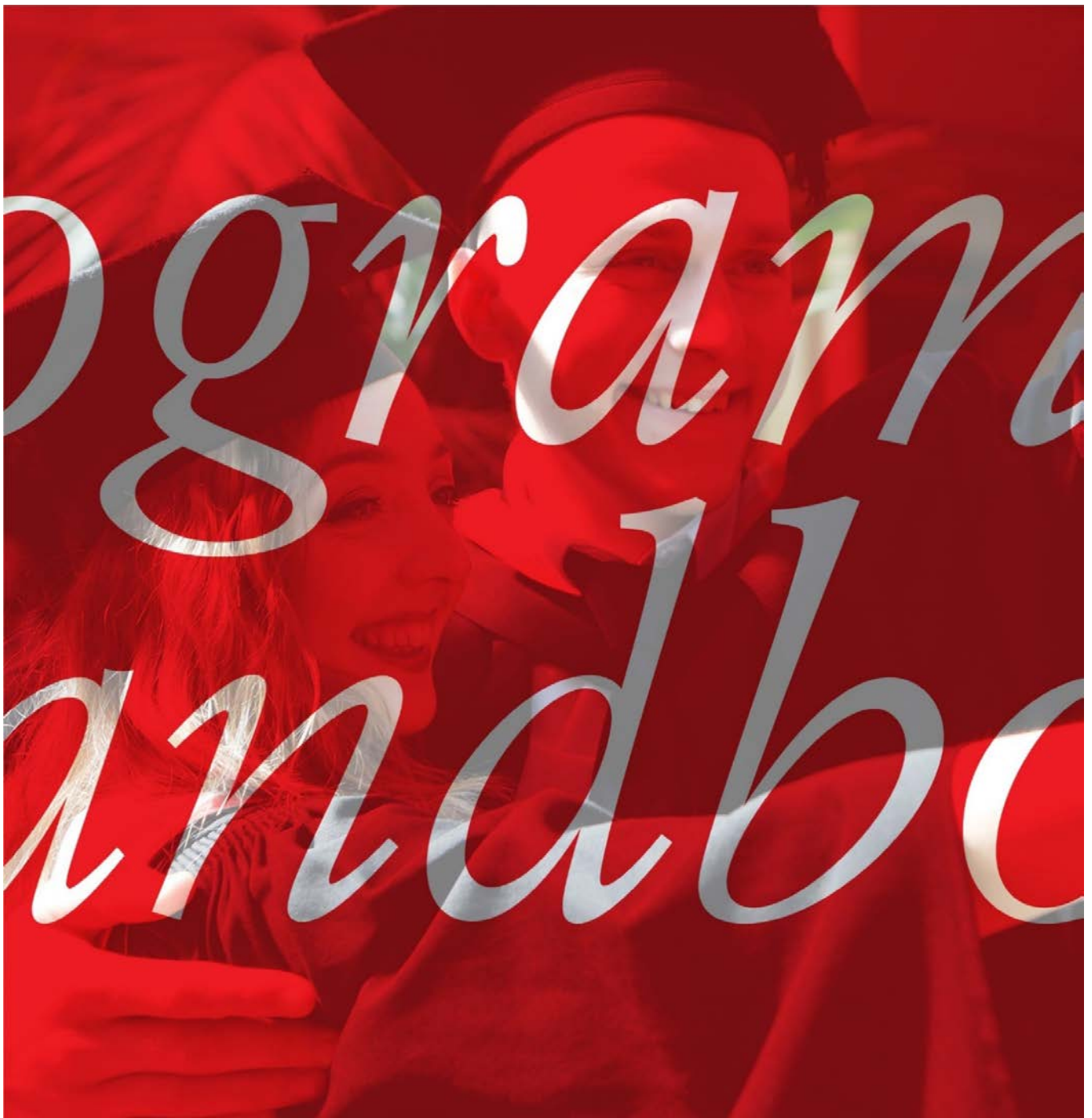


Programme Handbook 2019-20

Marine Engineering

MEN-2016



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WELCOME

Welcome to Blackpool and The Fylde College and to the Marine Engineering (MEN-2016) programme.

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

There is also further information available in the Partners for Success HE Guide which includes an overview of the College partners and how they will support you on your journey, alongside key information on College facilities, student representation and events you can get involved in. Guidance on term times, Travel to College, Attendance Expectations can be accessed through the College website and virtual learning environment (VLE).

It is strongly recommended that you refer to your **Programme Handbook** and **Partners for Success HE Guide** 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	MEN-2016
Programme Title	Marine Engineering
Teaching Institution	Blackpool and The Fylde College
Professional, Statutory and Regulatory Body (PSRB) Accreditation	None
UCAS Code	
Language of Study	English
Version	1

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

THE FRAMEWORK FOR HIGHER EDUCATION QUALIFICATIONS (FHEQ)

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

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

PROGRAMME OVERVIEW

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

The preferred route within industry is the Foundation Degree route. Partnership and collaboration between employers and providers of higher education, the planned integration of work-based skills and academic learning and the relevance of skills and their application in a work-based environment are all central to the concept of a Foundation Degree. These and other key characteristics align very closely with the integrated, planned and progressive nature of training for new entrants to the merchant navy. Foundation Degrees fit well with the industry's own agenda for attracting more high calibre people into the industry and maintaining and enhancing the expertise of British seafarers and technical managers of the future.

The Foundation Degree in Marine Engineering will develop your skills and underpinning knowledge required for a career within the maritime industry through an employer focused programme of

study. The alignment to industry bodies will ensure you meet all the required Foundation Degree outcomes to support a career at sea which, when coupled with additional vocational training, will support your eligibility for a career as a Marine Engineering Officer.

The excellent world class learning facilities and resources at Blackpool and The Fylde College will provide you with the skills that are required for employment in a very rewarding industry within a multi-national environment.

The Foundation Degree is aligned to support your progression through knowledge acquisition at Operational level and onto Managerial level, as directed by the Standard of Training, Certification and Watchkeeping (STCW) 1978, as amended 2010. This is achieved by meeting the Maritime and Coastguard Agencies (MCA) requirements and approved by the Merchant Navy Training Board (MNTB). The Foundation Degree study may be delivered alongside a vocational training programme which will support the needs of industry, when Cadets are sponsored by shipping or training companies and appropriate sea time is achieved.

The programme is delivered across 3 years and broken down into five phases: phase 1, 3 and 5 will be delivered at College whilst phases 2 and 4 will be spent undertaking Work Based Learning in the workplace. Industrial experience will normally be achieved through sea time when sponsored by a shipping or training company, meeting the MCA requirements. However, other maritime related industries may meet the requirements of the programme. If you intend to utilise this programme for reduced sea time requirements, then you must have a sponsorship in place prior to enrolling onto the programme, which will be done on your behalf by a sponsoring shipping company.

Phase one will support your development into the industry from your previous studies, providing you with the skills to study autonomously and to develop your knowledge of the Marine Engineering discipline. In addition you may also conduct vocational training involving several safety training courses designed to provide you with the basic training for seafarers, and workshop skills where you will train in hand skills and essential maintenance practices.

