BLACKPOOL & THE FYLDE COLLEGE
REGIONAL TEACHING PARTNER
PARTNERSHIP HANDBOOK
2025 -2026

This handbook is designed to be used by staff at both the Regional Teaching Partner Blackpool and The Fylde College (B&FC), and Lancaster University. It aims to be the central repository of information and guidance on the management of the partnership, quality assurance, assessment regulations, student administration, staff development and data sharing and for the programmes delivered at Blackpool and The Fylde College. It is intended to be complementary to Lancaster University's Manual of Academic Regulations and Procedures (MARP).

In many sections the information is summarised for ease of use and maintenance of the handbook, however links are provided to access more detailed information. The handbook will be reviewed and published electronically on an annual basis and circulated to relevant staff at both institutions in advance of the new academic session.

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1.1   INTRODUCTION

B&FC was awarded Foundation Degree Awarding Powers in 2016 and the first cohort was recruited to a B&FC Foundation Degree in October 2017. In 2022, B&FC were awarded indefinite Foundation Degree Awarding Powers and time limited Bachelor Degree Awarding Powers currently extended until December 2028. B&FC is rated Gold in the Teaching Excellence Framework (TEF) 2023. The highest possible ranking for teaching quality and student success.

Lancaster's approach to its collaborative teaching partnerships is underpinned by a commitment to help partners build their own capacity to manage quality and standards effectively. To this end, Lancaster has agreed to allow B&FC to take more of a leading role in quality assurance procedures such as the programme and module design and approval process, and annual programme review. As the degree awarding body, however, Lancaster has continued to review and monitor the provision through core quality assurance procedures delegated to the College and has worked with the College staff to deal with any quality and standards issues, which have arisen during this time.

1.2   PARTNERSHIP AGREEMENT

The current Memorandum of Agreement (MoA) came into effect on 1 October 2021. The length of the current partnership agreement is twenty-four (24) years. The partnership agreement will come to an end on 1 October 2026, unless it is terminated earlier (in accordance with the terms of the MoA) or is extended beyond the five-year term by mutual written agreement between Lancaster and B&FC.

1.3   PARTNERSHIP MANAGEMENT AND GOVERNANCE OVERVIEW

As the degree-awarding body, Lancaster has principal responsibility for the academic standards of awards granted in its name and for the quality of learning opportunities provided. Within Lancaster, ultimate responsibility for the partnership is located with the Lancaster Senate and the committees and officers to which the Senate formally delegates authority.

Within B&FC, ultimate responsibility for the partnership is located with the Principal and Chief Executive.

Management of the partnership at Lancaster will reside with Academic Quality, Standards and Conduct, who shall have responsibility for ensuring that the Programmes offered through the partnership are approved, delivered and managed in accordance with the terms of this Agreement.

At B&FC, responsibility for operational management of the partnership lies with the Vice Principal HE and Student Enhancement who ensures that the programmes offered through the partnership are delivered and managed in accordance with the terms of the partnership agreement as set out in the MoA.

At Lancaster, operational management of the partnership resides with a Partnership Management Group (PMG), chaired by the Head of Academic Quality, Standards and Conduct (AQSC). The PMG is responsible for ensuring that the partnership is conducted in line with the University's strategy and policy for collaborative provision and in accordance with the formal agreements. To ensure that quality and standards are in line with Lancaster University expectations and requirements and the programmes offered through the partnership are approved, delivered and managed in accordance with the terms of this partnership agreement as set out in the MoA. The membership of the PMG is included in the Terms of Reference (see Appendix 3).

1.4 PARTNERSHIP REVIEW PROCESS

Purpose

The fundamental purposes of Periodic Review of Collaborative Partnerships (PRCP) are for Lancaster University on a periodic basis, normally five or six yearly:

1. To examine whether the partnership is still in the strategic interest of Lancaster and whether it is delivering its key objectives.
2. To examine whether the partnership is meeting all regulatory requirements, including those of the regulator of higher education in England and any relevant national regulators.
3. To examine whether the partnership is delivering a high-quality student experience and meeting the academic standards required by Lancaster University for its awards.
4. In the case of a partnership whose agreement is coming to the end of its term, to consider whether:
   o the partnership should continue, and a new Collaboration Agreement is negotiated.
   o the partnership should continue via an extension to the existing agreement, with significant actions to be taken during a period of monitoring followed by a further partnership review within a given time period.
   o the partnership will be terminated at this time by not renewing an agreement.
5. In the case of a partnership whose agreement is of longer duration, to consider whether:
   o the partnership should continue, and the existing Collaboration Agreement remains appropriate.
   o significant actions need to be taken during a period of monitoring followed by a further partnership review within a given time period.
   o the partnership will be terminated at this time via the termination clauses within the existing agreement.
6. Where a partnership will continue, to identify and set in train enhancements to the partnership's operation and the experience and outcomes of its students.

Methodology
A PRCP for major institutional, major faculty-based and minor partnerships will comprise two stages:
Stage 1: tests the expectations for the academic standards, quality and student experience of the academic programmes delivered through the partnership.
Stage 2: tests the expectations for the strategic alignment and sustainability of the partnership.
The requirements of each stage may vary in the following ways depending on the scale and circumstances of the partnership taking a risk-based approach:

After completion of the review a report and recommendations will be made through appropriate Lancaster bodies (including the Regional Partners Teaching Committee and Senate), and a decision will be taken as to whether the partnership should be continued. If so, a new MoA will be drafted and signed for another term. If the partnership is not to be continued the arrangements will be made to teach out the remaining registered students in accordance with the terms of the MoA.

1.5 PUBLIC INFORMATION

B&FC ensures that all public information relating to Lancaster programmes complies with Lancaster brand requirements and current legislation, and is an accurate reflection of the provision on offer. Lancaster reserves the right to periodically and without prior notice monitor all public information to ensure compliance. Lancaster monitors regularly all sources of information produced by B&FC (including websites and prospectuses) for prospective students and/or for current students and staff. Lancaster ensures that the Lancaster University name and logo are used in a way that appropriately reflects the nature of the relationship between Lancaster and B&FC.

B&FC ensures that information provided to internal and external stakeholders is clear, accurate and consistent. The CMA consumer protection advice framework is used to support the Colleges quality control processes. Clear guidelines are established as to the process for sign-off of publicity materials and Lancaster satisfies itself that the public is not likely to be misled about the nature and standing of

the programme and qualifications provided under the arrangement.

Data Protection and Freedom of Information requests should be adhered to UK law as appropriate and as stipulated in the MoA.

2   ACADEMIC QUALITY ASSURANCE

2.1   LANCASTER UNIVERSITY - MANAGEMENT OF STANDARDS AND QUALITY

Lancaster is responsible for the academic standards of all credit and qualifications granted in its name and also for the quality of the educational experience of students registered on programmes validated by the University and which lead to Lancaster University awards. Lancaster also needs to be able to demonstrate academic equivalence between awards granted at B&FC and awards granted at Lancaster and elsewhere in the UK HE sector. Lancaster therefore requires appropriate quality assurance arrangements to be in place for programme design and approval, for the quality of delivery, for teaching, learning and assessment arrangements, for the approval of results and awards, and for appeals and complaints. Variations in standard Lancaster procedures and practice may be agreed with partners where appropriate so long as these variations are in accordance with the principles contained within Lancaster's academic regulations and procedures and are also consistent with the requirements of UK HE regulatory bodies.

The partnership agreement together with the Responsibilities checklist (Appendix 1) set out the management and quality assurance framework for the partnership and the respective roles and responsibilities of each partner. There are core quality assurance processes and arrangements in place which enable the University to set and monitor quality and standards in order to satisfy itself that the programmes and B&FC's delivery of these programmes match the expectations set by Lancaster for its awards. Lancaster has a set of procedural guidance documents for its Regional Teaching Partners for the operation of these processes.

Lancaster will provide a Programme Consultant to assist with support for the design, delivery, monitoring and enhancement of programmes. Academic Quality, Standards and Conduct shall provide advice and support as appropriate to officers of B&FC and the teams managing the programmes.

2.2   BLACKPOOL & THE FYLDE COLLEGE - MANAGEMENT OF STANDARDS AND QUALITY

Relevant UK Subject Benchmark Statements are used as points of reference in setting and maintaining academic standards. The assignment of credit level and volume takes account of guidance embodied in UK national credit frameworks.

B&FC is committed to Equality and Diversity in all College activities for all students and staff, with the ethos of Equality and Diversity embedded in the curriculum.

The quality assurance procedures agreed with B&FC are set out in the remaining chapters of this Handbook. They may be amended from time to time by mutual agreement.

