employment or promotion within the sector.

GRADUATE SKILL DEVELOPMENT

During the foundation degree and subsequent honours top up degree you will develop the necessary graduate skills and qualities required by the teaching and learning sector where personal responsibility and decision making are key attributes for career progression. During your first year of study you will be required to apply the knowledge and theory from class within the workplace and this will be heavily linked to reflective practice and the benefits of being a reflective practitioner.

This first year of study will also develop your understanding of using effective communication skills and adjusting these for a variety of audiences including within the College environment and workplace.

ICT is an essential skill within the workplace and college studies, your knowledge and understanding will increase during each assessment. The confidence gained due to this process will filter into your working role and allow you to use ICT with greater confidence and efficiency. Throughout the first year you will work on your digital literacies skills becoming more aware of the differing information streams available to you and your working practice, this will aid you to keep update within all aspects of your studies.

This will continue into the level 5 year of your studies where case studies will be used to stimulate problem solving and solution focussed ideas are proposed and debated in a deliberative academic environment. You will also have the opportunity to develop research skills at this level and this will be done in negotiation with the workplace to enhance an element of practice. During the process of research key elements of ethical research will be highlighted to ensure your work adheres to college policies. This will enhance your awareness of good ethical research and ensure you seek quality data/research with the new skill gained. Within your level 5 studies you will progress your independent learning skills, this will enable you to fully utilise your own working environment within your assignments and increase your productivity when self-directing your research and study time. Transferable skills will be gained in order for you as a graduate to have stability within your work life and enable you to be divers to new job opportunities/roles.

Research skills will be further developed at level 6 as a small scale research project is undertaken and primary research is used to analyse an aspect of the sector that has personal interest to you. You will also bring together an appreciation of educational, psychological and sociological theories where sustained and reasoned arguments can be constructed in a lucid and coherent manner.

Throughout the level 6 programme you will identify further roles such as special education coordinators and higher level teaching and learning assistants, this will give you a clear pathway to future education roles and create aspirations given your high level study skills. Further skills gained at this level will be the appreciation of globalization and the ability to review differing international curriculums to gain knowledge of good practice that then can be adopted and put into practice.

ASSESSMENT

Assessment

Assessment methods will reflect and support the programme aims and learning outcomes. They will, for example, reflect local application of national initiatives; offer the opportunity to reflect upon real work experience and practice, and encourage exploration of alternatives to received wisdom in the fields of pedagogy and andragogy.

Modes of assessment include:

Research projects to provide you with an avenue for engagement into research of a topic related to the teaching and learning sector that is of interest to you and your progression within the sector.

Reflective accounts are used throughout the foundation degree and the BA (Hons) top up to ensure that you clearly understand reflective theories and how they impact your personal, professional and academic skill development whilst on the programme of study

Essays will provide a platform highlighting essential links to research and crucial referencing skills.

Case studies are an integral part of the foundation degree assessment process; they ensure that skills and knowledge can be taken from real life examples that have influenced the education sector.

Presentations are an assessment strategy that reflects the nature of the sector you aspire to work in and assesses the ability to communicate information on an issue to an audience

Assessment Methods

Some assessments may already be very familiar, such as essays, exams, and reports. However, in higher education there are a great many varieties of assessment depending on the subject, the level and the type of course. Our higher education courses often integrate academic and work-based learning so assessment may include aspects of personal reflection, portfolio building and case studies. Here's a bit more detail about some of the more common types of assessment:

Essay

An essay is an answer to a question in the form of continuous, connected prose, usually with a word limit. Often these are set by the tutors but you may also be asked to formulate your own question with the tutor's help. Essays test your ability to organise your thinking, discuss, evaluate, analyse, summarise and criticise. They also test your skills at making essay plans and reaching a robust conclusion or decision.

Assignment or brief

An assignment or brief is a learning task that allows you to cover a fixed section of the curriculum predominantly through independent study. Different methods of presenting the results can be used dependent on the nature of the task - a report (oral or written), a design solution, a newspaper or magazine article, a video, a poster, a research bid, a book review, a contribution to a debate, etc.

Group project or assignment

This is where either an assignment or project is undertaken by groups of students working collaboratively, helping to develop team working skills and other graduate attributes. In some cases, particularly where the same thing happens in industry, there are particular assignments that can by definition only be achieved in a group. Such assessments will incorporate mechanisms which allow the tutor to assess the contribution of individual members of the group or team in order to allocate individuals with a personalised assessment grade.

Exams

Exams can take a variety of different forms, with the most common sort being done under timed and observed conditions to ensure it is the student's own work. Exams test your ability to think critically, to respond in a structured way to a question and to plan on the spot as well as your knowledge and understanding of the subject. Some of the most common types of exams are:

- 'Seen' where the questions to be answered are given at a pre-specified date beforehand. The intention is to reduce the need for 'question-spotting', to reduce the anxiety and to increase the emphasis on learning
- 'Open-book', where you will have access to specified texts and/or your notes. the intention is to reduce the emphasis on memorising facts, to reduce anxiety and allow more demanding questions to be set
- 'Unseen' where you don't know what the questions are until you sit the exam. Arguably these make you focus on the whole syllabus because anything may appear on the paper
- Multiple choice exams where you simply select from a bank of potential answers. These also assess your decision making skills

Logs and Portfolios

These are an increasingly popular kind of assessment, and involve a collection of all sorts of evidence of your work (often including others' testimony about your work, and feedback you've collected). Portfolios are intended to be a measure of the work of the 'whole candidate', rather than just particular aspects of the candidate's work. They also measure your ability to organise a collection of evidence, in a readable, navigable way. Not least, they test your ability to stick to deadlines with a big, multifaceted job.

Reports

There are many kinds of reports – laboratory ones, field-trip ones, business ones, and so on – each has its own conventions and preferred formats – your tutors will tell you more. Assessed reports measure your skills at finding out about, and adhering to, the expected report formats and conventions in your subject discipline. They also measure your ability to put forward an organised piece of writing, coming to conclusions, making suggestions for further work, and so on. They often test your skills at interpreting data, making sense of your findings, and so on.

Calculations and problem solving

Usually given in sets – with a deadline for tutor marking, or to bring along completed to a tutorial. These, unsurprisingly, tend to measure your ability to solve problems and do calculations.

Presentations

Lots of students worry about presentations – you normally build up to these as your course progresses and you'll be given lots of support and time to prepare. You may be involved in group or solo presentations, perhaps to some or all of your class, usually with the tutor present. Sometimes peer assessment is used. Presentations measure your ability to talk fluently about a topic, and to answer questions from the group. They also measure your skills at preparing visual aids (overheads, handouts, PowerPoint presentations) to support your presentation. On some courses there are very few presentations. However, in the workplace, more and more people have to be involved in them, so practising on your course is a very good way of developing your skills.

Self and peer assessment

There is strong evidence that involving students in the assessment process can have very definite educational benefits. Not so much a type of assessment like those already listed, this is something which can be done in conjunction with any type of assessment. The important aspect is that it involves the student in trying to apply the assessment criteria for themselves. This might include: a marking exercise on 'fictitious' or previous years' student work; the completion of a self-assessment sheet to be handed in with your work; 'marking' a peer's work and giving them feedback (which they can then possibly redraft before submission to the tutor); or really marking other students' work (i.e. allocating marks which actually count in some way) - a seminar presentation, for example, or a written product using a model answer. The evidence is that through trying to apply criteria, or mark using a model answer, you will gain much greater insight in to what is actually being required and subsequently your own work improves in the light of this.

When will I be assessed?

In the majority of courses you will be assessed throughout your course and you will receive on-going feedback to help you improve your future grades. This is sometimes called formative assessment and is designed to help you learn as you go through your course. Some formative assessment is quite informal; it may be your tutor asking specific questions in class, for example. Other types of formative assessment can include written reports, essays, tasks for seminars etc., some of which are handed in so that written feedback can be provided. You will also be assessed summatively. This just means that once or twice in each module or unit, often at the end, you will complete work that is then graded, where the mark counts towards your final qualification.