Phase 3 will enhance both the skills and knowledge developed at phase 1 and will engage in the experiences gained in industry in phase 2. You will progress from level 4 to level 5 which will see the development of your academic skills where modules are progressively engaging in subject areas across levels 4 and 5, facing and overcoming a range of problems related to the subject areas. You may also be conducting workshop skills throughout phase 3 developing your welding, turning, maintenance and fault finding practice, which will further enhance and support the Foundation Degree in the form of practice research. During the progression you will undertake level 5 studies but will not undergo level 5 assessments until successful progression of level 5 which will be achieved through an award board.

Throughout phases 2 and 4 you will engage in Work Based Learning (WBL) through industrial experience in a maritime related environment, typically on board vessels. Your studies will develop your abilities to analyse, evaluate and reflect on Operational and Managerial levels in the workplace by applying the skills and knowledge gained during your college phases. Phase 5 will see the submission of your WBL (M) and allow you to progress onto the vocational training required for industry certification (if sponsored by appropriate company and have achieved requirements).

To enhance the industry links free student membership is now offered to all cadets through the Institute of Marine Engineers, Science and Technology (IMarEST) and as such this is promoted during induction with guidance to how this membership can be used to enhance the programme in specific areas.

PROGRAMME AIMS

1. You will graduate with the general and specialist engineering knowledge and technical skills. You will apply marine engineering principles to different situations on board ships, contribute to continuous improvement of systems and keep currency with developments in the industry.
2. You will have the opportunity to develop and practice problem solving skills, analytical skills and techniques to interact safely and effectively in compliance with legislation in the marine engineering

environment.

3. You will progressively develop effective leadership, communication and interpersonal skills which can be built upon within the work environment.
4. You will develop an awareness of the ethical, legal, sustainable and social factors influencing your professional practice.
5. You will develop the knowledge, skills and vocational practices of professional operational management and apply these to the planning, scheduling, resourcing and quality management and improvements required to meet the demands of the marine engineering industry.
6. You will be offered an integrated vocational and academic programme which develops the academic and digital competencies and skills to support lifelong learning and career progression within the marine engineering industry at sea and ashore.

PROGRAMME LEARNING OUTCOMES

Level 5

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

1. Apply relevant mathematics to analyse and model different engineering systems.
2. Analyse engineering systems and discuss their scientific and theoretical principles.
3. Make judgement on the selection of materials and manufacturing processes used in the marine industry.
4. Critically analyse systems and processes identifying improvements.
5. Reflect on the importance and application of ethical business practices in engineering activities.
6. Proficiently use specialist software and simulation equipment related to the maritime industry.
7. Use a wide range of varied problem solving approaches to develop innovative solutions to problems encountered in the marine environment.
8. Efficiently plan, execute and report on laboratory experiments, workshop practices and other relevant projects.
9. Be an effective manager capable of undertaking a number of roles be they on board a merchant vessel or a shore based establishment.
10. Effectively apply a range of graduate skills to various work-based activities.

PROGRAMME STRUCTURE & ASSESSMENT OVERVIEW

Pathway	Module	Level	Credits	Coursework	Practical	Written Exam
Stage 1: Year 1						
All	B4SCMEN: Introduction to Academic Study (Mandatory)	4	20	60%	40%	
	MEN401: Marine Engineering Operations (Mandatory)	4	20	50%		50%
Stage 2: Year 2						
Stage exit award: LU Diploma of Higher Education (Awarded by Lancaster University)						
All	MEN405: Work Based Learning (Operational) (Mandatory)	4	20	100%		
Stage 3: Year 3						
Stage exit award: LU Foundation Degree in Engineering (Awarded by Lancaster University)						

All	MEN402: Mathematics for Engineers (Mandatory)	4	20			100%
	MEN403: Engineering Science (Mandatory)	4	20	50%		50%
	MEN404: Electrical and Instrumentation Principles (Mandatory)	4	20		50%	50%
Stage 4: Year 4						
All	MEN501: Naval Architecture (Mandatory)	5	20	40%		60%
	MEN502: Advanced Engineering Science (Mandatory)	5	20	50%		50%
	MEN503: Marine Electro-Technology (Mandatory)	5	20	25%		75%
	MEN504: Marine Engineering Technology (Mandatory)	5	20	100%		
	MEN505: Marine Management (Mandatory)	5	20	50%	50%	
Stage 5: Year 5						
All	MEN506: Work Based Learning (Managerial) (Mandatory)	5	20	100%		
Stage 6: Year 6						
All	MEN506: Work Based Learning (Managerial) (Mandatory)	5	20	100%		

WHERE WILL I STUDY?

This programme may be studied at the following location:

B&FC Fleetwood Nautical Campus

Fleetwood Nautical Campus is a leading provider training and educational development for the nautical sector, attracting students from all over the world. Foundation degrees in Nautical Science and Marine Engineering and HNC/D programmes are delivered from this campus to cadets employed by a range of companies such as Carnival Cruises, Princess Cruises and BP. The campus hosts a range of cutting-edge facilities including a state-of-the-art environmental survival training tank, a full-mission ship simulator and an engine room simulator suite.

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), The Loop LRC, Careers Team and our Disability team who can provide information on Disabled Students' Allowances, access arrangements and reasonable adjustments. Representatives from local attractions, restaurants, health and fitness centres, clubs, bars and more will also be there. Support organisations and charities are represented too, along with B&FC's own clubs and societies and sports teams.

LEARNING AND TEACHING

Throughout your programme you will learn and be assessed in a range of ways to support the overall aims and outcomes of the programme in order to equip you with the appropriate skills for roles within the maritime industry. Employers will be looking for a range of skills and competencies, including innovation and initiative. They will be keen to employ strong communicators and team players. The programme is designed to promote the development of these qualities alongside core technical competencies and academic engineering knowledge.

Modules

Each module has its own teaching, learning and assessment strategy to suit specific aspects of the curriculum. You will progress through the modules via a range of learning and assessment styles, and the supportive structure of the programme allows you to build on knowledge developed in earlier modules. You will be encouraged to adopt a holistic approach to your studies, allowing you to develop as a professional with a wide range of skills and competencies, and a clear understanding of how all the individual elements of your Foundation Degree fit together in a maritime context.

Alongside the specific modules for technical disciplines required by an engineer in the merchant navy, the Academic and Digital Literacy module is designed to support you as you undertake higher education studies. This will help you to identify resources and study techniques that will help you to improve your academic work.

In addition to modules completed during the college phases, you will undertake work-based learning modules at sea. The modules provide an opportunity for you to evaluate and reflect on the application of your underpinning knowledge gained at college to the sea phases. The Work-based learning projects are completed during the sea phases with the support of the Work-based Learning Module leader. This is a designated member of lecturing staff who will be able to answer specific queries by email. The Company Training Officer (CTO) and the Designated Shipboard Training Officer (DSTO) will also play an active role in supporting your learning.

Resources

The resources to support you in your studies include books, e-books and journals, as well as the college's VLE platform (see below). The Loop provides access to all relevant publications, as identified on the reading lists. You will receive access to maritime specific documents and e-books with membership to Witherby publications and regs4ships. Additionally, as a maritime cadet you are entitled to free student IMarEST membership and this will allow you to access international journals and e-books relating to all areas of the programme. Videotel's Networked Video on Demand (NVOD) is used in the classroom to provide access to a repository of information videos designed for training industry professionals.