3 PROGRAMME DEVELOPMENT AND APPROVAL

3.1 CURRICULUM STRATEGY AND DEVELOPMENT

Lancaster validates curriculum provision at B&FC as listed in the Annual Operating Plan.
(Appendix 2)

B&FC is responsible for the strategic development of Higher Education, including analysing local market conditions and curriculum needs and these are identified during the annual Business Planning Process. B&FC ensures that capacity in terms of staffing and facilities are adequate for expected demand.

B&FC's Higher Education Strategy builds on and consolidates achievements and successes in HE with a view to making a significant contribution to economic, cultural and social growth. Extensive work with key local, national and international employers enriches the student experience.

Lancaster receives an annual report on B&FC's curriculum and recruitment strategy through the Partnership Management Group. B&FC programmes are considered by the College within Annual Programme Reviews. Revalidation of programmes will take place on a timeline determined by a risk-based criteria.

3.2 COURSE DESIGN

In addition to complying with the criteria agreed by the University Senate, all awards and programmes offered by the University are aligned with the Framework for Higher Education Qualifications in England Wales and Northern Ireland published by the QAA. B&FC deliver 3-year Honours degrees; Foundation Degrees; Honours top-up degrees; Degree Apprenticeships, Integrated Degree Apprenticeships,target CertHE awards and University Certificates. B&FC is responsible for course design as recorded in individual validation documents. A breakdown of teaching and learning hours per module and the categories of activities is provided for each programme.

In designing programmes and modules, B&FC and Lancaster need to ensure that:

a) entry standards define the minimum threshold for applicants to help ensure they have an appropriate academic background (e.g. subject knowledge, language competence, study skills) to cope with the demands of the degree programme to which they are being admitted;
b) standards set at the end of each stage within programmes define the minimum threshold of achievement to ensure that students have progressed sufficiently in order to be able to continue onto the next level of study and to identify those students who may be at risk and who may need additional/different support in the next level;
c) qualification standards define the expectations for particular levels of achievement (e.g. first, third, pass, distinction etc.);
d) the content and structure of individual contributory modules are appropriate for the place they occupy in the programme structure and that students are being assessed according to appropriate criteria.

Lancaster Programme Consultants provide guidance on the design of programmes as required. Lancaster provides guidance on the design and approval of Lancaster validated Foundation Degrees and top-up degrees developed in light of the QAAs Foundation Degree Qualifications Benchmark.

3.3 COURSE APPROVAL - NEW PROGRAMMES AND MODULES

3.3.1 Principles
Programme proposals will be considered by Lancaster through the academic approval procedures

managed by Academic Quality, Standards and Conduct, and if agreed in principle, will be passed through the agreed programme validation procedures for formal approval. If B&FC wishes to introduce a new programme for which it does not have degree-awarding powers, Lancaster must be consulted first concerning validation. Lancaster will agree to undertake a validation exercise for the programme where it is felt to be an appropriately academic subject.

3.3.2 Process
Lancaster's validation processes and procedures for the approval of awards made in its name enable the University to:

    i)   Secure the academic standards of those awards and qualifications made in its name by B&FC

    ii)   Assure the quality of the learning opportunities available to students studying on those programmes leading to an award of the University.

Through these procedures Lancaster seeks to secure equivalence with its own awards and qualifications.

3.3.2.1 Business Planning Schedule
Lancaster and B&FC agree annually on a schedule of programmes to be validated in the following academic session to enable timely and careful scrutiny of proposals.

3.3.2.2 Outline Planning Permission
B&FC present an Outline Planning Permission proposal for consideration by AQSC and the relevant Faculty representative of the Regional Partners Teaching Committee for approval. Approval by Lancaster gives authority for B&FC to advertise new programmes for recruitment purposes. Such advertisements should be "subject to validation" in line with the Competition and Markets Authority (CMA) requirements.

3.3.2.3 Programme Proposal
B&FC submits a full set of programme documents for consideration at a Lancaster validation event.

3.3.2.4 Validation Event
A Lancaster validation event will determine whether a proposed new programme fulfils the requirements of Lancaster with regard to the academic standards of the award and the quality and standard of the learning opportunities available to students. Foundation Degrees and Honours Degrees are a progression route from the Target CertHE and this suite of programmes can be validated at the same event: Target CertHE, Foundation Degree, Honours top-up degree. The validation event will either be held at the College or virtually via a Teams meeting, and consists of a Lancaster panel: Chair; Subject Specialist; AQSC representative; External Assessor. B&FC is responsible for producing a report of the meeting including a record of any conditions and recommendations set by the panel. VALIDATION REPORT TEMPLATE

For approval of Integrated Degree Apprenticeships, the validation/revalidation panel will include a Degree Apprenticeship Specialist from Lancaster. The External Assessor will also have experience of Integrated Degree Apprenticeships as well as subject knowledge. The College may also provide a member of staff who has Degree Apprenticeship expertise and knowledge of the programme to participate in the panel.

3.3.2.5 Externality
External Assessors form part of the revalidation or validation panel for Lancaster validated programmes at B&FC. The External Assessor offers independence and objectivity to the decisions taken and provides a basis of comparability of academic standards with external benchmarks and

across the Higher Education sector. EXTERNAL ASSESSOR GUIDANCE

3.4   COURSE APPROVAL – B&FC VALIDATED FOUNDATION DEGREES AND LANCASTER VALIDATED TOP-UP DEGREES

Lancaster has agreed to provide validation for top-up degrees as a progression route for students progressing from B&FC Foundation Degrees. The Lancaster validation of the top-up degree will follow the usual approval process. The Lancaster validation panel will consider the FD validation document and curriculum mapping to assess the articulation from the B&FC FD to the Lancaster validated top-up degree.

Validation events for B&FC Foundation Degrees will be held on the same day as a Lancaster validation event for the related top-up degree, in order to provide assurance that the mapping from the Foundation Degree to the top-up degree is appropriate. The External Assessor will be present at both the B&FC and LU validation event for further assurance and consistency. In the case of a revalidation, the AQSC member will also attend the student meeting and employer meeting. BP FD/LU TOP-UP PROCEDURES

3.5   COURSE APPROVAL– AMENDMENTS TO EXISTING PROGRAMMES AND MODULES

No amendment will be made to any programmes validated by Lancaster and leading to a Lancaster award without the agreement of Lancaster. No agreement will be granted where the proposed amendment would have an adverse effect on, or be inconsistent with, any obligations to existing students or any students who have accepted an offer to study on any programme affected by the amendment. Revisions affecting existing students must be considered and agreed by a meeting that involves student representation. Where, exceptionally a revision is to be introduced within the same academic year, the unanimous support of the affected students must be obtained. Major changes to modules and programmes must be communicated to current applicants to the programme.

B&FC staff, students and stakeholders contribute to the processes related to changes to existing programmes to ensure all aspects are considered. Changes to programme can occur through minor or major amendment procedures. Within the category of Major Amendment, there are different levels of change, and the amount of information required in the proposal will depend on this. The Programme Leader must consult with both the External Examiner and Programme Consultant on amendments prior to submission to Lancaster. Major amendments to modules must be considered and approved at the relevant B&FC Committee and passed to AQSC for logging. Major amendments to Programmes should be considered at the relevant College Committee and then passed to AQSC for approval by the relevant Faculty representative.
PROGRAMME AND MODULE AMENDMENT PROCEDURES MODULE AMENDMENT FORM MAJOR AMENDMENT FORM

3.6   PROGRAMME CLOSURE OR SUSPENSION

Following B&FC's monitoring and review processes, Heads of Curriculum determine whether the validity and currency of programmes have been affected by changes to industry, PSRBs, staffing or recruitment numbers. Under performing programmes are identified for closure at programme and curriculum level or occasionally suspended from recruiting for a period of time (PROGRAMME CLOSURE FORM). Students enrolled should be reassured that in the event of course closure there are clear processes that will ensure the continuity of their studies. If a programme can no longer be offered, arrangements need to be made for existing students to be provided with suitable alternatives.

3.7   PROFESSIONAL, STATUTORY AND REGULATORYBODIES

Lancaster ensures that the status of programmes or awards in respect of UK PSRB recognition

(accredited, approved or recognised) is represented accurately so that applicants or students are not misled. B&FC shall prepare submissions for any accreditation of the Programme sought from a professional body, and Lancaster shall support B&FC in applications to professional bodies for accreditation.

4 RECRUITMENT AND ADMISSIONS

4.1 MARKETING AND RECRUITMENT

Marketing and recruitment activities are carried out by B&FC. Marketing and recruitment materials are the responsibility of B&FC's Marketing team. See also 1.6 Public Information.

4.2 ADMISSIONS

4.2.1 Admissions Policy and Principles
B&FC is responsible for decisions on admissions and for the management of the admissions process. Lancaster approves the criteria for admission for new programmes at validation. B&FC's admissions policy and associated procedures are expected to comply with relevant legislation and align with the expectations of the *UK Quality Code for Higher Education: Admissions, Recruitment & Widening Access.*

Students are registered with B&FC and have a legal and contractual relationship with the College.