At the start of your course you will be given an **assessment schedule** which details the deadlines for all the modules you will be studying that semester. This will help you to plan your work effectively. Your tutors understand that you have lots of commitments so will always try to spread the assignments out as much as they can, although inevitably many will come towards the end of each semester.

How will my work be marked and graded?

The majority of your assessments will be awarded a letter grade as outlined in the table below. Some of your assessments may however be assessed by percentages, which are converted into an aggregation score. Some assessments may also be identified as pass/fail assessments. Such assessments must be successfully passed in order to pass the module, however the aggregate score for the module will be derived from other assessments which are graded. Overall, you must achieve an aggregation score of 9 or above to pass a module.

Further information is available at: <http://www.blackpool.ac.uk/he-regulations>

| Category | Grade | Aggregation Score | Grade Description |
|-------------------|-------|-------------------|---|
| Excellent Pass | A+ | 24 | Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures |
| | A | 21 | |
| | A- | 18 | |
| Good Pass | B+ | 17 | Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding |
| | B | 16 | |
| | B- | 15 | |
| Satisfactory Pass | C+ | 14 | Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding |
| | C | 13 | |
| | C- | 12 | |
| Weak Pass | D+ | 11 | Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure |
| | D | 10 | |
| | D- | 9 | |
| | | | |
| Marginal Fail | F1 | 7 | Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulation |
| Fail | F2 | 4 | Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions |
| Poor Fail | F3 | 2 | Attainment of intended learning outcomes appreciably deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation |
| Very poor Fail | F4 | 0 | No convincing evidence of attainment of any intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary |

What if I experience circumstances which mean I will not be able to complete an assessment?

The Personal Mitigating Circumstance (PMC) procedure gives you the opportunity to inform the College of serious medical or personal circumstances, which you believe, has affected your academic performance in an adverse way before the meeting of the Board of Examiners.

You may have had genuine and unavoidable circumstances that have affected your performance in coursework. These circumstances may have prevented you from being assessed or from submitting coursework on time. In all cases, it is important that you contact the HELM team at HELMinfo@blackpool.ac.uk to say that you are having difficulty completing work and are planning to apply for PMC.

A Personal Mitigating Circumstance Application Form must be completed by you and is available via the College website / Student Administration / Reception. It is your responsibility to complete and submit the form to the HE Student Administration Manager within 10 days of the assessment deadline.

You cannot request an extension to the assignment deadline date. Assignments must be handed in as soon as possible even if they are incomplete. If your PMC application is approved, you will be given an amended deadline and the opportunity to improve your work further.

For full details of this procedure please refer to: <http://www.blackpool.ac.uk/he-regulations>

What if I miss a deadline?

Managing your time effectively is a key graduate skill and you are therefore encouraged to plan your programme workload alongside your other commitments. If you fail to meet an assessment deadline, it will be penalised. Work submitted up to three days late will receive a penalty of one full grade and zero (non-submission) thereafter.

Deadlines are normally set on Mondays and Fridays to avoid the third day occurring at a weekend. Where the third day does fall on a weekend, students will have until 10 am on Monday to hand in without receiving further penalty. The penalties associated with the late submission of percentage coursework are outlined in the academic regulations for your programme.

For more information, please refer to: <http://www.blackpool.ac.uk/he-regulations>

What happens if I fail a module?

Most students pass their work, but if your mark for an individual module is less than the minimum pass grade you will be referred on that module. This means that you will have to be reassessed in the relevant work, however a second attempt will be subject to a penalty as specified within the academic regulations for your programme.

Where Personal Mitigating Circumstances are approved, this will typically prevent any penalties being applied and usually allow the work submitted to be marked as a first attempt.

Moderation

All work that you submit for assessment is marked by your module tutor. A suitable sample is then selected to be moderated by another tutor. This is to ensure that the mark awarded is reliable and not just the judgement of one marker. All of the work you submit is retained by the College to assist our external examiners in the quality assurance of your programme. This may mean that the results you receive during the year may change and should therefore be considered provisional.

External Examiners

Every higher education programme has its own External Examiner whose role is to support the academic staff team in ensuring that the standard of your programme of study is comparable to other programmes in that subject discipline. The External Examiner will confirm that the work that you have produced is of a standard that is expected and identifies any issues that the academic staff team needs to take into account to continually improve the programme. The External Examiner also feeds back on the key strengths that make your programme a really effective and valuable learning experience.

External Examiner reports for your programme can be requested by emailing highereducation@blackpool.ac.uk

Board of Examiners

Once a module is complete, the marks for all assessments are compiled together to create an overall module mark.

The module board of examiners sits at the end of each semester to consider modules in scope. Your overall marks for the year are considered by a programme board of examiners that will make recommendations regarding your progression between levels, reassessment and eventually the award of your qualification. The majority of programmes within the college run an academic year between September and June. Reassessment work will therefore normally be completed during the summer months and submitted by the end of July (the precise date is set by the board).

The board of examiners sits again prior to the start of the next academic year in September where the results of any summer reassessment work will be considered.

Where programmes fall outside of the standard academic year, the timing of the board identified above may vary, however the general process remains the same.

PARTNERS FOR SUCCESS



The Partners for Success framework has been developed from our considerable achievements and successful review outcomes in supporting students and ensuring that they are provided with the best possible opportunities to engage fully with their learning experience and the full life of the college. It outlines how staff, students and the wider college community work to provide a seamless network of support to enable all students to achieve their potential.

Studying at University level can mean quite a life change, particularly if you have to move away from home, juggle study with work or have caring responsibilities while studying. You may also be returning to study after a period away and feel unsure exactly what to expect. Most students new to higher level study also comment on the fact that it can be quite different to their previous studies.

Our central aim is to enable all students to become confident and competent independent learners and achieve to the maximum of their potential through the development of their academic skills, personal well-being, literacies and professional employability attributes.

- We will work in partnership with all stakeholders, students, staff and others to ensure and assure personal change and development through mutual expectations, mutual agency and clear communications.
- We will provide students with a network of support to enable their development and achievement of their personal, academic and professional goals

Key partners in your success are:

- Your Progress Tutor and the programme delivery team
- Careers team
- Student Support and Wellbeing including HE Learning Mentors (HELMS)
- Learning Resource Centre teams

- Student Union
- You!

Your Progress Tutor and the programme delivery team

Here at Blackpool and the Fylde College every student is entitled to receive tutorial support on their programme of study. Tutorials are an important learning activity; they give you the opportunity to engage in dialogue with your tutor on matters of academic progress as well as personal and pastoral issues which may impact on your learning experience.

The benefits of tutorials are that they help you to individualise your learning on programme and to receive constructive feedback on your work specifically and progress generally. Tutorials are an essential component of the B&FC Partners for Success framework which aims to enable your personal and academic development, and maximize your opportunities for success, through coordinating the range of support services available to you through your progress tutor. Tutorials can help you to critically engage with your subject in a way that you may not be able to do in lectures and other forms of learning. Your tutors will encourage creativity and originality of thought that will help you to gain a better understanding of the subject discipline helping you to achieve your potential and experience high levels of success.

You can ensure that you get the most out of tutorials by:

- Proactively seeking out information before the tutorial to prepare yourself for the discussion and dialogue
- Actively engaging in discussion with your tutor.
- Using the tutorial opportunity to ask questions of your tutor and engage in critical discussion.
- Receiving feedback and using this to plan your next piece of work or setting personal and academic targets for future learning activities

The Careers Team

University Centre

Located in the Foyer, ground floor, South Building

Tel. 01253 504474

Bispham Campus

Located opposite the main Reception area in the Hub

Tel. 01253 504298

Student Advisors

Student Advisers provide you with confidential and impartial information on a range of areas, and work to matrix quality standard to ensure excellence of support, advice and guidance to all our Students and prospective Students. Quick-query interviews usually last approximately ten minutes. For example, you might want to ask about job vacancies, for help with preparing for an interview, or advice on financial assistance etc. If you have a more complex query the Student Adviser will make a mutually convenient appointment with you for a longer interview. Careers Information Advice and Guidance and financial Help Group sessions also take place throughout the academic year.