The VLE provides an online platform for course resources, allowing you to access materials to supplement your classroom based studies 24 hours a day, 7 days a week. Whilst at sea on phases two and four, and the VLE will be the main support mechanism for resources to support the Work Based Learning modules while you are at sea.

Practical resources are used to reinforce theories and provide an opportunity for research in many of the modules across the Foundation Degree. These include the electrical and electronics laboratory where you will build, model and analyse circuits and components as part of the Electrical and Instrumentation Principles and Marine Electro-Technology modules. Theory and practical learning are combined through the use of hydraulic, pneumatic, electro-pneumatic and process control simulation test rigs. These stand-alone units will provide you with the opportunity to design and test theories with physical equipment in both the Marine Engineering Operations and Marine Engineering Technology modules. Simulation of engineering environments and system operations are conducted in the Engine Room Simulator (ERS). The simulator is used in several of the modules to provide a basis for application of theories such as those studies in Marine Management and to support research when considering system and equipment operations.

Independent learning

Effective learning is more likely when you are given, and accept responsibility for your own learning and have some control over the learning context. Each module has been designed to support small group work structured to facilitate cooperative learning and enable some autonomy. Many modules include problem based learning where a group works collaboratively to solve a particular problem, then reflects on the outcomes in order to apply them at sea or in further tasks. You will develop an ability to define problems, identify and acquire the skills and knowledge needed to solve them, and then work through the solution. You will be required to take responsibility for your own and the group's learning.

Academic support

If you have subject specific issues or would like a focused learning environment to work, clinics are available each evening from Monday to Thursday. Typically there are at least two staff members available each evening providing support for a range of subjects and levels. This is used to provide support where you may be struggling or want to further develop skills and knowledge.

This is in addition to the Partners for Success framework where subject lecturers and personal tutors can identify support mechanisms for entire groups or yourself as an individual to support and ensure that you are provided with the best possible opportunities to engage fully with your learning experience and the full life of the college. You will be able to access a wide range of additional enhancements during your studies to support you in your learning and ultimately with your employment prospects. The College works to provide a supportive ethos and an enabling culture which builds individuals, communities and economic prosperity.

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 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

Work placement must be agreed prior to enrolment onto the programme; this would typically be with a shipping company through a sponsored cadet programme in order to achieve the required reduced sea time. Alternatively other industrial placement must be in an engineering environment either as agreed by the programme team or the Maritime and Coastguard Agency (MCA) in the cases of cadet programmes.

The Foundation Degree is delivered as a 3 year full time sandwich programme with 5 phases; phases 2 and 4 will give appropriate time to learn in the workplace, apply Foundation Degree theories gained during College phases and conduct analysis and reflection of learning throughout. These phases will typically be referred to as Sea Phases.

Level 4 has been aligned to Operational aspects of the Maritime industries standards (STCW 2010) and the Work Based Learning (Operational) module will aim to develop your skills in the application of knowledge to practical situations, and analyse the results. Through this module, the transition from Foundation Degree study to shipboard work is promoted through application, analysis, evaluation and reflection. In addition, the experience gained during your time in work placement will further support studies in phases at both level 4 and level 5.

Level 5 studies have been aligned to the Managerial requirements of STCW building on those subjects and experiences gained at Level 4. The Work Based Learning (Managerial) module will take place during phase 4 and aims to further develop skills in the application of specialist knowledge to practical situations in a management capacity, and critical analysis of the results. Through this module, the transition from Foundation Degree study to professional engagement is again promoted through application, critical analysis, evaluation and professional reflection.

Prior to both WBL modules you will receive several workshops and seminars to support and develop the skills required to apply yourself, and engage in learning within the work place. These will include, but not be limited to:

Level 4

- Project planning and time management;
- Application of underpinning knowledge;
- Analysis of operations in terms of purpose, process and outcome;
- Evaluation of personal performance;
- Evaluation of roles and responsibilities;
- Reflective writing.

Level 5

- Project planning and time management;
- Application of technical language and specialist knowledge;
- Critical analysis of operations in terms of purpose, process and outcome Critical evaluation of personal performance and performance of team;
- Critical evaluation of roles and team structure;
- Professional reflection.

Throughout your work placement phase you will have regular access to support using both identified resources such as books, journals, eBooks and the VLE. In addition you will be able to contact a designated programme team member at College who will aim to support your needs in liaison with other programme team members and respond to you in an appropriate time frame. This will ensure you only encounter one staff member and ensure consistency of communications. For those engaging in work placement on board a vessel through your sponsoring shipping company, you will also have dedicated support on board in the form of a Designated Shipboard Training Officer (DSTO) who will aim to support your education and training needs in conjunction with your Company Training Officer (CTO). In the most part this will be to support the development of your vocational skills and complete your Training Record Book (TRB), however, the engagement in WBL will enhance your vocational awareness and the vocational training will support the experience required for your WBL modules.

ASSESSMENT

Assessments will be set to test your understanding rather than your ability to memorise and reproduce knowledge or processes. This will be an opportunity for you to reflect on your progress throughout the programme and consider your next step towards the role of Officer of the Watch. A wide range of assessment methods, which test understanding and which are embedded in the course rather than added on at the end, would be used. For example, self and peer-assessment in addition to assessment by academic staff can reinforce the concept of you as an independent learner.

Assessments have been developed to measure your successful completion of all elements of the programme, and as you progress between modules you will complete assessments to demonstrate your achievement of the learning outcomes stated in the module specifications. Formative and final assessments provide a wide ranging indication of your progress and development, and include design-orientated projects, practical exercises, and tasks to aid the development of personal/professional skills, as well as the more traditional examinations and coursework submissions.

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 develop academically. 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 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 the assessments in all the modules you will be studying. 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 assessments 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, have 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.

Grad Intelligence

B&FC in partnership with **Grad Intelligence** provide you with a Higher Education Achievement Report (HEAR) which will be published when you finish your degree.

An account will be created for you as part of your enrolment and you will receive an email to your student email account from accountregistration@gradintel.com, which will give you instructions on how to activate your account.

There is a range of psychometric tests and other tools available that can help you develop your employability skills. You can also create your own e-CV on the platform and access opportunities to search and apply for graduate jobs and/or further study.

HEAR (Higher Education Achievement Report)

The HEAR provides verified information about your academic and college verified non-degree related achievements.

You will be issued with an updated 'interim HEAR' annually in the summer, and a 'Final HEAR' will be issued when you graduate.

Engage with '**DegreePlus**' to evidence your employability skills and attributes to enhance your future employment opportunities.

DegreePlus awards will give you a head start as you enter the highly competitive graduate job market. Each award captures the additional activities you have undertaken which improve and develop your employability.

Gaining additional qualifications can help you stand out as someone who is passionate about professional development.

More information is available on the VLE.

Student Support and Wellbeing

The Student Support and Wellbeing team offer a range of support tailored to you to promote independence and maximise your potential through a range of enhanced study, mental health and wellbeing strategies.