4.2.2 Entry Criteria
Entry requirements for each programme are specified by B&FC and agreed by Lancaster on validation of the programme and in accordance with agreed recruitment and admissions procedures.

4.3 RECOGNITION OF PRIOR LEARNING (RPL)

Recognition of prior learning, including credit transfer and recognition of certificated or experiential learning for entry criteria purposes is permitted onto B&FC programmes. Procedures are in place to assure that credit for such learning is comparable to that achieved through the teaching and learning activities required for specified modules of the B&FC programme on which the student will be registered. These procedures apply to individual students and not to institutional arrangements for the recognition of credit. Requests for RPL are made to B&FC and the College is responsible for considering and assessing all RPL claims. However, final approval of decisions relating to the award of Lancaster credit is made by Lancaster. RPL GUIDANCE RPL PRO-FORMA

5 PROGRAMME DELIVERY

5.1 DELIVERY STANDARDS

Principles
Lancaster University seeks to ensure that:

- the standards achieved by students in order to qualify for any Lancaster University award should be equivalent wherever the degree programme is delivered and should be in line with Lancaster University's academic framework;
- all learning, teaching and assessment provision delivered through Regional Teaching Partnerships should be academically equivalent to provision delivered at Lancaster;
- students registered on Lancaster validated programmes leading to Lancaster University awards should be given a broadly equivalent educational experience wherever they are studying;
- in the management of quality and standards, B&FC needs to ensure and demonstrate consistency in approach and in the equitable treatment of all students in terms of admissions, learning, teaching and assessment, academic discipline and awards;
- all members of B&FC staff have a responsibility to treat all students fairly and equitably;
- students should be treated on the basis of capacity and potential and should not be disadvantaged on any grounds irrelevant to academic study.

5.2 TEACHING STAFF

5.2.1 Recruitment and Approval
Lancaster University seeks to ensure that all staff teaching on Lancaster-validated programmes leading to Lancaster University awards have appropriate experience, expertise and qualifications to teach at the level of the degree programme(s). Lancaster is responsible for the monitoring and ongoing oversight of staff teaching on Lancaster validated programmes in terms of appropriateness of qualifications, subject knowledge and experience and the overall profile of the staff team. Lancaster will make an assessment of staff at the point of validation for new programmes and at revalidation for existing programmes. Lancaster reserves the right to request alternative teaching staff on Lancaster validated programmes. Following approval at validation/revalidation, Lancaster monitors staffing on an annual basis through the staffing report submitted as part of B&FC's Annual Programme Review Reports. Any changes to staffing are reported to Lancaster along with CVs and monitored by the relevant Programme Consultant. STAFFING STATEMENT

B&FC is responsible for appointing appropriately qualified and sufficient staff for the delivery of each programme and ensuring that all staff teaching on the programmes are appropriately inducted and supported, receive regular training and participate in staff development activities. Members of staff new to teaching are expected to meet College requirements for the attainment of a relevant teaching qualification and to engage with College induction and mentoring procedures where appropriate. The normal expectation is that partner institutions will have in place institution-wide policies and procedures for ensuring that academic staff have the necessary knowledge, abilities and aptitudes, together with sufficient time, to undertake all aspects of their roles to the required standard. It is College policy that all new staff without a teaching qualification are required to undertake and successfully achieve a teaching qualification within 2 years.

Professional Development and Scholarship
The variety and extent of staff development offered and facilitated by B&FC should support the professional development of staff and contribute significantly to the maintenance and development of staff's subject currency and of the currency of the curriculum. B&FC undertakes to ensure that

appropriate training, briefing and mentoring is provided on an ongoing basis so that staff are competent to undertake their roles and responsibilities and to ensure that assessment is robust. Staff development priorities for programme teams are identified as a whole through the Annual Programme Review process, and for individuals through the staff performance review process. All staff are encouraged to maintain absolute subject currency by continuously engaging with scholarly activities.

The College sets aside dedicated staff development days to enable both cross college training and departmental training to take place. Mentors with the appropriate skills and experience are appointed within Schools to provide additional support to staff.

B&FC has established a fund to support the scholarly activity of members of academic and support staff who wish to enhance their scholarship. The Scholarship and Research Development Scheme (SRDS) has supported a wide variety of projects centered in and around the development of subject expertise and the scholarship of teaching and learning. HE staff are given 50 hours of remission annually in which to undertake research and scholarly activity.

B&FC staff are invited to Sharing Practice events at Lancaster University and have access to the Sharing Practice Moodle site. Key staff then disseminate information throughout the College through staff development. B&FC invite Lancaster University staff and staff from other RTPs to their Annual Learning and Teaching event as a way of sharing practice.

5.3 LEARNING RESOURCES

Lancaster makes an evaluation of the appropriateness of physical learning resources and the learning environment provided by B&FC at validation. To ensure these are relevant to, and adequate for, the type, level and volume of the learning to be undertaken and whether they are appropriate to secure the achievement of the relevant learning outcomes. B&FC is responsible for the distribution of learning resources and provision of an effective teaching and learning environment and runs Learning Resource centres on all the main college campuses. Learning resources such as reading lists are provided and B&FC will ensure students have access either through acquisition of hard copy resources or through ensuring access to online resources. Traditional resources are supplemented by on-line journal databases such as EBSCO Host Academic Search and Business Source Elite and e-book libraries.

B&FC students are eligible for Lancaster University library membership under 'Associate Borrower status' if they are studying on a course validated by Lancaster. B&FC students may borrow 6 books and have walk-in user electronic resource access.

5.4 MANAGING RELATIONSHIPS WITH THIRD PARTIES

B&FC works with placement providers and mentors in the facilitation of workplace learning. Work-based learning is an essential component of all employment-focused curricula and the College designs and delivers vocational higher education linked to work skills and practices. B&FC engages with local employers from small and medium sized enterprises to large multi- national corporations to enhance access to best practice for students registered on the programmes. Workplace learning experience involves a three-way partnership involving students, employers and Higher Education providers. B&FC's Placements Manager plays a key role within the workplace providing induction, supervision and training. Workplace learning mentors or supervisors may also be appointed to provide support. B&FC operates a risk assessment procedure before placements are agreed and authorised.

B&FC will strive to keep Lancaster informed of any new arrangements with third parties and bring to attention any potential impact on delivery.

5.4.1 Degree Apprenticeships

B&FC delivers higher apprenticeships and degree apprenticeships and are seeking to align their provision wherever possible. Apprenticeships are high-quality alternatives to a more traditional degree route. They are designed to deliver the exact skills needed by employers, giving the technical and professional expertise to move careers forward. B&FC have developed a guidance document on HE Apprenticeships and this is sent to LU Validation panels for information.

For approval/re-approval of Integrated Degree Apprenticeships, the validation/revalidation panel will include a Degree Apprenticeship Specialist from Lancaster. The External Assessor will also have experience of Integrated Degree Apprenticeships as well as subject knowledge. The College may also provide a member of staff who has Degree Apprenticeship expertise and knowledge of the programme to participate in the panel.

EQA External Assessors are appointed for all B&FC Integrated Degree Apprenticeships and produce an annual report. B&FC have developed a guidance document for EQA External Assessors.

5.5   STUDENT SUPPORT AND GUIDANCE

Student support and guidance at B&FC should be comparable to the support and guidance provided to Lancaster students at Bailrigg as laid out in MARP. In all cases the support and guidance shall be provided by B&FC, including where students interrupt their studies. B&FC endeavours to provide appropriate support and guidance to all students registered on programmes.

B&FC provides a flexible additional learning support service to support all students in their personal, professional and academic progression during their studies. A Higher Education Learning Mentor (HELM) Service offers flexible and non-subject specific support to all students, either as a one-to-one direct contact or as a group workshop. This may be to enhance essential study skills, improve grades or gain strategies to improve their wellbeing such as handling stress and improving confidence.

Each student is allocated a personal tutor who will help to develop academic skills and practices along with reflection and confidence to enable them to achieve success in Higher Education. Blackpool operates a 'Partners for Success' framework for supporting students and ensuring they are provided with the best possible opportunities to engage with their learning experience. This framework outlines the overarching principles of operation, provision, commitments and entitlements for students.

6 ACADEMIC STANDARDS AND ASSESSMENT

6.1 SETTING AND MONITORING OF ACADEMIC STANDARDS

B&FC and Lancaster have agreed quality assurance procedures relating to delivery, teaching, learning and assessment, results and awards, appeals and complaints in accordance with the underlying principles in the Manual of Academic Regulations and Procedures (MARP). All quality assurance procedures will be consistent with the requirements of UK HE regulatory bodies.

6.2 ASSESSMENT REGULATIONS

The assessment criteria will be set by B&FC in line with what is approved at validation of the programme and in accordance with the Assessment Regulations.