Student Advisers also provide a drop-in service at all Blackpool and The Fylde College Campuses, so you don't need to book an appointment to see an Adviser.

Financial Help and Support

Student Administration can provide you with information and advice on access to help with transport, childcare and HE bursaries.

The Careers Team can help you if you find yourself in financial difficulties and will also help with advice and guidance regarding student loans.

Accommodation

Our Student Advisers can help you find student accommodation and provide advice on costs, and other expenditure i.e. rent bond, gas, electric, TV, phone, travel etc.

Careers Information, Advice and Guidance

The Careers Team are all highly qualified in careers information, advice and guidance and can help you with UCAS applications for entry to Higher Education, with making decisions about progression to other courses, job application, CV preparation and interview techniques alongside career and further training pathways and opportunities. Our team of professional Student Advisers are available to help you with all aspects of your career planning and decision-making, such as:

- Making decisions about your future career
- Planning your job search strategy
- Curriculum Vitae (CV) writing
- Getting relevant work experience - including volunteering
- Making applications and preparing for interviews
- Researching postgraduate study options

At Blackpool and The Fylde, our careers service extends far beyond helping you to pinpoint your ideal career. The emphasis is on tailoring a 'careers package' to your particular aims and aspirations that gives you the skills and experience needed to make you highly employable from the moment you graduate.

That's why all our degrees have a strong employment focus, with opportunities to try out your chosen career area, learn skills that employers are specifically looking for and practice interview and assessment techniques with representatives from industry. We also run an online job shop, backed up by a highly trained team of staff dedicated to making your career goals a reality.

You may be starting your course already clear about what you want to do when you graduate or you may not be sure at this stage. Our experienced and professional team of careers student advisers offer careers and progression advice to guide you towards making the right decisions about your future. Choose from e-guidance, telephone and face-to-face interviews within a small and supportive environment. We also offer pre-course advice and guidance. Underpinning all of this is a vast range of careers library resources together with access to internet-based resources, video resources and computer-aided guidance packages.

Enhancing your Employability

The opportunity for you to develop your graduate skills and attributes is built into all our courses to ensure you graduate not just with subject knowledge but with the ability to embark on your chosen career and hit the ground running. Our programmes also provide an opportunity to discover more about your chosen career area through visits from external speakers and trips to local employers and industry. Some programmes even contain a workplace learning module, where you'll get to spend time with an employer, putting your knowledge into practice and gaining valuable employability skills at the same time.

Getting Ready to Graduate

About a year before you're due to graduate we will invite you to take part in our graduate employability workshops, covering topics such as making the right career move, effective applications and successful interviews. In addition, local employers run mock interviews and facilitate role-play scenarios for students, which replicate the assessment centre experience for newly qualified graduates. These experiences are vital for developing an awareness of your strengths (and playing to them) and gaining an understanding of what graduate recruiters are looking for. Some of our students have even been offered a permanent position on the strength of them.

Student Support and Wellbeing

The Student Support and Wellbeing team will enable you to gain different approaches and techniques to reach your full potential independently through a range of study support and wellbeing strategies. Support offered includes face-to-face on a one-to-one basis, in a workshop or remotely via telephone and online. The team is based at the University Centre and provides support across all campuses Monday to Friday from 8.30am to 4.30pm. Appointments can be made outside these times by arrangement. Further information is available through the virtual learning environment, Moodle. Higher Education Student Support and Wellbeing Services include:

- Higher Education Learning Mentors (HELMs) email: helminfo@blackpool.ac.uk telephone 01253504494
- Disability Support: email dsainfo@blackpool.ac.uk telephone 01253504494
- Counselling Support: email referral only counselling@blackpool.ac.uk
- Wellbeing Support: email referral only wellbeingsupport@blackpool.ac.uk
- Support for care leavers, carers and students who do not have contact with their families: succeed@blackpool.ac.uk
- Safeguarding College Hotline 01253 504444 (9am to 5pm)

HE Learning Mentors (HELM)

The HELM team can support with aspects of student academic life, from settling into university life, helping you gain and enhance study and digital skills as well as to create your own health and wellbeing strategies to work as independent learners. Examples of some of the study skills development and enhancement that we can offer you include:

- Support in settling into Higher Education study, learn how to study effectively and improve your academic writing style.
- Academic literacy skills from grammar, sentence structure through to developing and enhancing expression, the use of language critical and reflective writing.
- Information skills development, such as research, applying theory to your practice / study and referencing.
- Other support includes effective study techniques, planning, structuring and polishing assignments, time management and organisation skills to work smarter not harder, in addition to revision and examination techniques.
- Digital literacy skills support for study
- Providing feedback on your writing style
- Support with Personal Mitigating Circumstances to help you get back on track and complete
- Keeping in touch support for Care Leavers and Carers
- Signposting to other Partner for Success services

In addition to individual support, HELMs deliver a range of study and wellbeing skills through workshops including the 'Flying Start' and 'Flying Further' programmes. These are designed to help you make the most of their course and complement the knowledge and information gained from your course. If you wish for the HE Learning Mentors to deliver a workshop for you and maybe some friends or your tutorial group, liaise with your tutor or direct with the HE Learning Mentors team.

For help, advice and information:

- Phone: 01253 504494
- Email: HELMinfo@blackpool.ac.uk
- Drop in: to the University Centre South Building Entrance

Disability Support

Disability services provide support for students with conditions that have a “significant, long-term and adverse effect” on their ability to carry out day to day activities and study. These can include on-going, long term or progressive medical conditions including mobility difficulties; mental-health conditions such as depression, anxiety, bi-polar; Autistic Spectrum disorders (ASD); Specific Learning Difficulties such as dyslexia or a sensory impairment such as visual or hearing impairments.

Examples of some of the support that we can offer include:

- Assessment for exam access arrangements such as use of a reader, a scribe, laptop, small group or separate room, assistive technologies and ergonomic devices such as an ergonomic mouse, supervised rest breaks, additional time allowance, and signed communication (please note that the final dates for approved exam access arrangements to be processed are 31st October for Semester 1 exams, and 28th February for Semester 2 exams).
- Support with gaining diagnostic evidence where appropriate.
- Information and guidance on Disabled Students' Allowances (DSA) and other funding, plus support with the application process.
- Support in implementing the recommendations from the DSA and any other reasonable adjustments appropriate for study.
- For further information on the DSA, visit: <https://www.gov.uk/disabled-students-allowances-dsas/overview>
- Liaison with curriculum areas regarding risk assessments.
- Guidance on accessibility. If you wish to check the accessibility of our facilities please visit <http://www.disabledgo.com/en/org-results/blackpool-and-the-fylde-college/college-view-all-venues>
- Signposting to financial support to cover any disability-related needs

For help and information:

- Phone: 01253 504494
- Email: dsainfo@blackpool.ac.uk
- Drop in: to the University Centre South Building Entrance

Wellbeing Support

There is a wealth of wellbeing opportunities at B&FC including:

- HeartMath, a computer programme designed to help you relax your body and mind for more effective study.
- You can borrow designated laptops with the HeartMath programme uploaded from the Loop at Bispham, University Centre and Fleetwood campuses.
- Mindfulness and resilience building techniques
- Tips to stay healthy
- Counsellors who offer short term non-emergency support and the opportunity to talk over something that may be causing you concern, is upsetting or distressing you and having a negative effect on your academic work, as well as your enjoyment of College life.

Please visit the Wellbeing area on Moodle for more information and guided self-help. For appointments please email wellbeingsupport@blackpool.ac.uk

Visit the Contemplation rooms for a place to practice HeartMath, for quiet meditation, prayer or just ‘time out’.

The Contemplation rooms can be found at:

- Bispham Campus - C307 - Third Floor Room - Cleveleys Building
- University Centre - SB130 - Second floor Room - South Building
- Fleetwood Campus- Room A33 Ground Floor- Halls of Residence
-

To use the contemplation rooms, visit the main campus reception and sign for the room key and HeartMath sensor. (We are unable to offer the HeartMath facility in the Fleetwood Contemplation room)

Need help now?