- Higher Education Learning Mentors (HELMs) email: helminfo@blackpool.ac.uk telephone 01253504494
- Disability Support: email dsainfo@blackpool.ac.uk telephone 01253504494
- Wellbeing self-referral form online at <http://www.blackpool.ac.uk/getwellbeingsupport>
- Wellbeing Support: email general enquiries wellbeingsupport@blackpool.ac.uk
- Support for care leavers, carers and students who do not have contact with their family: succeed@blackpool.ac.uk

- Safeguarding College Hotline 01253 504444 (9am to 4.30pm)

HE Learning Mentors (HELM)

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

- Improving your academic writing style.
- Grammar, sentence structure and developing expression.
- Critical and reflective writing.
- Information skills development, such as research, applying theory to your practice / study and referencing.
- Effective study techniques, planning, structuring and polishing assignments, time management and organisation.
- Revision and examination techniques.
- Digital literacy
- Support with Personal Mitigating Circumstances and Interruption of Study to help you get back on track and complete
- Keeping in touch support for Care Leavers, Carers and students with no family support contact.
- 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 complement the knowledge and information gained from your course. If you wish for the HE Learning Mentors to deliver a workshop for you 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

SUCCEED is Blackpool and The Fylde College's package for Higher Education care leavers, carers and students who do not have any contact with your family, we can support you.

We offer you help with:

- Finance including application for B&FC Access Scholarship. For further information of all B&FC financial support visit the following link <https://www.blackpool.ac.uk/support/funding/degrees>
- Assignments and exams
- Wellbeing
- Signposting to other services

In addition we offer regular contact, one-to-one support with a named HELM to help you stay on track. For more information on support and eligibility.

For help, advice and information:

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

Disability Support

We understand everyone has different needs and some students with disabilities, sensory loss, learning differences, medical and/or health conditions (including mental health) or Autistic Spectrum conditions may need additional support to get the most out of College life. Student Support and Wellbeing offer a range of support tailored to you to promote independence. We work closely with your curriculum teams, supporting accessibility and inclusion.

There is specialist support available to help you succeed at studying with your declared condition. If you are able to provide evidence from a suitably qualified professional (please see below for examples), Exam Access Arrangements and support via the Disabled Students' Allowances (DSA) can help reduce many potential barriers.

Conditions and evidence required

Disabilities or long-term health condition

A photocopy of a report or letter from your doctor or consultant - you can also fill in the [disability evidence form from your Funding Body \(PDF, 65KB\)](#)

Mental-health condition

A photocopy of a report or letter from your doctor or consultant - you can also fill in the [disability evidence form from your Funding Body \(PDF, 65KB\)](#)

Specific learning difficulty like dyslexia

A photocopy of a 'diagnostic assessment' from a practitioner psychologist or suitably qualified specialist teacher

Support with gaining diagnostic evidence

If you do not have medical evidence of your condition, or a report available, we can offer advice on how to obtain this and in most cases provide funding.

If you are moving locally to Blackpool for the purpose of your study, you may want to consider temporarily transferring your health support to ensure cover for medication/prescriptions and referrals to local support groups. To find a local GP you can use the national NHS link <https://www.nhs.uk/Service-Search/GP/LocationSearch/4>

Disabled Students' Allowance

DSAs are Student Finance grants that pay directly for extra Assistive Technology and Specialist Support (out of class) that may benefit you as a direct result of your medical/health condition. Visit the [DSA pages](#) on the UK Government website to learn more about the application process.

B&FC offer (subject to eligibility) the Advantage Bursary or hardship funding to cover the £200 contribution cost of a computer as part of the DSA.

Examination Arrangements

Exam Access Arrangements are pre-examination adjustments put in place for you based on your individual need, for example, readers, scribes, rest breaks. You will need to refer yourself to Student Support and Wellbeing for exam access arrangements for approval prior to your exams.

Final dates for evidence to be received and assessed for exam access arrangements:

Semester One exams- 31/10/19

Semester Two exams- 28/2/20

General Support

Campus Access:

Visit [AccessAble](#) website for access information for our campus sites. This includes details of B&FC facilities.

Wellbeing Support

The Wellbeing Service at Blackpool and The Fylde College offers a wide range of support, including wellbeing and short term counselling appointments, interactive workshops and support to access self-help resources.

To access support from the wellbeing team, please complete the [wellbeing referral form](#).

Responses to this form are monitored twice a day (9-4pm) from Monday to Friday during term time.

Please note that this is not an emergency service. If you are concerned about your safety or the safety of someone else call your **GP, NHS 111** or attend **Accident and Emergency** at Blackpool Victoria Hospital.

Visit the [Wellbeing area](#) on the VLE for more information and guided self-help.

Visit the Contemplation rooms 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.

For help, advice and information:

- Phone: 01253 504494
- For general enquiries please email wellbeingsupport@blackpool.ac.uk
- Drop in: to the University Centre South Building Room 26c)

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-4.30pm). 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?

Support is also available externally from the following organisations:

Mental Health Helpline Freephone 0800 915 4640. <http://www.lancs-mentalhealthhelpline.nhs.uk>

Samaritans (24 hour) Freephone 116 123 <http://www.samaritans.org>

HOPELINE - Call: 0800 068 4141, Text: 07786209697 or Email: pat@papyrus-uk.org (10am – 10pm weekdays, 2pm – 10pm weekends and bank holidays)

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 online search tool Discovery is available for you to search for high quality, relevant journal articles to support your studies. 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. 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 8.15 – 19.45

Friday 8.15 – 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 Keylinks 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 the VLE.

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. Our virtual learning environment 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 the VLE 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 the VLE, the College's virtual learning environment. The VLE 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 the VLE and receive online feedback from your tutors. The VLE 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 VLE 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.

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. Our Fleetwood campus has sports 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. More information is available in your Partners for Success Guide; via the Students' Union and through your progress tutor.

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 check your Partners for Success Guide; visit the Students' Union website or speak to your progress tutor.

Fee-based activities

For those of you who wish to engage in a further range of activities there are fee-based sports activities.

The Enrichment 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 visit the Students' Union website or contact the Enrichment Team on 01253 504134.

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 Post-induction survey 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)**
- **BTEC Higher 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>

COMPLIMENTS, COMPLAINTS AND FEEDBACK

Blackpool and the Fylde College welcomes feedback from all its students and is committed to improving the quality of the services it provides; we are committed to openness and transparency by providing well publicised and accessible information on how to give feedback or make a complaint.

Compliments, complaints and feedback will be dealt with courteously, fairly and objectively.

We hope that you will never have cause to do so but if you wish to raise a complaint (or you wish to compliment us or provide feedback) please take a look at our Compliments, Complaints and Feedback Procedure which is located on our website here: <https://www.blackpool.ac.uk/college-policies>

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.

B4SCMEN: Introduction to Academic Study Level 4 - Mandatory

Module Abstract

This module aims to give you specific knowledge, skills and understanding required for successful higher education study and engagement with industries related to computing, science or engineering. It will draw explicit attention to the introduction and/ or development of such skills; encourage you to consider your approaches to learning and enable opportunities for discussing multiple perspectives of your subject and wider related issues.