6.3 APPROVED PROCEDURES PARTICULAR TO B&FC

A number of procedures are particular to B&FC and form appendices to the Lancaster Undergraduate Assessment Regulations for the Regional Teaching Partners. B&FC procedures are reviewed annually by Lancaster, taking note of any amendments, to ensure that they align with Lancaster regulations. Procedures are approved by the Regional Partners Teaching Committee in advance of the academic year to which they will apply.

6.3.1 Mitigating Circumstances
B&FC operates a Personal Mitigating Circumstances and Interruption of Study Procedure for students who experience serious medical or personal circumstances, which can severely disrupt their ability to study and affect their performance in an assessment.

6.3.2 Administration of Examinations
Boards of Examiners for programmes including Lancaster staff and External Examiners are constituted and conducted. B&FC operates a two-tiered approach to board of examiner meetings. The first tier, the Module Board of Examiners is responsible for the ratification of module marks and the recommendation of decisions to the Programme Board of Examiners. The second tier, the Programme Board of Examiners is responsible for making decisions on progression and the award of qualifications. Provisional results and recommendations from Boards of Examiners will be made available to Lancaster for ratification by the Committee of Senate. Exam papers are set by B&FC and checked by External Examiners and the AQSC team.

7   STUDENT COMPLAINTS AND APPEALS

In the case of complaints and appeals about academic matters, students at B&FC have ultimate right of appeal to Lancaster University. Lancaster may also review academic complaints once procedures at B&FC have been exhausted.

The responsibilities of Lancaster and B&FC are clearly distinguished and publicised. B&FC ensures that students studying at B&FC have clear information about the initial route for making an academic appeal or formal student complaint, and the sequence of processes involved.
COMPLAINTS AND APPEALS PROTOCOLS
COMPLAINTS AND APPEALS FLOWCHART

7.1   COMPLAINTS

B&FC are responsible for dealing with all student complaints and issues of student discipline regarding students enrolled on programmes in accordance with the relevant B&FC policies and procedures as approved by Lancaster. Where the complaint and/or disciplinary procedure involves an aspect of service for which Lancaster has whole or partial responsibility, students shall be entitled to a final review of their standing by Lancaster.

7.2   APPEALS

B&FC are responsible for dealing with all student appeals regarding students registered on programmes in accordance with B&FC policies and procedures as approved by Lancaster. After all agreed appeal procedures have been completed within B&FC, students shall be entitled to a final review of their standing by Lancaster.

8   PROGRAMME MONITORING, REVIEW ANDENHANCEMENT

8.1   ROLES ANDRESPONSIBILITIES

B&FC's HE monitoring and review processes are coordinated at an organisational level by the HE Directorate and Quality and Standards Directorate. Periodic monitoring and review contributes to inform the development and enhancement of curriculum, teaching, learning and assessment and pedagogic practice. Monitoring and review processes capture feedback from students, employers and stakeholders and acts as a platform for critical reflection.

Lancaster is responsible for the quality assurance of the programmes and modules delivered at B&FC, including the processes for programme monitoring, review and enhancement outlined in the following sections.

Programmes are regularly and systematically reviewed in order to consider the continuing currency and validity of programmes in light of developments in research, professional and industry practice and pedagogy. Along with changes in the external environment such as the requirements of professional, statutory and regulatory bodies and continued alignment with the providers strategy and mission.

Programme monitoring and review are part of a continuous engagement with a programme by both staff and students. MONITORING AND REVIEW PROCEDURES AND GUIDELINES

The outcomes of the processes of monitoring and review are reported at the appropriate level within the College and also at the University's Regional Partners Teaching Committee (RPTC). This allows for oversight of the outcomes of the process, in order to identify any overarching themes. Any strategy actions are identified and the outcomes used to inform organisational planning.

The College is required to review programme monitoring and review procedures and analyse outcomes within an Annual Quality Report which is presented at the University RPTC. The associated action plan is monitored as a standing item at each committee meeting.

8.1.1   *Programme Consultants*

Lancaster will provide a Programme Consultant (or equivalent) to assist with support for the design, delivery, monitoring and enhancement of the programmes. Programme Consultants are University academic staff who have a key role in maintaining the academic standards and quality of programmes validated by Lancaster but delivered at and by B&FC. Programme Consultants assist with quality assurance processes relating to Lancaster validated programmes. The role of Consultants is varied and the depth of involvement changes with the requirements of particular programmes and institutions.

Programmes are categorised as either standard or established and the role and time commitment of consultants differs depending on a programme's catergorisation. The role for new programmes in the developmental period leading to initial validation will also have a different time commitment. Prior to the start of each academic year, AQSC make a decision as to whether each programme at the RTPs requires a standard consultant or whether it falls into the category of an established programme for that year.

The Programme Consultant will monitor the progress of a programme and respond to any issues or changes that arise while a programme is running. For a new programme being proposed for validation, a Consultant will be appointed once the Outline Planning Permission document has been approved by AQSC. Programme Consultants produce an interim report in December and an annual

report in July to assist the AQSC team to monitor the quality of programmes and to provide programme teams with suggestions for ways to improve aspects of how particular programmes are run. PROGRAMME CONSULTANT GUIDANCE

8.1.2   External Examiners

Lancaster is responsible for the appointment and functions of external examiners to provide independent judgement on quality of standards and of the provision at B&FC, and ensure that it is consistent with quality and standards of the Lancaster provision. Lancaster will oversee the participation of external examiners in assessment and quality assurance processes. The nomination and briefing of external examiners is delegated to B&FC. External examiner induction days will be held annually either at the College or virtually, and will involve input from Lancaster University and B&FC staff. The arrangements are described in more detail in the guidance and information for all Lancaster provision here: EXTERNAL EXAMINER GUIDANCE

8.2   ANNUAL PROGRAMME REVIEWS

B&FC is responsible for ensuring that an Annual Programme Review is undertaken for each programme validated by Lancaster, and that the reports of these reviews (APR reports) are:

a)   considered internally as part of the standard quality assurance procedures for the programme;
b)   there is strategic oversight of these reports and the APR process within the College.

All programmes undertake an APR, which takes account of relevant information such as:

- External Examiner reports
- Programme Consultant reports
- Key statistics including data on applications, retention, success and achievements and destinations
- Results of NSS
- Results from internal surveys and questionnaires
- Feedback from student representatives and student forums
- Feedback from relevant stakeholders

All programmes develop a quality improvement plan (QIP) following the APR exercise, which is monitored by the programme team and curriculum area through termly QA meetings (QAMS) and programme quality meetings.

8.3   SELF-EVALUATION DOCUMENT

The SED process is designed to scrutinise the strategic management and oversight of academic standards and quality within curriculum and service areas. The SED is either:
- A review of a curriculum area's portfolio of programmes, which assesses its health and facilitates planning for future provision.
- A review of a service area that assesses its health and facilitates planning for future provision.

A SED for each curriculum area and key service areas is presented annually to a SED Panel, the function of which is to evaluate the area's provision, make recommendations and note good practice. For curriculum areas, a representative group of students from the programmes under review, and covering all areas and years of study is sought to form part of the meeting. This will assist the panel to form a view of the adequacy of provision in those distinct areas as well as overall. The Head of curriculum or service area provides an overview of the SED and summarises points identified surrounding leadership and management, good practice and innovation and strategic priorities and enhancements. A discussion with Management Team representatives provides a forum for discussion and the sharing of

effective practice relating to standards, quality and the on-going enhancement of the student experience across the College's HE provision. The SED Panel provide feedback on the following areas and make recommendations for enhancement; innovation and good practice, quality and standards and outcomes for students.

At curriculum area level, normally every five years the membership of each Curriculum Area SED panel will include an External Specialist (appointed by the HE Directorate to support the periodic review).

A report on the SED process and outcomes is submitted to the University's Regional Partners Teaching Committee (RPTC) as part of an Annual Quality Report. Review of the Annual Quality Report by RPTC will facilitate the cross-fertilisation of ideas and good practice across the different programmes. Each curriculum and service area produce a quality improvement plan (QIP) following the SED review exercise, which is monitored by the relevant management teams throughout the year.