B&FC Safeguarding - If you feel unsafe or at risk at College contact your tutor or the Student Direct Safeguarding College Hotline: 01253 504444 9am to 5pm. If you require advice or assistance about disclosing a safeguarding concern you should discuss this with your Progress Tutor or any member of staff.

If you feel you are at risk of harm to yourself or others and need immediate help, contact the National Health Services (NHS) such as your GP or alternatively ring 111 as soon as possible, if you are in an emergency situation ring 999 or go to Accident and Emergency (24 hour) Victoria Hospital Whinney Heys Rd, Blackpool, FY3 8NR and request a mental health assessment.

Alternatively go to your nearest Walk in Medical Centre:

- Whitegate Health Centre, Blackpool, FY3 9ES
- Fleetwood Health & Wellbeing Centre, FY7 6HP

Need to Talk?

The Samaritans offer a 24 hour all year confidential external support service for well-being, stress, debt, loneliness, work, family and personal issues.

- Freephone 116 123
- Texting facility: 07725 90 90 90
- Email: jo@samaritans.org
- Web: <https://www.samaritans.org/branches/samaritans-blackpool-fylde-and-wyre-branch>
- Drop in 16 Edward Street, Blackpool, FY1 1BA (usually until 9.00pm)

Other support network outside college hours includes the Mental Health Helpline telephone: 0800 616171

SUCCEED is Blackpool and The Fylde College's package for Higher Education care leavers, carers and students who do not have any contact with their families.

The Children (Leaving Care) Act 2000 defines a Care Leaver as someone who has been in the care of the Local Authority for a period of 13 weeks or more spanning their 16th birthday and is under the age of 25 years at the start of a HE study programme.

A Young Adult Carer is defined as carers between the ages of 18 and 25 who care, unpaid, for a family member who, due to disability, chronic/terminal illness, mental health problem or an alcohol or drug addiction/dependency cannot cope without their support.

Care leavers and carers are able to apply for the B&FC Access Scholarship to help pay for their studies. You may also be eligible to apply on the grounds of estrangement if you have not had verbal or written contact with both of your biological, adoptive parents or your only living parent for a significant period of time and your estrangement is irreconcilable.

<http://www.blackpool.ac.uk/support/funding/bursary>

- In addition to financial support, the SUCCEED package offers regular one-to-one support with a named HELM and regular contact to help you stay on track. For more information on support and eligibility, please contact Hannah Emery at succeed@blackpool.ac.uk

LEARNING RESOURCE CENTRE TEAMS

Whichever campus you study on, the Learning Resource Centres (The Loops) will play an important part in your studies. Our flexible learning spaces can provide you with a mixture of computer, group work and quiet study areas. You should make maximum use of this facility to log-on to a PC, access printing and copying facilities or ask the Resource Advisers for help and advice.

You will have access to a wealth of information through a wide range of physical and online resources such as e-books and full text journal databases giving 24/7 support for your academic work. Our search tool, Discovery, is linked to every course page of the college's VLE - Moodle. Our online catalogue - <https://libcat.blackpool.ac.uk> - is also available 24/7 allowing you to check reading lists, reserve titles, renew borrowed items and provide direct links to the titles in our extensive eBook library. We can also provide material from other libraries through our inter library lending scheme.

Our teams are always happy to offer help and advice. They have in-depth knowledge of your subject area and can support you in finding good quality research material, as well as developing your IT and research skills through one-to-one sessions. Interactive support materials are available through the Learning Resources area on the virtual learning environment, Moodle. More information about The Loops, including the opening hours for each centre, can also be found on the [college website](#)

Term time opening hours

The Loop at UC

Monday – Thursday 8.30 – 21.00

Friday 8.30 – 17.00

Saturday 10.00 – 15.45

Email: CentralLoopLRC@blackpool.ac.uk

Telephone: 01253 504414

The Loop at Fleetwood

Monday - Thursday 8.30 – 20.00

Friday 8.30 – 17.00

Saturday 10:00 – 15.50

Email: lrcfle@blackpool.ac.uk

Telephone: 01253 504714

The Loop at Bispham

Monday – Tuesday 8.30 – 17.00

Wednesday 8.30 – 20.00

Thursday - Friday 8.30 – 17.00

Email: lrcbis@blackpool.ac.uk

Telephone: 01253 504290

Self-issue / return facilities are available in the Bispham, Fleetwood and University Centre Loops. There are drop-in IT-based facilities with networked computers (including Macs in the Loop at UC) and wireless laptops, colour printing and scanning facilities. In addition, the Loop teams can help you get connected to the Wi-Fi and other college systems. Help with IT issues is available through an online HelpDesk.

You can access computing and copying facilities at any campus, if this is more convenient for you when engaged in independent study, but the majority of course specific materials will be located in the Loop on the campus where your course is based.

You will find the essential texts for your course available in the library stock and these are regularly updated. Relevant journals and online resources are purchased on an annual basis. For all Higher Education courses you will have access to online reading lists via the Rebus software. These online reading lists directly link you to the core eBooks and print resources in the library catalogue, thus enhancing their accessibility.

Following an initial Welcome Tour of your local Loop, your tutor will arrange for us to work with you in

follow-up in-depth sessions on key skills such as effective searching of online resources and referencing. Induction sessions are also provided at the start of your programme to help you find your way around technology in the college. Additional one-to-one tutorials are available to all students. LRC support is supplemented by a range of interactive resources on Moodle.

The services provided by the Learning Resources Centre will be an integral part of the Induction Programme for this course.

Information Technology Resources

Being able to access resources and materials to help you on your course when you need them is very important. Moodle is our virtual learning environment, and contains lots of key information about your course and is accessible 24:7. As part of your induction we will make sure you are able to make the most of this resource.

As a student at Blackpool & the Fylde College you will be provided with a web-based Microsoft Office 365 account. This account provides anytime, anywhere access to a suite of Microsoft programmes including Outlook email and web-based versions of Word, Excel and PowerPoint. You also get access to your own online storage area so you can download, edit and save your college work wherever you are.

Included in your Microsoft Office 365 account is access to our MyDay portal. The portal provides you with access to your calendar (including timetables), email and links to Moodle and eTrackr. Timetable data is updated every hour so you can see all room changes. It is accessible from a web browser and as a mobile device app on Apple and Android devices. MyDay will be launched automatically whenever you login into a College desktop computer.

To find your course materials, log-on to Moodle, the College's virtual learning environment. Moodle contains lesson notes, multimedia materials, quizzes, forums and lots of different tools to help you achieve your academic goals. You may submit your assignments through Moodle and receive online feedback from your tutors. Moodle also provides easy ways for you to communicate with your tutors and fellow students using messaging, chat rooms and forums. You can access your Office 365 and Moodle accounts by logging into one simple webpage MyDay which also contains useful college information, news and links:

<https://blackpool.mydaycloud.com/dashboard/home>

Induction sessions are provided to all students at the start of their course to help you find your way around technology in the college. 'The Loop' LRC's are located on each campus. You can pop into The Loop and log-on to a PC, access printing and copying facilities or ask the Resource Advisers for help and advice.

STUDENT UNION

The Students' Union (SU) at B&FC is *your* union. It's made up of students that *you* elect each year, who listen to the student voice and respond to *your* wants and needs. The SU represents students on a range of issues, including equality and diversity, education and social activities, with the aim of ensuring your time here is as interesting and enjoyable as possible.

As a student at Blackpool and The Fylde College, you are automatically free members of the Students' Union and you are encouraged to play an active role. Our Students' Union is actively engaged in student affairs at local and regional levels so there are opportunities for you to become involved in various campaigns and fund-raising activities. Our aim is to work for the good of the student community and to take an active interest in the development of all students. As such the Union represents the students on a number of academic and College committees where student involvement and comment is welcomed.

The Union provides the framework and financial backing for students to organise trips and events,

which can be a great way to broaden your interests and meet new people. With a wealth of information, our Students' Union can also advise you on places to go and things to see and do.

If you need to get in touch, you can contact your Student Union Sabbatical Officer by phone or email.