You will become familiar with analysing data sets and examples of practice to produce graphical representations of data. You will develop the strategies and understanding needed to find, interpret and evaluate academic sources, examples of practice and statistical data in order to compare approaches to your subject and form new ideas.

The module will provide opportunities to communicate your developing knowledge and practical application of mathematical constructs both formally and informally, requiring you to express your ideas verbally, graphically, in writing and digitally. Reflection on such communications will involve identifying personal attitudes and skills levels and establishing potential ways to enhance skills needed for the remainder of the course and beyond.

A key focus of the module is the importance of academic practice when communicating your interpretations of subject specific material. Formative and summative activities will provide you with a sound basis for expressing ideas, solving problems and analysing perspectives related to industry in a style and format appropriate for higher education. This will include structuring a written piece of coursework, adhering to standards such as word count, evaluating secondary sources and referencing accurately.

Learning Outcomes

- 1 Find, interpret and evaluate a range of digital and traditional sources to produce written communication that meets academic expectations of higher education.
- 2 Reflect on personal attitudes and skill levels and identify further learning needs to support future studies and enhance transferable skills for employment.
- 3 Analyse data sets to produce graphical representations of data OR analyse a case study to identify and discuss theoretical perspectives, models and research.
- 4 Produce verbal presentations appropriate to audience and level of complexity.

Indicative Content

Academic Writing

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

Ethical Research and Practice

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

Secondary Research

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

Data Collection

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

Data Analysis

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

Reflective Practice and Writing

- Models of reflection

Critical Reflections

- Academic formality voice / academic, personal and professional

Presentations

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

Module Abstract

As the inaugural module, Marine Engineering Operations will cover a wide range of subject areas relating to Marine Engineering Officers supporting the abilities needed in order to work safely alone or alongside other engineers in engineering environments.

Throughout this module you will gain and apply knowledge of marine engineering operations using problem solving methods that arise in areas such as health and safety, legislation, engineering systems and equipment, engine room watchkeeping and high voltage operations.

As this module is delivered in phase 1 alongside Academic and Digital Literacies, it will be a platform for knowledge acquisition prior to further application and analysis during phase 2. In addition you may also have an opportunity to enhance this knowledge through practice research when undertaking workshop skills. Latter level 4 and 5 studies will build on the underpinning knowledge gained in this module such as electrical applications, basic vessel engineering knowledge and ship stability and construction.

It is essential in employment that you work together as a team, therefore this module will aim to build on teamwork and leadership skills gained during CDC and expand on these using practical and simulated exercises alongside a range of other learning opportunities.

Learning Outcomes

- 1 Identify the role and components of engineering systems on board merchant vessels
- 2 Interpret health and safety legislation in order to propose safe working procedures for shipboard operations
- 3 Analyse the use of high voltage installations on board a vessel and explain the safety requirements when working with high voltage
- 4 Assess the principles of ship stability and construction which underpin the design and operation of merchant vessels

Indicative Content

Current health and safety legislation

Systems for the assessment of risk

Safety management systems and safe systems of work

High voltage installations found on board ship

High voltage hazards

High voltage permit to work

Internal combustion engines

Diesel engine ancillary systems

Marine auxiliary systems

Power generation and vessel propulsion

Vessel environmental, service and pumping systems

MARPOL

ISM

COSWP

SOLAS

Ship stability and trim

Ship construction

Centre of gravity and centre of buoyancy

$$GM = \frac{md}{\Delta \tan \theta}$$

MEN402: Mathematics for Engineers Level 4 - Mandatory

Module Abstract

This module covers a range of principles of Engineering Mathematics which underpin the design and operation of marine engineering systems used in the maritime industry today. It aims to further enhance the mathematics skills developed in Phase 1. This is supported by solving mathematical theories through applying to practical and theoretical engineering problems.

Delivered alongside other mathematical based subjects, this module will enhance the mechanical, thermodynamic and electrical theories applied throughout the course and give the student an opportunity to critically analyse the development of formulae and mathematical approaches. In addition to the skills gained in Phase 3 together with other level 4 modules, the student will create a foundation of knowledge to build upon in all level 5 studies. The intended outcomes will enhance the ability of the student to understand these principles and apply them to their working environment to maximise their contributions within the work place.

Collaborative and peer led work will formulate a large proportion of the learning whilst guided study in the classroom will augment the abilities to conceptualise a range of mathematical approaches to individual theories.

Learning Outcomes

- 1 Use differentiation to calculate stationary points and their nature, to find coordinates, gradient of a curve and solve rate of change problems.
- 2 Use Integration to calculate area under a curve and volume of revolution, and apply partial fractions and other algebraic manipulation to solve integration problems.
- 3 Manipulate and solve mathematical problems involving matrices, complex numbers, vectors and the Binomial theorem.
- 4 Able to draw the sine and cosine wave graphs and analyse trigonometric functions and their graphs and solve trigonometric equations.

Indicative Content

Pre-calculus

- Negative and fractional indices
- Algebra, transposition and substitution
- Factorising quadratic equations
- Quadratic formula
- Simultaneous equations
- Binomial expression

Differentiation Calculus

- Calculate first derivatives of multinomial algebraic expressions
- Differentiation of $\sin ax$, $\cos ax$, e^{ax} and $\ln ax$
- Calculate the gradient of a curve when coordinates are given
- Find the gradient when the coordinates have been given
- Calculate stationary point(s) and by use of the second derivative, determine its nature - maximum, minimum or point of inflection
- Calculate $(ax+b)^n$ by Chain Rule
- Differentiation of $\sin(ax+b)$, $\cos(ax+b)$, $e^{(ax+b)}$ and $\ln(ax+b)$

Integral Calculus

- Calculate integrals of multinomial algebraic expressions
- Understand concepts of constant, definite and indefinite integrals
- Find the value of the constant and thus the equation, when coordinates are given
- Calculate area under a curve for given boundaries
- Able to find the boundaries by use factorisation / quadratic formula to calculate the area between a line and curve and between two curves
- Apply inverse function method to integrate $(ax+b)^n$
- Integration of $\sin(ax+b)$, $\cos(ax+b)$ and $e^{(ax+b)}$
- Use of partial fractions

Trigonometric Functions

- Radians
- Unit circle, sine and cosine waves
- Amplitude and period

Algebra

- Matrices and determinants; solving equations using matrices, eigenvalues and eigenvectors

Vectors

- Cartesian components
- Addition and subtraction
- Dot product
- Cross product

Complex Number

- Argand diagram
- Modulus and the argument
- Rectangular and polar form
- Solution of quadratic equations with complex roots
- Mathematical operations on complex numbers, including addition, subtraction, multiplication, division, conjugate, modulus
- De Moivre's Theorem

Module Abstract

This module covers a range of principles of mechanical and applied heat engineering which underpin the design and operation of mechanical and thermodynamic engineering systems used in the maritime industry. The intended outcomes will enhance your ability to apply various theories in working environments to analyse the contributions they can make within the workplace. This module runs alongside the Maths for Engineers module to support students in applying their mathematical knowledge to problem-solving theoretical and practical problems.

Delivered in the early stages of phase 3, this module aims to utilise experience gained in industry during phase 2 and conceptualise theories through practical experiments and analysis of results, whilst also developing team working abilities. The module is well placed to prepare the skills required for studies at level 5 in a range of modules including advanced Engineering Science and Naval Architecture where analysis and application will evolve to evaluation and synthesis.