8.4   PARTNERSHIP MANAGEMENT GROUP (PMG)

The Partnership Management Group (PMG) acts as a management body for the University and B&FC. The group ensures that the partnership is conducted in line with the University's strategy and policy for collaborative provision and in accordance with the formal agreements. (Appendix3)

8.5   REGIONAL PARTNERS TEACHING COMMITTEE (RPTC)

The Regional Partners Teaching Committee (RPTC) is responsible for collaborative programmes and modules together with associated academic regulations and quality assurance processes. The Committee is also responsible for devising, implementing and monitoring procedures for the partner institutions. (Appendix 4)

8.6   REVALIDATION

In addition to annual monitoring, programmes validated by the University are reviewed on a timescale determined by risk-based criteria and it is considered whether or not validation should be renewed for a further time period determined by risk-based criteria(revalidation).
REVALIDATION PROCEDURES
GUIDANCE ON DOCUMENTATION FOR VALIDATION/REVALIDATION
REVALIDATION OPP
REVALIDATION REPORT TEMPLATE

All programmes will be subject to a revalidation process every 5 years at Lancaster's discretion. Lancaster may from time to time (acting reasonably) carry out a revalidation on any of the programmes. The aim of revalidation is to review a currently validated programme and consider whether it may be renewed for a further five years taking into account the following factors:

- currency of the programme
- maintenance of the standards of the award
- satisfactory student achievement
- continuing demand for the programme
- sufficient resources for programme delivery
- effective implementation of QA procedures for the programme

8.7   STUDENT ENGAGEMENT

B&FC are responsible for student engagement through the following vehicles:

a) A student representative council;
b) Academic representation for each programme with student/staff committees;

B&FC embraces students' views and works with them as partners and change-agents to enable them to shape their own individual learning experience, whilst also having a significant and effective impact on developing the College's quality enhancement processes. B&FC operates a Student Engagement Strategy, which is monitored by the Students Union in an Annual report. Student representatives make up the body of the Student's Union and assist the Union and College Management by providing a student's view of College life. Representatives help to make courses run well by giving feedback to the relevant Head of Curriculum and also help promote Students' Union activities. Student representatives play a key role in making sure that the students view is included in all of the College's decision-making. Student reviewers are required to support the periodic review of the Colleges HE provision to ensure that programmes are fit for purpose and meet the expectations of students and validating partners. All students, individually and collectively, have an entitlement to participate in the co-production of their College experience through the following mechanisms:

- Students' Union
- Students' Union Executive Committee (HE and FE)
- Students' Union Presidents
- Student Executive and Senior Management Team Liaison
- Cross College Student Forums
- School Forums
- Student Representatives
- Student Governors
- Student Focus Groups

9 STUDENT ADMINISTRATION

9.1. ENROLMENT AND INDUCTION

9.1.1 *Induction and Orientation*
B&FC will provide induction and orientation for all new students and also for returning students. A central induction schedule will provide a key introduction to all support and development services, including the Students' Union and an introduction to the Partners for Success framework where key contacts from each support service for each student will be identified.

The Directorate for Students will be responsible for coordinating the introductory programme.

Induction activities will cover academic, administrative, social and welfare issues.

9.1.2 *Enrolment*
All applicants who have firmly accepted offers of a place to study at B&FC will be required to register in order to become students of the College. These administrative procedures will be organised by Student Administration. All students will be required to re-register at the start of every succeeding academic session.

No student shall normally be allowed to register concurrently for more than the equivalent of one full-time higher or further education scheme of study.

At the point of initial registration students will be informed of their intellectual property rights. Students should familiarise themselves with any terms and conditions relating to intellectual property rights and their assignment which are set out in any funding arrangements they have undertaken with research councils or other funding bodies.

Students should be informed that the information they provide on registering with the College will be held securely and may be shared within the institution across relevant departments and administrative sections for the purpose of managing and administering their degree programme or course.

The College's Student Administration and Management, Information and Funding departments will be responsible for the creation and maintenance of the definitive student record to be used for registration, the timetabling of teaching and examinations, results and awards, and data returns in Blackpool. These departments will be responsible for liaising with academic departments and colleges to ensure that data is up to date and accurate.

The College shall inform students at the time of module enrolment of the assessment methods to be used for each module and of the system whereby marks for written examinations and coursework assessment are combined. Students shall also be informed if formal examinations are to be held at times other than the main examination session and also if there are to be any class examinations that may be held at any time during the term.

9.2 EQUITY AND CONSISTENCY OF TREATMENT

In the management of quality and standards, B&FC ensures and demonstrates the equitable treatment of all students in terms of admissions, learning, teaching and assessment, academic discipline and awards.

B&FC provides an inclusive environment for learning and anticipates the varied requirements of students. Treating everyone with equal dignity and worth, while raising aspirations and supporting

achievement for people with diverse requirements, entitlements and backgrounds.

9.3   COMMUNICATIONS WITH STUDENTS

B&FC should provide students with accurate, relevant and timely information informing them:

a) of the primary means by which their academic departments, and central services will communicate with them and when this will happen;

b) that it is assumed and expected that students will regularly check their B&FC email accounts for official communications and notifications of the status of their registration and studies;

c) that it is the responsibility of students to maintain links with their academic department and the student administration, respond to requests for information, acknowledge specific communications related to the status of their registration and studies, and keep the College informed as to any changes in their contact details.

9.4   ATTENDANCE REQUIREMENTS AND PROGRESS MONITORING REQUIREMENTS

9.4.1   Requirements
Undergraduate students are required to register at times to be specified and to be engaged on their studies for the full period of each term and/or for such other periods as may be stated in the regulations for particular courses. The place of work will be B&FC and/or such other places as the department(s) concerned may specify. Students must present themselves for examination when required to do so.

9.4.2   Monitoring
All students must be informed in writing, preferably in programme handbooks, at the start of the academic year of what is required of them in relation to attendance, including B&FC's attendance policy.

9.4.3   Progression
Students will be examined at the end of the academic year. Progression to the next academic year is dependent on successful completion of assessments. Full details are in the student handbook.

9.5   ACADEMIC DISCIPLINE

In order to remain in good academic standing with B&FC it is expected that students will attend compulsory elements of the course as stipulated by the College and should attend examinations and submit course work assignments at the times stipulated. If students do not remain in good academic standing it is the responsibility of the College to record attempts to contact the student and initiate an academic recovery plan.

The programme leader shall inform the Head of Curriculum if ever the student's work or attendance is unsatisfactory. If the head(s) of curriculum, after confirming that appropriate warnings in writing have been given to the student, consider(s) that the student should be excluded from B&FC, a recommendation to that effect shall be to exclude the student from the College permanently or for a stated time and to stipulate conditions for a resumption of study.

It is the responsibility of Student Administration to advise and support Curriculum Areas, which have students who are no longer in good standing, and to take appropriate action.

9.6   TRANSCRIPTS, CERTIFICATES AND AWARDS

The determination of results and the classification of University degrees are subject always to

ratification by the Senate and will be regarded as provisional until ratified, normally by a body or individual empowered by the Senate to act on its behalf.

Immediately after the meetings of the relevant examining bodies, Curriculum Areas may notify students of their provisional degree results.

It is the responsibility of B&FC to issue students who have successfully completed their degree with a HEAR/transcript. It is the responsibility of Lancaster to issue students who have successfully completed their degree with a degree certificate.

9.7   GRADUATION

Students whose awards have been confirmed by the Committee of the Senate (or a body or individual empowered by the Senate to act on its behalf) shall be eligible to attend a ceremony in Blackpool for the conferment of degrees.

9.8   DEBTORS

B&FC is responsible for contacting students who have not paid their fees. Students may be prevented from receiving their award, including transcript and certificate until any academic related debts (tuition fees) are settled. Students will not be permitted to attend graduation until the debt is addressed.

In terms of non-academic debt, an award cannot be withheld and the transcript and certificate are given to the student. However, in serious cases, the invitation to graduate may be withheld until the debt is addressed.

APPENDIX 1 – BLACKPOOL OPERATIONAL REPSONSIBILITIES CHECKLIST

Partnership operational responsibilities checklist

Blackpool & The Fylde College

Overview of partnership

External delivery of Blackpool & The Fylde College programmes validated by Lancaster University

This is a brief overview of where the primary operational responsibility for certain elements of the partnership reside.

Item	Partner	Lancaster			Shared	Documentary References	Comments
		Institutional	Faculty	Department			
Curriculum development							
1. Identification of local curriculum needs	√					Individual validation documents	Identified during the annual business planning process
2. Strategicdevelopment of Higher Education	√						
3. Course design	√					Individual validation documents	
4. Final approval of new programmes		√				Validation and revalidation: processes and procedures	
5. Final approval of revisions to programmes/modules	√	√				_____ _____	Major programme amendments require Lancaster approval via Faculty representatives; Major and Minor module amendments are by the College and reported to
							Lancaster.