B&FC Student Union Sabbatical Officer

Tel: 01253 504 517

Email: studentsunion@blackpool.ac.uk

BEING A PARTNER IN YOUR OWN SUCCESS

Higher education is as much about personal change and development as it is about subject knowledge and skills development. By facilitating your development we enable you to take responsibility for your own learning. Students who are fully informed about the opportunities available to them, but who are also aware of their responsibility to engage with those opportunities, are more likely to make effective use of services and resources (QAA Quality Code Chapter B4). It is important that you take advantage of every opportunity to facilitate your success, and to creatively engage with the knowledge you encounter, constructing and reconstructing your own understanding. We will support you to set clear goals, reflect on your progress and develop key graduate skills.

ABSENCE REPORTING

If for whatever reason, including ill health, you are going to be absent from College then you will need to ensure that you make contact with us to discuss how we can support you. This is particularly important if your absence could have a significant effect on your assessment requirements. Should this be the case then you will need to consider the College Personal Mitigating Circumstances procedure the full version of which is available at the link below.

<https://www.blackpool.ac.uk/he-regulations>

Any personal mitigating circumstances, such as ill health, which may have affected your studies or performance in assessments and examinations, would need to be submitted to the HE Student Administration Manager mitigating.circumstances@blackpool.ac.uk formally by you with supporting evidence, e.g. a medical certificate, following the procedures and in accordance with the deadlines laid down in the College's Personal Mitigating Circumstances Policy.

In the event that you are unable to attend an examination because of illness or other unforeseen circumstances, you must immediately inform your programme leader before the start of the examination. If you are absent from the whole or part of an examination because of illness, a Personal Mitigating Circumstances application form together with a valid medical certificate or other appropriate independent documentary evidence must be forwarded to the HE Student Administration Manager normally within ten working days of the examination.

SAFEGUARDING

Safeguarding supports students in 'Being Safe and Feeling Safe'. If you feel unsafe, in danger of harming yourself or at risk whilst at College contact the Student Direct Safeguarding College Emergency Hotline: 01253 504444 9am to 5pm. Alternatively at any time visit your GP or local Walk in Medical Centre or Accident and Emergency (A&E) unit at the Hospital.

Other support networks also available outside College hours include the NHS crisis telephone: 0300 365 0300, the Mental Health Helpline telephone: 0800 616171 or the Samaritans 24 hours a day on the local contact number of 01253 622218 or on the national number 0845 790 9090.

If you require advice or assistance about disclosing a safeguarding concern you should discuss this with your Progress Tutor or any member of staff.

STUDENT IDENTITY CARD

You must wear your ID badge at all times whilst on College premises. Access to College facilities is dependent on Students having their ID badge. You will also be asked to show your ID badge when sitting exams. You will be challenged if you are not wearing your badge when on College premises. This is to help students and staff feel safe in College.

FOOD ON CAMPUS

When you want to take a break for refreshments on campus, you're well catered for. At the University Centre's Central Hub refectory, **Café Grads**, you can sit down and tuck into a proper meal or just grab a bite and relax in one of the chill-out areas. A **Starbucks** outlet has also just opened in South Building.

A similar-style refectory, **Retreat**, is available at our Bispham Campus or if you fancy a little treat there is also a range of freshly made sandwiches and smoothies in the **Grab and Go** and a **Starbucks**. At the Fleetwood campus the **Refectory** offers traditional breakfast, a wide range of hot food, sandwiches, snacks and beverages. Visit <http://www.blackpool.ac.uk/facilities/shops> for more information. At all our campuses, there are also plenty of vending points providing snacks on the go.

Get off to a great start every morning! All Blackpool and The Fylde College students are entitled to a free healthy breakfast.

SPORTS FACILITIES AND COLLEGE TEAMS

Sports facilities are mainly based at the Bispham Campus where there is a sports hall, an all-weather floodlit sports pitch and a well-equipped gym, **Inspirations**, with Fleetwood also having some facilities. We have numerous College teams, both men's and women's, with other available sports ranging from volleyball and five-a-side football to table tennis and canoeing. To find out more ask your progress tutor.

ENRICHMENT

Enrichment is about providing you with opportunities to bring your learning to life, developing your range of interests, meeting new friends and growing as a person. Some activities will be related to your area of study whilst others may not be directly linked.

Curriculum-based activities

Whilst studying your chosen subject at College, you will have the chance to see how your subject works in real life and apply that insight to your studies. We also aim, during your programme of study, to develop your employability skills and interview techniques. To provide this valuable enrichment, your programme may feature such activities as guest speakers, trips into industry and overseas visits, 'real life' assignments, competitions, work experience and work placements (some of which can lead to permanent positions).

Extra-curricular activities

College is also as much about the social side as it is about learning. At Blackpool and the Fylde College we offer a vast range of activities, from discounted theatre trips to lunchtime sports activities and book club. Activities are free to everyone enrolled on a course and in most cases, there's no need to book. For more information about what's on, view our enrichment booklet online or available in hard copy from the Careers team.

Fee-based activities

For those of you who wish to engage in a further range of activities there are fee-based sports activities. For full details please see our online [Sports Facilities](#)

The Sports Team can also organise one-off fitness activities, such as trips to Manchester's Chill Factor for skiing or outings to Grizedale Forest for mountain biking. For more information please contact the Sports Centre staff on 01253 590829. Don't forget, that the Students' Union may be able to help with funding too.

GETTING INVOLVED IN THE QUALITY OF YOUR PROGRAMME

At Blackpool and the Fylde College we believe that you are a member of our higher education and College community and as such your views and experiences are extremely important to us. We want to work in partnership with you to ensure that your experience is the best that it can be both for you and others who study with you. To this end we work hard to engage all students in dialogue about the quality of their learning experiences. You can engage by providing useful feedback on your experiences of modules through Module Evaluation Questionnaires, through being an elected course representative attending student forums and college meetings and through surveys such as the Student Perception on Course (SPOC) surveys and the National Student Survey (NSS).

ACADEMIC APPEALS

An academic appeal is a procedure which allows you in certain circumstances to ask for a review of a decision relating to your academic progress or award. You can ask for a review of a decision by one of the following:

- A Board of Examiners, both Module and Programme Boards.
- A Personal Mitigating Circumstances Panel
- An application to the College
- An Academic Malpractice Panel

It should be noted that students may only appeal against a decision if they can show that they satisfy one or more of the grounds detailed in the academic regulations. The appeal process cannot be used to challenge academic judgement or appeal simply because you disagree with the marks you have been given.

An academic appeal is different from a complaint so appeals and complaints are looked at under different procedures. A complaint is dissatisfaction about the provision of a programme or academic service or facility or any other service provided by the College.

Students studying either a:

- **Blackpool & The Fylde College Programme**
- **Lancaster University Validated Programme**
- **Liverpool John Moores Validated Programme**
- **Scottish Qualifications Authority Programme (SQA Higher National)**
- **BTECHigher National Programme**

To lodge an academic appeal, you must do so by submitting your appeal within 10 working days of the publication of your results or decision of a panel either by writing to the HE Academic Registrar, Bennett Avenue, Blackpool, Lancashire, United Kingdom, FY1 4ES or by email to: appeals@blackpool.ac.uk

The Academic Appeals regulations and application pro-forma can be found on The Blackpool & The Fylde College website <https://www.blackpool.ac.uk/he-regulations>

GRADUATION

Our annual higher education awards event is a spectacular occasion, representing the culmination of masses of dedication and hard work, and the gateway to an exciting and rewarding future. The graduation ceremonies will take place at the Winter Gardens and Opera House, 97 Church Street, Blackpool, Lancashire, England FY1 1HL.

Your graduation day may seem a long way off now, but you will be there quicker than you think! Blackpool and the Fylde College's Awards Ceremonies are a part of the celebration of your achievement and we hope you will be able to attend. You will need to budget for the cost of guest tickets, academic dress and photography. Awards Ceremonies are held each year at the Winter Gardens. If you attend the Awards Ceremonies we publish the names and awards of all graduates in the Awards Ceremony booklet and in a graduation supplement in the local press. If you do not wish your name to appear, you must contact Student Administration to inform us. We will print the name we have recorded for you on your degree certificate, so it's important that you tell us in advance of any spelling or other changes. After we have printed the certificate we will not be able to change it for you.