The module equips you with the knowledge and understanding of basic mechanical systems, heat transfer and combustion to enable you to apply the principles within a marine engineering environment. As a marine engineer this module's learning outcomes form an integral part of the knowledge and skills needed to, not only perform in the workplace, but also help with career progression by providing the underpinning knowledge required by Chief Engineers. Much of the equipment you will be working with on board a vessel will be designed to either supply or remove heat in thermodynamic systems, for example in steam and refrigeration systems.

This module provides the underpinning knowledge for the level 5 advanced engineering science, which is studied in phase 3; it also gives the learners knowledge of how to control and operate various pieces of machinery in the workplace.

Learning Outcomes

- 1 Analyse modes of heat transfer by conduction, radiation and convection used in maritime applications
- 2 Calculate the effect of sliding friction and apply solutions to practical maritime related problems involving the use of vectors and body's subject to coplanar and non-coplanar forces
- 3 Apply the fundamental concepts of thermodynamic properties to marine systems, processes and heat engine cycles
- 4 Explain principles involved in the workings of machines and assess the strength of materials typically found on board vessels

Indicative Content

Thermodynamics systems and processes

Heat engine cycles

Combustion of solid, liquid and gaseous fuels by mass and by volume

Heat transfer through thick cylinders, spheres, heat exchangers and insulated systems

Vector representation

Statics

The conditions of equilibrium of a body subject to a system of both coplanar and non-coplanar forces and/or moments.

Apply conditions of equilibrium.

Pin jointed frameworks.

Centre of gravity and centroid.

The effects of static and dynamic friction on rigid bodies at rest and moving on an inclined plane with uniform velocity.

The principles of simple machines

Strength of materials

The effects on a material caused by the application of external forces.

The effect of temperature change on materials.

Stresses in thin cylinders and thin rotating rims.

Cantilevers, simply supported beams and the stability of axially loaded columns.

Torsion of circular shafts.

Elastic strain energy.

Stresses on oblique planes.

MEN404: Electrical and Instrumentation Principles Level 4 - Mandatory

Module Abstract

As a marine engineer you must be conversant with a wide range of systems and equipment and how they function in various environments. The aim of this module is to build on existing knowledge and experience with fundamental theories and applied principles through a range of practical activities. Delivered alongside other phase 3 modules such as Mathematics for Engineers, you will also provide essential practical applications for theoretical based subjects, and in turn the development of mathematics in phase 1 and enhancement of this throughout phase 3 will support the application of formulae to the concepts in this module.

Here you will be able to compare knowledge gained from phase 1 and practical applications in industry during phase 2 to the theories associated with the principles of electrical and instrumentation systems. Throughout this module you will enhance your knowledge of various theories through application analysis when building and operating a range of circuits. You will begin to evaluate and even synthesise this knowledge when modelling and examining circuits using a range of techniques surrounded by fault finding and problem solving.

Knowledge gained in this module will prepare you with the essential grounding required when undertaking studies at level 5 specifically when considering design and construction in Naval Architecture and when managing electrical power and distribution in Marine Electro-technology. The teamwork and management aspects of this module are key elements when working in a laboratory environment and safety even at low voltages are essential. This will prepare any student for considering the management of electrical installations.

Learning Outcomes

- 1 Interpret electrical schematics to assemble control systems
- 2 Analyse the performance of a given control system using testing principles and equipment
- 3 Analyse the characteristics of electronic circuits using circuit theorems
- 4 Assess electrical circuits which are commonly found on board a vessel

Indicative Content

Electric circuit principles:

Component properties
Ohm's Law
Kirchhoff's Laws
Norton's Theorem
Thevenin's Theorems
Super position Theorems

Semi-conductor devices operation
thyristors,
transistors,
Diodes
signal amplifiers

Electronic circuit principles - non-linear circuits.
DC Transient Circuits.
R-C circuits
R-L Circuits

Control system elements and signals.
Construction of an open loop control system
Construction of a closed loop control system
Properties of Transducers. (Pressure, temperature, viscosity, Quantity)
Control systems operation.
Monitoring shipboard operating parameters.
Feedback and response characteristics.

MEN405: Work Based Learning (Operational) Level 4 - Mandatory

Module Abstract

This module aims to develop skills in application of knowledge to practical situations, and analysis of the results. Through this module, the transition from academic study to shipboard work is promoted through application, analysis, evaluation and reflection.

During your work placement in industry you will be required to apply your knowledge and skills in a practical setting. The role of work-based learning (WBL) is to provide a platform for analysis of operations, encouraging the development of conceptual links between theory and practice. The focus will be on the functional and practical aspects of operations, with scope to consider the role of teamwork, leadership and management. This will pave the way for the WBL (managerial) module that you will complete during your second sea phase where the focus will be shifted to management practices.

Throughout your time in industry you will be able to take advantage of your settings and gain essential experiences that will influence your application of theories during phase 3, building on the analysis of

various maritime subject areas.

Prior to phase 2 you will be supported through the development of a learning plan to enable you to achieve the module learning outcomes. Whilst in industry you will have access to a range of resources including designated staff who will aim to provide guidance as required prior to return in phase 3.

Reflective writing is a key element of this module. Reflection enhances the learning experience, prompting deeper engagement with underpinning knowledge in the workplace. It also fosters a positive approach to personal development, and will lead to increased awareness of your level of competency and understanding.

Learning Outcomes

- 1 Analyse the purpose, process and outcome of a shipboard operation.
- 2 Plan and conduct a shipboard operation.
- 3 Evaluate roles and responsibilities of those involved in a shipboard operation.
- 4 Reflect on the effectiveness of a shipboard operation and identify personal actions for future improvement.

Indicative Content

- Note that syllabus items for all FD topics related to shipboard operations will be relevant.
- Project planning and time management
- Application of underpinning knowledge
- Analysis of operations in terms of purpose, process and outcome
- Evaluation of personal performance
- Evaluation of roles and responsibilities
- Reflective writing

MEN501: Naval Architecture Level 5 - Mandatory

Module Abstract

As you study this module you will learn about a wide variety of work which is undertaken by naval architects, the main areas are Design: You will gain an understanding of the many aspects of ship design - function, appearance and especially safety. Apart from the architectural aspects of ship form and layout, you will be able to use complex mathematics to model vessel characteristics such as Simpson's rule, free surface effect stability & trim, physical models to ensure that the design is satisfactory technically and that it meets the rigorous standards laid down by the classification societies. This will build on all level 4 modules; especially those delivered in phase 3, and will look to evaluate the application theories when applying to design concepts.

From knowledge gained during studying Marine Engineering Operations and experiences gained by application in industry, you will now be able to analyse ship construction through level 5 studies: It is vital that you as a ships engineer have a good understanding of how to convert drawings and detailed specifications into real structures and how the external forces acting on this structure will affect it, especially when working towards a managerial role such as Chief Engineer or Technical Superintendents.