6.	Programme specifications and Learning Outcomes	√					Individual validation documents Curriculum and assessment mapping template	Approved for each individual programme as part of the validation processes. A curriculum and assessment mapping template is completed as part of the validation documentation.
7.	Liaison with and involvement of employers	√						
8.	Maintaining professional body accreditation(s)	√					Individual validation documents	
Programme delivery								
9.	Delivery of programme content delivery	√						
10.	Programme management	√						
Student support								
11.	Academic tutorial / review and monitoring / academic guidance	√						
12.	Pastoral support	√						
13.	Library and learning resources available to students	√					Individual validation documents	The learning resources provided by the College are considered as part of the validation processes. College students have 'Associate Borrower' status in the Lancaster University library
14.	Student appeal system					√		Student appeals considered primarily within the College but

							students can opt to make an appeal to the University once College processes have been exhausted
15. Student complaints				√			Student complaints considered primarily within the College but students can opt to make a complaint to the University once College processes have been exhausted
Admissions and recruitment							
16. Setting of student fees	√						
17. Collecting of student fees	√						
18. Student recruitment, selection and admission	√						Entry requirements for each programme are approved by the University as part of the validation process
19. Student enrolment, guidance and induction	√						
Academic standards and assessment							
20. Defining assessment regulations		√				[Regional Partner Award Regulations](#)	
21. Setting assessments	√						College sets the assessment in line with what was approved at validation. Exam papers are checked by external examiners.

22. Marking and moderation of assignments	√							College have the primary responsibility for marking work and providing internal moderation.
23. Appointment of external examiners					√	External examiners procedures and regulations	The College proposes potential external examiners, which go through the University's approval procedures.
24. Appointment of EQA External Assessors for Integrated Degree Apprenticeships					√	EQA External Assessor Guidance	The College proposes potential EQA External Assessors, usually the relevant external examiner, which go through the University's approval procedures.
25. Giving feedback to students on their assignments	√						
26. Production of award certificates		√					
27. Administering award boards	√						The University is represented on the Assessment Boards, which are responsible for making award recommendation to Senate.
28. Maintaining student records including transcript information	√						
29. Graduation arrangements	√						
Annual review and monitoring							
30. Collecting data on student achievement and retention	√						

31. Monitoring student admission, retention and completion	√						Annual Programme Reviews for each individual programme. College summary of Annual Programme Reviews.	College summary of Annual Programme Reviews is submitted to the January meeting of the University's Regional Partners Teaching Committee (RPTC).
32. Reviewing and					√		Annual Programme Reviews for	AQSC sample APRs.
responding to APRs and module evaluations							each individual programme.	
33. Periodic quality review of HE provision					√		Individual revalidation reports	Revalidation incorporates periodic review of the programme. Periodic review at B&FC occurs: • At curriculum area level, normally every five years the membership of each curriculum area SED panel will include an External Specialist (appointed by the HE Directorate) • At individual programme level where it is integral to quinquennial revalidation.

34. Monitoring the quality of HE teaching and learning						√	Individual revalidation reports	Monitoring of Teaching and Learning occurs on an ongoing basis as part of the management function at B&FC, through key meetings and it is embedded within the quality cycle and considered through the deliberate structure. Revalidation incorporates periodic review of the programme. University appoints academic staff as Programme Consultants to monitor the quality of learning opportunities.
35. Collecting and acting upon student feedback/views	√							
36. Developing systems for student engagement	√							

Staff								
37. Appointment and management of staff	√							Staff CVs are to be routinely sent to Programme Consultants. Staffing levels are monitored through Annual Programme Reviews.
38. Provisions for developing staff teaching and assessing skills at HE level	√							
39. Provisions for staff HE subject updating and scholarship	√							

Information							
40. Programme and module information available to students	✓						
41. Public information - eg: on web or in prospectus	✓						Public information produced annually sent for consideration by AQSC.
42. Procedures for ensuring the accuracy of public information				✓			Public information produced annually sent for consideration by AQSC.
43. Marketing of programmes	✓						
44. Returns to professional, statutory and regulatory bodies	✓						

APPENDIX 2 – ANNUAL OPERATING PLAN
LANCASTER UNIVERSITY
LU - BLACKPOOL & THE FYLDE COLLEGE PARTNERSHIP
ANNUAL OPERATING PLAN 2025/26

Partner	Blackpool & The Fylde College
Current Term of Agreement	October 2021 – October 2026
Partnership review	2026
Full partnership review	October 2026
Date of first graduation UG	July 1993

<table>
<tr><td colspan="2" align="center">KEY CONTACTS</td></tr>
<tr><td colspan="2" align="center">Lancaster University address and contacts
Lancaster University
Bailrigg, Lancaster
LA14YW</td></tr>
</table>

Title	Name	Email
Vice-Chancellor	Professor Andy Schofield (until 1 October 2025) Professor Steve Decent (from 1 January 2026)	a.j.schofield@lancaster.ac.uk
University Academic Dean	Professor Alisdair Gillespie	a.gillespie@lancaster.ac.uk
Head of Academic Quality, Standards and Conduct	Dr Stephen Bulman	s.bulman@lancaster.ac.uk
Academic Quality and Standards Manager	Claire Johnston	c.johnston1@lancaster.ac.uk
Academic Quality, Standards and Conduct Administrator	Rebecca Hogan	r.hogan@lancaster.ac.uk

<table>
<tr><td colspan="4" align="center">Blackpool and The Fylde College address and contacts
Blackpool and The Fylde College
Bispham Campus, Ashfield
Road, Blackpool
FY2 0HB</td></tr>
<tr><th>Title</th><th>Name</th><th>Phone</th><th>Email</th></tr>
<tr><td>Peter Greenall</td><td>Vice Principal of Higher Education and Student Enhancement</td><td>01253 504043</td><td>peter.greenall@blackpool.ac.uk</td></tr>
<tr><td>Helen Fogg</td><td>Director of HE</td><td>01253 504461</td><td>helen.fogg@blackpool.ac.uk</td></tr>
<tr><td>Scott Smith</td><td>HE Academic Registrar</td><td>01253 504459</td><td>scott.smith@blackpool.ac.uk</td></tr>
<tr><td>Ian Mills</td><td>Assistant HE Academic Registrar</td><td>01253 352352 ext 1549</td><td>ian.mills@blackpool.ac.uk</td></tr>
<tr><td>Joanne Hall</td><td>Assistant HE Academic Registrar</td><td>01253 504814</td><td>joanne.hall@blackpool.ac.uk</td></tr>
<tr><td>Susan Schofield</td><td>Assistant HE Academic Registrar</td><td>01253 352352</td><td>susan.schofield@blackpool.ac.uk</td></tr>
<tr><td>Jennifer Rigby</td><td>HE Data Insight Analyst</td><td>01253 504652</td><td>jennifer.rigby@blackpool.ac.uk</td></tr>
</table>

Helen Forsyth	HE Development Co-ordinator	01253 504029	helen.forsyth@blackpool.ac.uk

KEY DATES AND TIMES			
No. of terms per year at partner institution	TWO (2) normally and THREE (3) on occasion		
Programme	**Term Dates in 2025-2026**		

UG Academic Year		**From**	**To**
	Autumn term	08 September 2025	19 December 2025
	Spring term	06 January 2026	27 March 2026
	Summer term	13 April 2026	05 June 2026
Summer Assessment Boards	June		
Reassessment Board	August/September		

Closures in Blackpool & The Fylde College 2025-26		**From**	**To**
	Christmas – New Year	22 December 2025	06 January 2026
	Easter	30 March 2025	13 April 2025
	Bank Holidays	25 December 2025 26 December 2025 01 January 2026 03 April 2026 06 April 2026 04 May 2026 25 May 2026 31 August 2026	
	October Student Progression Week	27 October 2025	03 November 2025
	February Student Progression Week	16 February 2026	23 February 2026
	May Student Progression Week	25 May 2025	01 June 2026

University closures in Lancaster 2025-26		**From**	**To**
	Christmas – New Year	25 December 2025	02 January 2026
	Easter	02 April 2025	07 April 2025
	Bank holidays	25 December 2025 26 December 2025 01 January 2026 03 April 2026 06 April 2026 04 May 2026 25 May 2026 31 August 2026	

PROGRAMMES LIVE IN 2025/26
PROGRAMMES
DIGITAL & CREATIVE INNOVATION
Aerospace Software Engineering BSc (Hons)

Computer Science and Digital Technologies BSc (Hons) top-up
Cyber Security CertHE
Cyber Security Technical Professional BSc (Hons)
Digital and Technology Solutions – Cyber Security Analyst/Network Engineer/Software Engineer/Data Analyst/Business Analyst/IT Consultant BSc (Hons)
Digital Enterprise CertHE/FdSc/BSc (Hons) top-up with Sector Pathways
Network Engineering Systems Administration / Cyber Security FdSc/BSc (Hons) [NESA Fd – HTQ]
Software Engineering (Game Development / Systems Development) FdSc/BSc (Hons)
ENGINEERING
Aerospace Engineering FdEng/BEng (Hons)
Automotive and Motorsport Engineering Technology FdEng/BEng (Hons)
Electromechanical Engineering BEng (Hons)
Engineering (Mechanical Engineering) BEng (Hons)
Engineering (Robotics and Automation Engineering) BEng (Hons)
Engineering (Aerospace Engineering) BEng (Hons)
Engineering (Industrial Engineering) BEng (Hons)
Engineering (Automotive Engineering) BEng (Hons) – pending approval
Engineering (Electrical and Electronic Engineering) BEng (Hons)
Manufacturing Engineering BEng (Hons)
Nuclear Engineering FdEng/BEng (Hons)
Project Management FdSc/BSc (Hons)
Project Controls Professional FdSc/BSc (Hons)
Project Controls Professional 60-credit University Certificate
LEADERSHIP, MANAGEMENT & LIFESTYLE
Business Management CertHE/FdA/BA (Hons)
Business Management (Leadership) BA (Hons)
Criminology and Criminal Justice CertHE/FdA/BA (Hons)