This is a very special day for all our graduates and their friends and families and is a marvellous opportunity to share and celebrate your academic achievement and accomplishments.

MODULE OUTLINES

The following module outlines provide you with a brief overview of the modules and their contents, together with the intended learning outcomes and the recommended reading lists.

BFC401-S: Academic and Digital Literacy (Humanities) Level 4 - Mandatory

Module Abstract

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

The module will introduce you to strategies for locating, interpreting, evaluating and manipulating information to support academic study. You will review academic stimulus material in order to integrate information from traditional and digital sources. A key component of academic and digital literacies is to research and enquire digitally, share, present and record information professionally and ethically appropriate to your subject discipline. You will also develop critical reading and thinking skills which will be applied to your assessed work in all your modules.

This module will use the subject content of another module delivered in that semester to support the development of academic and digital process skills which are directly relevant to your studies. This will not only help reinforce knowledge in your chosen subject discipline but will equip you with graduate abilities that are transferable for those studying humanities and social sciences and will be an asset to your future employability. It is expected that as you work through the module you will develop your confidence in and ability to use digital sources and academic literacy techniques to enable you to study and learn effectively in your subject discipline context.

Learning Outcomes

- 1 Use digital devices, applications and services to identify digital and information needs, solve problems and assess information sources
- 2 Produce written communications and verbal presentations appropriate to audience and level of complexity

- 3 Locate, interpret, evaluate, present and record information professionally and ethically
- 4 Reflect on own skill levels and identify further learning needs to support future studies and enhance transferable skills for employment
- 5 Analyse case study and research papers to identify and discuss theoretical perspectives, models and research

Indicative Content

Academic Writing

- Conventions
- Terminology
- Paraphrasing
- Summarising
- Reports / Essays
- Referencing

Ethical Research and Practice

- Confidentiality, anonymity, secure storage, vulnerable participants, netiquette

Secondary Research

- Use of digital and traditional tools for discovery; open access journals
- Referencing and in text citation, plagiarism, reliability and validity of sources
- Comparison, contrast and critical evaluation
- Critical reading and note making

Data Collection

- Interviews
- Focus groups
- Observation
- Questionnaires / Surveys

Reflective Practice and Writing

- Models of reflection

Critical Reflections

- Academic formality voice / academic, personal and professional

Presentations

- Selection of relevant points
- Communication of ideas verbally / visually

TLS402: Support Strategies in Practice Level 4 - Mandatory

Module Abstract

The module will introduce you to the principles of inclusive practice and will enable you to appreciate the importance of inclusivity and inclusive approaches to education within your setting. As you progress through the module you will develop knowledge and understanding of the principles of equality and the expectation that these be applied to every child. You will explore language, transience, learning and behavioural difficulties which can lead to an individual being excluded from learning. The module will explore current policies and strategies relevant to inclusive practices and will enable you to evaluate the effectiveness of inclusive educational practices in contemporary settings. You will identify disability rights such as health and well-being to ensure your studies are taking a holistic view point of local and wider reaching provisions.

You will explore how inclusive education practices have shifted from a focus on the individual to take

account of familial, social and cultural contexts and the impact this has on funding and support provided. You will examine the concept of inclusivity in relation to wider and more diverse social groups such as refugees, asylum seekers, high achieving pupils and looked after children. The relationship between inclusive and anti-discriminatory practice will be examined in order to highlight the value of adopting an inclusive approach to educational support.

You will analyse your work setting and investigate the support services that are available through education networks examining what the services provide. You will create a booklet of services that are involved in the promotion of inclusive practice in settings and will investigate financial, social, physical, cognitive and emotional barriers to inclusivity. Through reflective activities you will evaluate current legislation and strategies for inclusion and locate inclusive practices relevant to your setting.

Learning Outcomes

- 1 Identify and discuss individual learning needs within education settings.
- 2 Discuss services which promote inclusive practice.
- 3 Evaluate current legislation and inclusive strategies that promote equality within practice.
- 4 Explore the barriers that occur within education settings identifying research that recommends the enhancement of inclusive practice

Indicative Content

Learning needs

Inclusive practice and contemporary issue

Anti-discriminatory practice.

Equality and diversity

Current Legislation and strategies

Learning difficulties and disabilities

Looked After Children

High achieving pupils

Barriers to support

Transient communities

Refugees, asylum seekers

**TLS403: Supporting Educational Professionals
Level 4 - Mandatory**

Module Abstract

This module, will encourage students to develop understanding of and appreciate the importance and diversity of roles, responsibilities and contexts of teaching and learning support staff in educational settings. As the workforce within the education sector is continually evolving and changing due to the differential needs of children and young people, legislation and policy; it is important to recognise that teachers and teaching assistants are professionals with different but equally important roles to play. Due to the Governments drive to raise standards within all schools, the role of support staff has

increased in diversity and scope. This reflected in the range of tasks that are required to be carried out in order to support learning and behaviour in the classroom. Students will therefore explore how this role is classified and viewed within a wider context, for example from the perspective of Government legislation and policy whilst also considering the views and expectations of teaching staff, parents, children and young people.

Learning Outcomes

- 1 Discuss the academic and behavioural support needs and characteristics of children and young people
- 2 Identify the skills, qualities and competencies required to work in a support role within the teaching and learning sector
- 3 Analyse roles and responsibilities of teaching and learning support professionals
- 4 Examine relevant statutory regulations and/or policies that impact on the role of the education support professional

Indicative Content

Skills and qualities of Educational Support Assistant, counsellors and mentors

Responsibilities of Educational Support Assistants – supporting pupils, teachers, school and curriculum

Distinction between teachers and supporting educational roles

National Occupational Standards

Legislation and policy

Referral Units and colleges of Further and Higher Education

Team working

Multi-agency working

Reflective practice

TLS404: Reflective Practice Level 4 - Mandatory

Module Abstract

This module will introduce you to the purpose of reflective writing within your education setting. You will evaluate the need for support staff & teachers to incorporate reflective practices as part of their professional activities and operations. You will explore the need to develop reflective skills in order to complete the reflective cycle successfully.

You will analyse theories of Schon, Brookfield, Borton and Kolb improving your skills to incorporate their theories into writing. As you progress you will develop your knowledge and understanding of the purpose of reflection and learn how to apply the process to individual situations. You will develop these skills to reflect systematically on the effectiveness of the teaching and support strategies.

You will evaluate your practice and be committed to make improvements to practice through appropriate professional development. You will analyse your work based setting and identify areas for improvement or enhancement within your own practice which will be recorded in a piece to camera. Through reflective activity you will evaluate your practice and your own continuous professional

development and identify areas for improvements documented in a reflective journal.

Learning Outcomes

- 1 Reflect on areas of your own practice using established models of reflection.
- 2 Evaluate the purpose of reflective writing in the education setting.
- 3 Analyse your work based setting and identify areas for improvement/enhancement.
- 4 Discuss continuous professional development in relation to your practice.

Indicative Content

Reflective Theory: Schon,1987; Brookfield,1995; Borton,1970; Kolb, 1984.

Skills to reflective writing

Continuous Professional Development

Improvement/enhancements to practice

Using reflection as a basis for improving learning and teaching

**TLS405: English and Mathematics
Level 4 - Mandatory**

Module Abstract

This module will address contemporary issues related to the delivery of both English and Mathematics in 21st Century classrooms. This module will enable students to consider and apply current curriculum frameworks for both English and mathematics will be examined and students will develop their planning skills and identify and develop appropriate assessment strategies for each subject. In addition, students will consider potential barriers to both English and mathematics development and achievement within both primary and secondary settings and how teaching and learning strategies can be differentiated to meet the needs of all individuals in the inclusive classroom.

Teaching in the 21st Century requires practitioners to have a robust skillset in relation to ICT and therefore students will consider both the positive and negative influences of technology upon the delivery of both English and mathematics

Learning Outcomes

- 1 Design, implement and evaluate a practical resource for either English or Mathematics within a relevant setting.
- 2 Discuss relevant curriculum frameworks for planning, implementing and evaluating a chosen core subject resource.
- 3 Compare and contrast historical and contemporary approaches to teaching and learning of both English and mathematics.
- 4 Appraise the effectiveness of ICT within the teaching and learning of both English and mathematics.