Also in this module you will learn about Regulation, Surveying and Overseeing: As a ships engineer you will be involved in working and communicating with many people as alterations and new equipment is installed on vessels within your fleet. You will gain an understanding of the work of Classification Societies. Ship Surveyors are engaged worldwide in evaluating the safety of ships and

marine structures using the Society's Rules and those of intergovernmental organisations such as the International Maritime Organisation (IMO). They approve aspects of design such as strength, stability, and lifesaving. As your career progresses you may well find yourself progressing from a sea going engineer officer to become a surveyor, the knowledge you gain from studying this module is just the first footstep on long path as your career progresses. This module builds on teamwork and management skills when evaluating a range of activities and scenarios.

You may well at some point in the future find yourself involved in research and development within a maritime setting; maritime research in the UK enjoys a high reputation world-wide and Naval Architects, many with post-graduate qualifications, are engaged in research in universities and industry.

Learning Outcomes

- 1 Appraise the design and construction of a range of vessels in relation to purpose and explain the role of shipboard surveys in ensuring regulatory compliance
- 2 Perform calculations involving ships structural strength and resistance
- 3 Use hydrostatics, transverse and longitudinal stability techniques to predict the movement of a vessel about its centre of gravity when forces are applied
- 4 Formulate and justify actions to correct stability issues

Indicative Content

Design, purpose and construction of vessels

Shipboard surveys

Conformity of design and construction across vessel types

Resultant hydrostatic force on an area immersed at any depth in a liquid

Centre of Pressure of an area immersed at any depth in a liquid

Archimedes Principle

Principles of flotation

Simpson's Rules

Procedures for determining transverse stability

Procedures for determining longitudinal stability (trim)

Action in event of cargo shift, damage to hull or hatches, loss of cargo overboard or ingress of water into hull

Methods of evaluating shear forces and bending moments on ships of simple geometric form

Factors involved in the resistance to motion and the power required for a ship at any given speed

Methods of estimating power and fuel consumption

Propeller terminology and the relationships between engine power and the propeller performance

Principles of propeller cavitation

Types of rudders and the effect on the stability of the vessel when helm is applied

MEN502: Advanced Engineering Science Level 5 - Mandatory

Module Abstract

This module covers a range of engineering mechanics and thermodynamic principles and systems which underpin the design and operation of engineering systems used in the maritime industry. The delivery of this module runs parallel to Naval Architecture where these theories are applied in the design of vessels. The intended outcomes will enhance your ability to evaluate these principles and practical systems to apply and analyse them to your working environment to maximise the contributions they can make within the workplace. This will aid you when working through your career to a management role such as Chief Engineer.

The module equips you with the knowledge and understanding of advanced mechanical and thermodynamic systems to enable you to apply the principles within a marine engineering environment, it specifically builds on the previous Engineering Science module at level 4, as well the knowledge gained in other modules and experiences in industry. Together with Engineering Science, this module will satisfy the requirements of underpinning knowledge for a managerial position in the maritime industry.

Delivered alongside Marine Management, you will have several opportunities to engage in the management of teams through practical laboratory and research activities; this is reinforced through evaluation of results and conceptual ideas. This will, in addition, enhance the team working and leadership attributes you already possess.

A key practical outcome is to allow you to intelligently troubleshoot machinery in the workplace and understand the design of equipment and its role in the workplace.

Learning Outcomes

- 1 Calculate hydrostatic and hydrodynamic properties when applied to a range of situations
- 2 Examine the use of compressed fluids in marine environments, analysing their behaviour while flowing through equipment and systems
- 3 Apply calculations associated with linear, angular and relative motion
- 4 Analyse thermodynamic principles when applied to varying pressures, temperatures and volumes on board merchant vessels

Indicative Content

Internal engine combustion performance

Heat engine cycle

Heat transfer through complex systems

Single and multi-stage reciprocating air compressors

Two phase steam systems and steam cycles

Steam flow through a nozzle

Two phase refrigeration and heat pump cycles

Reversible thermodynamic processes

Entropy and enthalpy

Linear, angular and relative motion

Motion of projectiles and moving objects

The concept of relative and absolute velocity

Force and energy.

The laws of motion applied to rotational dynamics.

The laws of motion applied to rotational dynamics.

Centripetal and centrifugal effects

Hydrostatics

Hydrodynamics

Fluid Mechanics

MEN503: Marine Electro-Technology Level 5 - Mandatory

Module Abstract

The management of production and distribution of electricity on board merchant vessels is essential for both safe operations and fuel efficiency. The skills developed throughout this module will empower you to apply management techniques in a practical setting whilst also providing the knowledge required evaluating design and utilisation concepts.

Delivered after your level 4 studies you will now have the opportunity to develop your electrical knowledge gained in phase 1, 2 and 3 by critically analysing power management systems through practical application in laboratories and simulated environments; evaluating results and synthesising through design and invention of electrical production and operational systems. In addition, you will use many mathematical theories when analysing electrical concepts; this will be done through manipulation of formula, skills developed and enhanced through specific mathematic studies and application to real world situations.

As a ships engineer you must be able to examine typical arrangements of AC and DC distribution systems on different types of vessels, and be able to safely work on this equipment whilst at managerial levels within industry you must analyse and evaluate situation through fault diagnosis and problem solving. This is critical for all electrical systems, especially high voltage.

This module will support your knowledge and understanding of high voltage systems, which you will require on the high voltage operators certificate and as you progress through your career from junior to chief engineer.

Learning Outcomes

- 1 Examine the principles and operation of AC and DC generators
- 2 Analyse the characteristics of transformers applied in various merchant vessel distribution designs

- 3 Compare the operation of three phase induction and three phase synchronous motors when used in maritime applications
- 4 Propose and justify the design of a marine power distribution system

Indicative Content

- Generation
 - Generator performance and characteristics
 - Connection of a three phase generator to live bus bars
 - Load sharing problems where information is limited to kW, kVA, kVA_r.
 - Construction & operation of generators including reverse power relay.
- Distribution
 - Current distribution and load potentials in dc:
 - Three phase, three wire and four wire systems.
 - Neutral current in a three phase, four wire unbalanced system.
 - Function of transformers in a.c. distribution system.
- Transformers
 - Change of flux linkages.
 - Derive voltages, currents and emf equation
 - Sketch three phase connections
 - Transformers - turns and voltage ratios. .
 - Auto transformers
 - Calculate efficiency of a transformer given load conditions and losses.
 - Explain the need for instrument transformers discuss earthing issues
- Utilisation
 - Magnetic field rotating at synchronous speed
 - Motor Calculations
 - Construction of a range of motors.
 - Sketch typical torque/slip curves for motors

MEN504: Marine Engineering Technology

Level 5 - Mandatory

Module Abstract

The range of equipment and systems on board merchant vessels is vast and diverse: In this module you will assess a range of vessels, their needs, abilities and limitations; you will learn the skills required by officers to operate and manage engineering departments on board any vessel; and you will be able to analyse and evaluate your environment and apply the appropriate engineering techniques.

The knowledge developed in Marine Engineering Operations will be built upon with critical analysis of vessels' power plant, auxiliary systems and control systems. The experience gained during phase 2 will provide a platform for research opportunities when working in teams across a range of different vessels and operations, identifying common themes and specific application requirements, whilst predicting outcomes against emerging technologies. This will be supported and enhanced through theoretical, laboratory based and simulated research, covering a wide range of equipment and systems, and the approach required by operational and managerial engineers alike.