English Studies Fd/BA (Hons) top up

Professional Policing (Pre-join) BA (Hons)

Protective Services CertHE/FdA/BA (Hons)

MARITIME

Marine Engineering FdEng

Maritime Operations Management – Electro-Technical/Marine Engineering/Nautical Science BSc (Hons) Top-up

HEALTH EDUCATION & SCIENCE

Adult Health and Social Care CertHE/FdA

Applied Science CertHE

Applied Science (Biotechnology) FdSc

Applied Science (Environmental Science) FdSc

Applied Science (Analytical Science) FdSc

Children, Young People and Families CertHE, FdA/BA (Hons) Top-up

Early Childhood Studies CertHE/FdA

Marine Biology BSc (Hons)

Mental Health and Resilience FdA/BA (Hons) top-up

Post Graduate Certificate in Education

Teaching and Learning Support FdA/BA (Hons)

PLANNED NEW PROGRAMMES TO BE APPROVED IN 2025/26
Cert HE Computer Science, FdSc and BSc (Hons) top up Computer Science with Sector Pathways BEng (Hons) Chemical Engineering (Integrated Degree Apprenticeship) PgCE (Professional Graduate Certificate in Education) FdA Mental Health and Resilience BEng (Hons) Engineering (Automotive Engineering)

EXTERNAL EXAMINERS 2025/26		
External Examiners	**Period covering**	**Programme(s) covered**
DIGITAL & CREATIVE INNOVATION		
Dr Suraj Ajit	2025-29	Aerospace Software Engineering BSc (Hons) High Integrity Software Engineering BSc (Hons)
Mr Michael Bass	2025-27	Computer Science and Digital Technologies BSc (Hons) top-up
Mr Robert Oldham	2022-26	Cyber Security CertHE Digital and Technology Solutions – Cyber Security Analyst/Network Engineer/Software Engineer/Data Analyst/Business Analyst/IT Consultant BSc (Hons)

tbc	2024-28	Cyber Security Technical Professional BSc (Hons)
tbc	2025-29	Digital Enterprise CertHE/FdSc/BSc (Hons) top-up with Sector Pathways
Dr Raman Singh	2025-29	Network Engineering Systems Administration / Cyber Security FdSc/BSc (Hons) [NESA Fd – HTQ]
Prof Hanna Paul	2025-29	Software Engineering (Game Development / Systems Development) FdSc/BSc (Hons)
ENGINEERING		
Mr Nick Burdon	2024-28	Aerospace Engineering FdEng/BEng (Hons)
Dr Olawole Kuti	2022-26	Automotive & Motorsport Engineering Technology FdEng/ BEng (Hons)
Dr Fawad Inan	2023-26	Electromechanical Engineering BEng (Hons)
Dr Nida Naveed	2025-29	Engineering (Mechanical) BEng (Hons) Engineering (Aerospace Engineering) BEng (Hons) Engineering (Industrial Engineering) BEng (Hons)
Dr Nazila Fough	2025-29	Engineering (Robotics & Automation) BEng (Hons) Engineering (Electrical & Electronics) BEng (Hons) Engineering (Automotive Engineering) BEng (Hons) tbc
Mr Andrew Thorn	2025-29	Manufacturing Engineering BEng (Hons)
Prof Kelum Gamage	2025-29	Nuclear Engineering FdEng/BEng (Hons)
Dr Heytham Besaiso	2025-29	Project Controls Professional FdSc/BSc (Hons) Project Controls Professional 60-credit University Certificate
Dr Menoka Bal	2023-27	Project Management FdSc/BSc (Hons)
LEADERSHIP, MANAGEMENT AND LIFESTYLE		
Becky Goodman	2022-26	Business Management CertHE/FdA/BA (Hons) Business Management (Leadership) BA (Hons)
Dr Gavin Hart	2025-29	Criminology and Criminal Justice CertHE/FdA/ BA (Hons)
Dr Kristian Shaw	2025-29	English Studies Fd/BA (Hons) top up
Mr Steven Wadley	2023-27	Professional Policing (Pre-join) BA (Hons)
Dr Jill Dealey	2025-29	Protective Services CertHE/FdA/BA (Hons)
MARITIME		
Prof Peilin Zhou	2021-25	Maritime Operations Management – Electro Technical/Marine Engineering/Nautical Science BSc (Hons) Top-up
HEALTH EDUCATION & SCIENCE		
Stephen Holmes	2023-27	Adult Health and Social Care CertHE/FdA
Dr Nicholas Chatterton	2024-28	Applied Science CertHE Applied Science (Biotechnology) FdSc Applied Science (Environmental Science) FdSc

		Applied Science (Analytical Science) FdSc
Miss Carolyn Leader	2022-26	Children, Young People and Families CertHE, FdA/BA (Hons) Top-up
Dr Caroline Meredith	2023-28	Early Childhood Studies CertHE/FdA Teaching and Learning Support FdA/BA (Hons)
Dr Mariana Lima	2023-27	Marine Biology BSc (Hons)
Mrs Claire Cockerill	2024-28	Mental Health and Resilience FdA/BA (Hons) top-up
Dr Rachael Sharpe	2021-26	Post Graduate Certificate in Education

EXTERNAL QUALITY ASSURANCE (EQA) 2025/26		
EQA	**Period covering**	**Programme(s) covered**
DIGITAL & CREATIVE INNOVATION		
Mr Robert Oldham	2022-26	Digital and Technology Solutions – Cyber Security
ENGINEERING		
Prof Kelum Gamage	2025-29	Nuclear Engineering FdEng/BEng (Hons)
Dr Chinomso Nwagboso	2025-29	Project Management FdSc/BSc (Hons)
Dr Suraj Ajit	2025-29	Aerospace Software Engineering BSc (Hons)
Dr Suraj Ajit	2025-29	High Integrity Software Engineering BSc (Hons)

Programme Consultants 2025/26	
Programme Consultant	**Programme(s) covered**
DIGITAL & CREATIVE INNOVATION	
Dr Andrew Scott	Aerospace Software Engineering BSc (Hons)
Dr Andrew Scott	Computer Science and Digital Technologies BSc (Hons) top-up
Dr Keivan Navaie	Cyber Security CertHE
tbc	Cyber Security Technical Professional BSc (Hons)
Dr Keivan Navaie	Digital and Technology Solutions – Cyber Security Analyst/Network Engineer/Software Engineer/Data Analyst/Business Analyst/IT Consultant BSc (Hons)
tbc	Digital Enterprise CertHE/FdSc/BSc (Hons) top-up with Sector Pathways
Dr Andrew Scott	Network Engineering Systems Administration / Cyber Security FdSc/BSc (Hons) [NESA Fd – HTQ]
Dr Andrew Scott	Software Engineering (Game Development / Systems Development) FdSc/BSc (Hons)
ENGINEERING	
Dr Allan Rennie	Aerospace Engineering FdEng/BEng (Hons)

Prof Jianqiao Ye	Automotive and Motorsport Engineering Technology FdEng/BEng (Hons)
Dr Allan Rennie	Electromechanical Engineering BEng (Hons)
Dr Jianqiao Ye	Engineering (Mechanical Engineering) BEng (Hons)
Dr Jianqiao Ye	Engineering (Robotics and Automation Engineering) BEng (Hons)
Dr Jianqiao Ye	Engineering (Aerospace Engineering) BEng (Hons)
Dr Jianqiao Ye	Engineering (Industrial Engineering) BEng (Hons)
Dr Jianqiao Ye	Engineering (Automotive Engineering) BEng (Hons) – pending programme approval
Dr Jianqiao Ye	Engineering (Electrical and Electronic Engineering) BEng (Hons)
Dr Allan Rennie	Manufacturing Engineering BEng (Hons)
Dr Xiandong Ma	Nuclear Engineering FdEng/BEng (Hons)
Stephen Barron	Project Management FdSc/BSc (Hons)
Ian Cammack	Project Controls Professional FdSc/BSc (Hons)
Ian Cammack	Project Controls Professional 60-credit University Certificate
LEADERSHIP, MANAGEMENT AND LIFESTYLE	
Dr Hilary Ingham	Business Management CertHE/FdA/BA (Hons) Business Management (Leadership) BA (Hons)
Dr Luca Follis	Criminology and Criminal Justice CertHE/FdA/BA (Hons)
	English Studies Fd/BA (Hons) top up
Dr Gareth Addidle	Professional Policing (Pre-join) BA (Hons)
Prof Nigel Watson	Protective Services CertHE/FdA/BA (Hons)
MARITIME	
Dr Sefer Gunbeyaz	Maritime Operations Management – Electro-Technical/Marine Engineering/Nautical Science BSc (Hons) Top-up
HEALTH EDUCATION & SCIENCE	
Mr Guillermo Perez-Algorta	Adult Health and Social Care CertHE/FdA
Dr Andrew Folkard	Applied Science CertHE
Dr Andrew Folkard	Applied Science (Biotechnology) FdSc
Dr Andrew Folkard	Applied Science (Environmental Science) FdSc
Dr Andrew Folkard	Applied Science (Analytical Science) FdSc
Dr Carolyn Downs	Children, Young People and Families CertHE, FdA/BA (Hons) Top-up