Indicative Content

Planning and assessment processes
English and mathematics frameworks
Differentiated teaching and learning strategies
Barriers to delivery of English and mathematics
ICT and English and mathematics.
Lifelong learning
Practical applications of mathematics
Compare and contrast English curriculum

TLS406: Assessment Design and Planning Level 4 - Mandatory

Module Abstract

The content of the module explores and underpins practice relating to the design and construction of planning and assessment, drawing on professional, personal and academic strategies. Aspects of teaching are explored and evaluated in relation to your practice within an education setting. You will have the opportunity to consider different theories of learning and how they impact on a student. You will consider how to develop methods of planning and assessment with a particular focus on the use of forward thinking to ensure every student achieves their potential. In addition to this the use of summative and formative assessment methods will be identified and considered in conjunction with your own professional development.

Learning Outcomes

- 1 Reflect on formative and summative assessments within own teaching setting
- 2 Identify theory in relation to benchmarks within education
- 3 Evaluate the relationship between theories of learning and practice
- 4 Explain the preparation and planning processes that link to teaching pedagogy/andragogy.

Indicative Content

Purposes of assessment
Assessment theory
Current assessment practice
Pedagogy/Andragogy
Assessment within collaborative professional practice
The reliability and validity of assessments
Current influences on the statutory assessment process in schools

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

Module Abstract

This module will develop your appreciation of behaviour including sociological, psychological, biological and environmental perspectives. Attachment disorder, levelling, impact of disabilities and family dynamics will be investigated and you will explore the notion that a child/adult relationship is complex and that a holistic approach to all children/adults should be taken to ensure positive behaviour is achieved. You will develop a range of classroom management strategies which will inform your practice and assist the development of skills when managing challenging behaviour including the use of technology to support behaviour management.

The module will identify current policies and procedures within all education settings highlighting differentiation where appropriate, e.g. Mainstream to SEN schools. Key roles within education will also be explored, roles such as Educational Psychologist, Special Educational Needs Coordinator (SENCO), mentors and you will identify and discuss their impacts on behaviours in and out of the classroom.

Learning Outcomes

- 1 Analyse the behaviour of learners in relation to theoretical constructs.
- 2 Critically analyse a range of strategies to support learners who present challenging behaviour drawing on theory to inform practice.
- 3 Explain and recommend suitable behavioural and emotional strategies for learners.
- 4 Evaluate behaviour specialist practices in relation to issues influencing classroom behaviour

Indicative Content

Influences on behaviour

Labelling

Behavioural difficulties

Practical strategies for dealing with conflict

Individual differences

Differences in family patterns

Impairment/disabilities – physiological and emotional

Environmental factors – geographical and social

Psychological factors –motivation and character

Observation theories – Implementation and good practice guidelines

The use of technology in behavior management

**TLS503: Safeguarding
Level 5 - Mandatory**

Module Abstract

This module will introduce you to the subject of safeguarding and explore the procedures adhered to in the education settings. You will examine evaluate policy and legislation and consider the implications this has on making informed decision in professional practice.

The module will enable you to consider the importance of recognising the signs and symptoms of abuse and the impact this has on a child/young person's learning and educational outcomes. You will analyse current safeguarding practices and evaluate your professional responsibilities in protecting children and young people.

The module will examine the factors involved in serious case reviews and explore historical high profile cases that have shaped current safeguarding practices. You will develop your knowledge and understanding of the impact the failings identified in these cases had on individuals and evaluate the importance of acting appropriately when working with vulnerable children and young people.

Learning Outcomes

- 1 Explain models and theories of child abuse and neglect.
- 2 Analyse the development of current legislation policy and procedures
- 3 Evaluate case reviews and holistic multi-agency working practices
- 4 Evaluate safeguarding procedures and policies in practice within education settings.

Indicative Content

Child abuse and neglect

Theories and models of safeguarding

Education policies

Safeguarding principles and practices

Legislation

Professional boundaries

Serious case reviews

Historical safeguarding case reviews

Building professional resilience

**TLS504: Innovation and Creativity
Level 5 - Mandatory**

Module Abstract

Creativity is about production of novelty, making something new and original or taking an old perspective, position or object and seeing it through new eyes. It is the effective implementation of pedagogical strategies used to facilitate learning and in turn encourage autonomous Innovation which is an essential element of development; these two concepts have the potential to drive professional teaching and learning support practices in creating engaging and effective learning experiences for children and young people. Throughout this module, you will be able to develop your skills and abilities to teach creatively and understand how being creative in the classroom can lead to higher attainments, greater achievements and an increased enthusiasm to learn. Being creative and innovative helps people adapt to their environment in a rapidly changing world. The module content will address a variety of creative skills including inquisitiveness, problem solving, curiosity, imagination and open mindedness.

Learning Outcomes

- 1 Plan creative activities and review the impact on a specific educational setting
- 2 Investigate how creativity and innovation are fostered in children and young people
- 3 Analyse theories and models of creativity and creative practice in educational contexts
- 4 Critically evaluate the impact of creative practices on educational outcomes

Indicative Content

What is Creativity?

Promoting Creativity through your own teaching – planning and assessment

Fostering Creativity through creative teaching and learning

Models of Creativity

Theories of Creativity

Assessing Creativity

Flow

**TLS505: Pastoral Care
Level 5 - Mandatory**

Module Abstract

This module considers the principles of multi-agency working and analyses the partnerships which are developed between professionals and between professionals and parents, and the impact this has on relationships with learners in their care. In order to promote resilience, a necessary and important factor in supporting the educational futures and outcomes of children and young people, consideration will be given to the exploration of strategies to support mental health and wellbeing. The module focuses on the work of multi-disciplinary teams and how this affects learning and development. The module content will also consider how policies and procedures for partnership working are formed, developed, maintained and sustained to achieve positive outcomes.

Communication streams, mediums and messages and their effect on building positive relationships when working with children, families & other professionals will be explored. The module will also provide you with the opportunity to study parental influence from a sociological perspective and consider which aspects of parental influence have the most impact upon learning and development.

Learning Outcomes

- 1 Analyse and discuss a given role in the multi-agency approach to working with families and other professionals
- 2 Discuss challenges and opportunities of multi-disciplinary team working
- 3 Identify strategies for developing and sustaining positive relationships with families and other professionals
- 4 Analyse the complexity and practices of parent / professional and parent / family relationships

Indicative Content

Professional relationships

Parental Influence

Communication strategies

Models of partnership working

Roles in multi-disciplinary teams

Economic, social and cultural influences

Mental Health and resilience

TLS506: Technology in Education Level 5 - Mandatory

Module Abstract

This module will focus on the importance and development of technology in education and will enable you to analyse how this impacts on your professional practice and the achievements of children. The use of technology, especially in education, has changed rapidly over the last decade and this module will identify those changes and highlight the impact this has had on the education of young people. This module should be seen as an opportunity to evaluate and analyse the use of technology in a professional setting in relation to children's attainment, developing home and school links and with reference to the delivery of core subjects. You will be required to observe the ways in which technology is utilised in your setting as well as identify ways in which technology can be a help or a hindrance to a child's educational development. With the rapid advancements in technology it is crucial that you remain current within your practice and have awareness of new initiatives, products and programs that become available to assist in the teaching and learning sector and in your own professional practice.