Working towards phase 4, enthusiasm will gain momentum as you may receive information relating to your next work placement. This will provide an opportunity to assess theories already discussed and compare ideas of ship's systems from previous experience to the predicted outcomes of your next

placement. The theories and practical methods discussed and researched throughout this module aim to provide all the underpinning knowledge required prior to returning to industry in order to apply them in practice throughout Work Based Learning (Managerial). In addition this module will support the vocational aspects of the programme when preparing for MCA examination.

Working in teams, leading teams and managing personnel is an essential aspect of engineering and will form a large part of your career. This module is delivered alongside Marine Management giving you an opportunity to develop skills and apply them in engineering situations. You may also have the opportunity to apply these skills during workshop skills, a programme which will further allow you to apply engineering theories to practical applications through practice research relating specifically to the module subject areas and work as part of a team, including leadership roles, to enhance your abilities when conducting engineering activities.

Learning Outcomes

- 1 Assess the effective use and operation of hydraulic and pneumatic systems
- 2 Examine the design, constructional methods and applications of marine propulsion power plants
- 3 Appraise the design, construction and operation of turbines and marine boilers
- 4 Distinguish the variations in auxiliary systems and equipment on board merchant vessels and propose suitable pumping arrangements

Indicative Content

Fluid power

Pneumatics and hydraulic components

Pneumatic and hydraulic circuit design

Hydraulic and pneumatic applications

Marine Diesel Engines

Marine Diesel Engine Ancillaries

Shipboard plant operation and maintenance

Marine transmission systems

Marine boilers

Marine turbines

Marine power transmission systems

Engine room auxiliary systems

Fire safety systems

Maintenance techniques

Marine pumps and pumping systems

Shipboard hotel services equipment

Simulated Engine Control Room

Module Abstract

From studying this module you will gain knowledge and understanding of the principles required to manage people in an effective and safe manner and be able to find and interpret legislation to ensure full regulatory compliance in the shipboard setting.

The management theories you will cover will teach you about the human element and give you ideas about how you may wish to approach your prospective role as manager of people onboard a ship. Every manager has a different personality and a different set of skills, so this module doesn't try to form every trainee officer to a single mould; rather it seeks to equip them with a 'management toolkit' with a variety of tools that you may wish to apply in different situations. You may even synthesise your own methods of management through comparing and contrasting a range of theories.

Having learned about these different skills and techniques, you will then go on to critically analyse their implementation. Critical thinking regarding the human element is crucial in any dealings you have with people, just as critical thinking regarding mechanics or dynamics is crucial when thinking about an engineering problem.

As a trainee officer, you will prospectively encounter a wide variety of sources of marine legislation and be expected, in due course, to take responsibility for its implementation onboard a ship. This is a daunting prospect, so this module will take you through some of the key international sources of conventions and look at how this is implemented in the UK. This will be directly useful for those sailing on UK flagged ships and, for those that sail on vessels of other nations' registers, provides a basis on which to find out and understand the application in the relevant national laws of their register's nation.

The module will build on many of the engineering features of other modules, specifically those delivered alongside Marine Management at level 5, giving you an opportunity to assess a range of management theories and experimenting with how they may be applied in different circumstances. Through this you will recognise trends and patterns to further support your analysis of management in a practical setting, applying this during the Work Based Learning (Managerial) module.

Learning Outcomes

- 1 Critically evaluate the effectiveness of management techniques and theories relevant to the field of marine engineering
- 2 Interpret legislation relevant to the maritime industry
- 3 Apply management techniques and legislation to solve complex problems
- 4 Critically evaluate the application of management techniques and legislation in a given scenario

Indicative Content

Critically Evaluate Management Theories and Techniques:

- Management and Motivation Theories
- Leadership Styles, Hierarchies and Hierarchy Gradients
- Communication Skills, Behaviours, Decision Making
- Performance Reviews
- Merchant Navy Code of Conduct
- Equality and diversity, dealing with personnel problems
- Management By Objectives, KPIs and SMART Targets

- Basics of project management
- Introduction to budgeting
- Quality management/quality cycle

Interpret Legislation

- Role of Classification Societies, UN, IMO, ILO, MCA, MAIB
- Relationship between IMO and Port/Flag State
- IMO Codes and Conventions
- Core: ISM, ISPS, STCW, MARPOL, SOLAS, MLC
- Additional: Load Lines, Ballast Water Management, Anti-Fouling, International Health Regulations
- MSNs, MGNs, MINs, COSWP
- British Legal System: How laws are made, how laws are enforced

Apply management techniques

- Use knowledge gained above to solve complex work based problems in the simulated engine room environment
- A range of work-based scenarios will be used to give the opportunity to put these elements into practice

Critically evaluate application of management techniques and theories

- Use reflective practices to evaluate the application of management techniques in order to continuously improve own management practice.

MEN506: Work Based Learning (Managerial) **Level 5 - Mandatory**

Module Abstract

This module aims to further develop skills in the application of specialist knowledge to practical situations in a management capacity, and critical analysis of the results. Through this module, the transition from academic study to professional engagement is promoted through application, critical analysis, evaluation and professional reflection.

This module represents the final stage of the foundation degree programme and requires you to synthesise all of your knowledge and skills in the evaluation of management practices on board. This module builds on work-based learning (WBL) operational, where the focus was on the functional aspects of operations. WBL (managerial) is the logical progression of that module, exploring the range of management techniques used to achieve the safe and smooth running of operations.

You will have the opportunity to identify the application of managerial concepts such as business, project, personnel, legislative and safety management, and also the links to team work and leadership within an engineering setting. Reflecting on your experiences in phase 2, there is scope for making comparisons between operational and managerial considerations, using WBL (Operational) as a basis for analysis.

Throughout your time in industry you will have access to a range of resources including designated staff who will aim to provide guidance as required prior to submitting your work. Prior to embarking on the project you will receive guidance in the development of a learning plan that will allow you to fulfil the learning outcomes.

Professional reflection is a key element of this module. Structured reflection allows you to gain the maximum benefit from your experiences in terms of learning and consolidation of skills. Growing awareness of your own strengths will allow you to fulfil your role with justified confidence, and consciousness of areas for development will assist you in progressing further in your chosen profession.

Learning Outcomes

- 1 Critically analyse the purpose, process and outcome of a shipboard operation from a managerial perspective.
- 2 Manage a shipboard operation.
- 3 Critically evaluate roles and responsibilities of those involved in a shipboard operation from a managerial perspective.
- 4 Reflect on the effectiveness of the management of a shipboard operation and identify personal actions for future improvement.

Indicative Content

Project planning and time management

Application of technical language and specialist knowledge

Critical analysis of operations in terms of purpose, process and outcome Critical evaluation of personal performance and performance of team

Critical evaluation of roles and team structure Professional reflection

Project planning and time management

Application of technical language and specialist knowledge

Critical analysis of operations in terms of purpose, process and outcome Critical evaluation of personal performance and performance of team

Critical evaluation of roles and team structure

Professional reflection

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.