Dr Carolyn Downs	Early Childhood Studies CertHE/FdA
Dr Andrew Folkard	Marine Biology BSc (Hons)
Mr Guillermo Perez-Algorta	Mental Health and Resilience FdA/BA (Hons) top-up
Prof Don Passey	Post Graduate Certificate in Education
Ms Stephanie Evans	Teaching and Learning Support FdA/BA (Hons)

LU BLACKPOOL & THE FYLDE ANNUAL OPERATING PLAN VERSION HISTORY			
Date approved	**Version**	**Description of change(s)**	**Owner**
15/10/2018	2	Update to key dates, external examiner appointments, PC appointments and Blackpool & Lancaster contacts.	Claire Johnston
	3	Update to key dates, external examiner appointments, PC appointments and Blackpool & Lancaster contacts.	Claire Johnston
	4	Update to key dates, external examiner appointments, PC appointments and LU and Blackpool & Lancaster contacts.	Claire Johnston

APPENDIX 3 – PARTNERSHIP MANAGEMENT GROUP

LANCASTER UNIVERSITY
PARTNERSHIP MANAGEMENT GROUP – TERMS OF REFERENCE AND MEMBERSHIP

The Partnership Management Group (PMG) acts as a management body for the University and Blackpool and The Fylde College. The Group has the following responsibilities.

- To ensure that the partnership is conducted in line with the University's strategy and policy for collaborative provision and within the parameters set by the Senate and its relevant committees.

- To ensure that the partnership is conducted in accordance with the formal agreements, ensuring that any departures from the agreements are dealt with appropriately and that any changes thought desirable by all parties are discussed and agreed.

- To discuss future developments and agree types of provision and levels, and types and numbers of programmes and qualifications to be validated.

- To ensure that quality and standards are in line with Lancaster University expectations and requirements.

- To ensure that relevant individuals and offices, and academic departments are carrying out operational activities in line with agreed responsibilities.

- To monitor and receive reports on student recruitment and student numbers.

- To ensure that the partnership is reviewed at the intervals agreed and to receive reports of such reviews, taking action as necessary and making recommendations to Senate and its relevant committees.

- To make reports to Senate and its relevant committees if there are issues of a systemic nature or which put the partnership or the University's reputation at risk.

Membership

Stephen Bulman	Head of Academic Quality, Standards and Conduct, Lancaster University
Peter Greenall	Vice Principal Higher Education and Student Enhancement, Blackpool and The Fylde College
Helen Fogg	Director of Higher Education, Blackpool and The Fylde College
Claire Johnston	Academic Quality and Standards Manager, Lancaster University

By invitation

Scott Smith	HE Academic Registrar, Blackpool and The Fylde College
Jo Hall	Assistant Registrar, Blackpool and The Fylde College
Ian Mills	Assistant Registrar, Blackpool and The Fylde College
Rebecca Hogan	Academic Quality, Standards and Conduct Administrator, Lancaster University [Minutes]

Agenda and Minutes only

Tbc	HE Development Co-ordinator, Blackpool and The Fylde
Alisdair Gillespie	University Academic Dean, Lancaster

Changes to the membership can be agreed between the parties at any time.

PARTNERSHIP MANAGEMENT GROUP – CALENDAR OF MEETINGS AND STANDING ITEMS 2025/26

Standing items for each meeting

- Lancaster University report*
- College report*
- Report on revalidations and validations for the current academic year

* Verbal reports from the institutions on any events/issues of interest arising since the last meeting and not covered elsewhere on the agenda.

Annual items for particular meetings

<u>October</u>

- Terms of Reference/membership/calendar of meetings
- Report on External Examiner attendance at exam boards
- College recruitment and curriculum strategy report for the current academic year, to include:
  An analysis and evaluation of recruitment for the current year in the wider context
    - *figures for numbers of students admitted to each programme;*
    - *trends in terms of comparisons with previous years;*
    - *overall numbers;*
    - *recruitment to different types of programmes;*
    - *full-time/part-time recruitment;*
    - *widening participation trends;*
    - *low recruiting programmes.*

<u>December</u>

- AQSC summary reports on external examiners and programme consultants and College response
- Audit of examination papers
- Actions arising from Public information checks

<u>March</u>

- Review of five-yearly revalidation schedule
- Review and approval of final BPS for next academic year*

<u>May/June</u>

- Final update on previous academic year's revalidations and validations
- Reflections and plans for the next year.
- Possible review/tour of new physical resources (ifapplicable)
- Approval of Partnership Handbook
- Approval of updated annexes to Memorandum of Agreement
- Actions arising from Public information checks

APPENDIX 4 – REGIONAL PARTNERS TEACHING COMMITTEE

Regional Partners Teaching Committee

ex officio

Professor Andy Schofield (Vice-Chancellor) (until 1 October 2025) Professor Steve Decent (from 1 January 2026)
Dr Stephen Bulman (Head of Academic Quality, Standards and Conduct)
Dr Allison Hui (Associate Dean Education, Arts and Social Sciences)
Professor Sarah Brearley (Associate Dean Education Studies (Undergraduate), Health and Medicine)
Professor Pete Thomas (Associate Dean Undergraduate, Management School)
Dr Fabrice Andrieux (Associate Dean for Teaching (Undergraduate), Science and Technology)

appointed

Professor Alisdair Gillespie (Dean Academic Quality) (in the Chair) (to 31 July 2025)
Dr Graeme Gilloch (to 31 July 2025)
Dr Bob Lauder (Health and Medicine) (to 31 July 2025)
Professor Hilary Ingham (Management School) (to 31 July 2025)
Hossein Rahmani (Science and Technology) (to 31 July 2025)

in attendance

Rachel Tarplee, Vice Principal - Curriculum and Quality (Blackburn College)
Julie Bulcock, Academic Registrar- HE (Blackburn College)
Scott Lumley, Head of Quality Assurance and Enhancement (Blackburn College)
Liam Doherty, Director of Quality Innovation (Blackburn College)
Peter Greenall (Blackpool and The Fylde College)
Helen Fogg (Blackpool and The Fylde College)
Scott Smith (Blackpool and The Fylde College) [by invitation]
Cara Pinder-Emery (Academic Quality, Standards & Conduct)
Claire Johnston (Academic Quality, Standards & Conduct)

Secretary: Claire Johnston (Blackpool meeting)
Cara Pinder-Emery (Blackburn meeting)

Terms of reference

(i)   To be responsible for all Regional Teaching Partner collaborative programmes and modules (that are not considered by the Faculty Teaching Committee) together with associated academic regulations and quality assurance processes, including:
- validation and revalidation
- annual monitoring
- periodic review (or programmes and partners/partnerships,

ensuring that:

(a)   appropriate processes and procedures (as detailed below) are in place to enable the University to be confident in the standard of the awards made by Lancaster University at the end of Lancaster University-validated programmes, together with the quality of the educational experience offered to students;

(b)   these processes and procedures are aligned, as far as is appropriate, with corresponding processes and procedures applicable to Lancaster University in-house provision as set out in the Manual of Academic Regulations and Procedures.

(ii)   To be responsible for devising, implementing and monitoring procedures for:

(a)   approving initial requests from partner institutions for new programmes made in accordance with agreed parameters by delegated action*;

(b)   considering proposals for the validation and revalidation by the University of degrees and other schemes of study, or for revisions to existing schemes of study by delegated action*;

(c)   annual monitoring of programmes and modules and associated learning, teaching and assessment;

(d)   promoting innovation and best practice in learning, teaching and assessment

(e)   thematic reviews

(f)   making recommendations about external examiners and course consultants;

(g)   the production and use, by collaborative partners, or qualitative and quantitative management information including:
demand figures, recruitment targets, recruitment data; retention figures and progression and achievement statistics; summaries of student feedback data.

*   See document SEC/2015/3/0581 Revalidation and Validation: Processes and Procedures