Learning Outcomes

- 1 Discuss educational technologies implemented in educational settings and evaluate their effectiveness
- 2 Evaluate the impact of technology on educational development, attainment and the learning experience
- 3 Evaluate the potential of educational technologies in supporting the development of language and communication.
- 4 Analyse the relationship between technology and inclusive practices

Indicative Content

The use of technology throughout core subjects (English and Mathematics)

Assessment and the impact of technology

Technology, staff self-assessment and staff-development

Creating digital home and school links

The use of mobile technology and applications (apps)

Using technology to form the classrooms of the future

Technology and inclusion

Technology and behaviour

The impact of technology on attainment

Benefits of Social Networking in Education

E-Safety, safeguarding and ethical considerations

TLS601: Dissertation Level 6 - Mandatory

Module Abstract

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

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

This module provides you with the opportunity to develop primary and/or secondary research skills and apply these to a research study. Furthermore it aims to enhance skills in critical analysis, reflection and evaluation to enable the formulation of ideas and the development of valid conclusions and recommendations. As a significant piece of independent work, the dissertation provides the opportunity for you to communicate ideas effectively and professionally in written formats thus developing significant transferable skills. Finally the dissertation encourages the development of self-management and independent learning through the planning, operation and completion of an extended piece of work.

Learning Outcomes

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

Indicative Content

Choice of research topics

Research design

Ethical considerations

Literature reviews

Methodology

Data presentation and analysis

Conclusions and recommendations

Presentation of dissertation

TLS602: Socio-economic Factors Influencing Learning Level 6 - Mandatory

Module Abstract

In this module you will consider how economic social and cultural disadvantages impact on teaching, learning and educational outcomes. You will examine sociological theories and perspectives of social stratification address issues of inequality and explore the relationships between disadvantage, educational achievement and life chances. It is likely that local and national strategies will endeavor to enact change for educational attainment and you will be encouraged to debate and critically assess these changes as they impact on practice.

The impacts of social, economic and cultural disadvantage are brought into the classroom setting, this impacts on learning and development and as teaching and learning support practitioners you will be expected to understand these impacts and develop strategies for both identifying educational development issues and responding to them. The module will consider topics such as lack of opportunity, access to education, marginalisation and social exclusion and will provide you with an understanding of social theory policy and practice.

Learning Outcomes

- 1 Critically analyse the sociological theories and models of social and economic disadvantage
- 2 Critically assess the impact of socio economic disadvantage on achievement and lifelong opportunities
- 3 Analyse educational settings to identify patterns of social disadvantage
- 4 Evaluate government policy and strategies designed and implemented to address social disadvantage in education and society

Indicative Content

Theories of social disadvantage

Social Policy

Socialisation

The impact of social disadvantage

Poverty

Equality and Diversity

Stratification

Inclusion

Legislation

Professional practices

Marginalisation and social isolation

Local and National Changes to Strategies

TLS603: Psychological Aspects of Learning Level 6 - Mandatory

Module Abstract

This a module that focuses in depth on psychological principles of how an individual comes into being examining individual differences, social psychology and cognitive and affective development.

Psychological perspectives, models and theories will be explored enabling you to integrate your practical work based experiences to established and emerging theory.

This module will link the study of psychology and education and will enable you to apply psychological theory and research to real-life settings, especially those involving children and young people in a diverse range of educational contexts, providing you with a unique understanding of the links between the two dynamic disciplines of education and psychology.

Two themes run throughout this module; the first is a strong psychology theme covering a range of topics including cognitive, behavioural, social, developmental, and biological aspects of psychology.

The second theme focusses on building an understanding of education and educational contexts, leading to an informed perspective on how psychological theory and research intersects with education in a wide range of settings.

Learning Outcomes

- 1 Critically evaluate psychological theories and perspectives of child and adolescent development
- 2 Integrate and apply psychological theory to educational contexts
- 3 Critically analyse the impacts of child and adolescent development on educational outcomes
- 4 Critically evaluate the extent to which psychological research and theory aids understanding of educational attainment

Indicative Content

Psychological theories of child development and socialisation

Learning and Behaviour

Learner development and socialisation

Moral Development

Social Learning theory

Abnormal psychology

Individual differences

Pro-social and antisocial behaviours

Disengagement and exclusion

TLS604: The Inclusive Curriculum Level 6 - Elective

Module Abstract

The module will further develop your understanding of the inclusive curriculum and the diverse range of educational settings to which inclusive practice relates.

The module will further enhance your knowledge of working with inclusive curriculum practices and how you support individual learners in your setting.

You will critically review and evaluate current and historical legislation and contemporary practices related to inclusion identifying support services available. From this critical review you will focus on the reforms implemented to support inclusive practice.

You will explore inclusive intervention techniques and strategies used to support learners with differing needs. You will also analyse the roles and responsibilities of professionals working in inclusive settings and those who support inclusive practice. Professionals in the sector now need to expand their role to include both health and care planning as a part of their responsibilities and you will examine this in the light of changes in the sector. A multiagency approach to incorporating health and care into inclusive educational practice will be explored in order to examine how supporting individual needs impacts on educational development.

Learning Outcomes

- 1 Critically evaluate the historical developments, current legislation and reforms relating to inclusive practice
- 2 Explain the barriers which can prevent inclusive practices taking place and make recommendations to overcome such barriers.
- 3 Critically evaluate early intervention techniques and contemporary strategies used to support inclusivity.
- 4 Critically evaluate theories and perspectives of inclusion highlighting legislation, policies and practices which support the individual

Indicative Content

Education system and the services available for intervention.

Government legislation and contemporary practice

Historical development of inclusive education the reform of the system.

Intervention techniques and strategies used to support learner needs

Roles and responsibilities of professionals within the education, health and care planning

The advancement of the multiagency approach to universal services

European inclusive practice

Barriers to collaborative working

Personal reflection on inclusion in work-based setting

TLS605: Global Perspectives on Education
Level 6 - Elective

Module Abstract

The module will provide an insight into the various approaches to education globally adopted into practice with an international comparative perspective; examining different countries and considering the wide variety of cultural similarities and variations in approach. It will take into account the wider political, societal and economic perspectives of the country and how these impact significantly on the provision of education.

The module will critically analyse comparative practices involved in providing early years education and to evaluate the religious and cultural connotations that are intrinsically linked to delivery of service. The provision will be considered from all national, voluntary, charitable and independent providers

You will evaluate education policy development; both in the UK and the wider international arena, taking into account the economic and political stability of countries. You will consider the long term aims and impacts of policy initiatives on national and international populations and the factors affecting service delivery

Learning Outcomes

- 1 Critically evaluate the impact and perception on education and curricula
- 2 Analyse and critically evaluate political and economic factors which impact on international approaches to education
- 3 Compare and contrast professional practice in the UK with international perspectives.
- 4 Critically evaluate international cultural and societal norms and their impact on education

Indicative Content

Cultural variance

International approaches to early years curricula

Cross- Cultural ethical issues

National and international political agendas

The impact of economic stability on provision

Religious and cultural connotations

Differentiation in international professional practice

**TLS606: Educational Leadership
Level 6 - Mandatory**

Module Abstract

For this module you will be introduced to the knowledge, skills, qualities and attributes required to lead and manage effectively in educational settings, leadership is a key performance indicator when considering the overall success of settings. The purpose of this module is to encourage you to explore the role of leadership and management in practice within education settings and identify and analyse potential barriers to successful leadership and management in educational organisations.

You will be encouraged to consider current theoretical models of leadership and management critically evaluating their implementation. Management and leadership will also be examined through a human resources lens and you will develop understanding of how these principles are applied in practice. This module will also explore the concept of collaborative working which exists between colleagues working

towards the same overall values and principals of the setting and will explore the interplay between practitioners and managers and leaders in educational settings.

Learning Outcomes

- 1 Critically analyse management and leadership theory in the context of leading practice in an early years setting.
- 2 Critically evaluate how the role of senior leadership teams has evolved and the influence this has on the organisation as a whole.
- 3 Analyse and evaluate the strategies and barriers for effective collaboration, networking and teamwork in the wider community context.
- 4 Critically examine the importance of coaching, mentoring and role modelling as essential skills for leading practice in educational settings.

Indicative Content

Legislation and policy development

Theories and approaches to leadership and management

Team development

Team dynamics

Coaching and mentoring

Barriers to effective leadership and management

ADDITIONAL COSTS

A DBS is mandatory for the placement element of the programme, however the college is not compelled to pay for this so in some cases you may need to cover the cost of the DBS.

EQUIPMENT REQUIREMENTS

There are no additional costs associated with studying this programme.

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.