



University of Central Lancashire

## Course Handbook

BSc (Hons) Fire and Leadership Studies

2019/20

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School of Engineering



Please read this Handbook in conjunction with the University's Student Handbook.

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### **COURSE SUBJECT TO CHANGE**

This course is subject to formal course review and reapproval by the University during 2018/19 as part of its normal cycle of regular review (a process called Periodic Review). Course information and programme specifications are updated and reviewed as part of this process and course structure and content may be changed to enable the University to deliver a better quality of educational experience to students. This can be in response to various factors including: student feedback; annual reports from external examiners; feedback from the sector or industry advisors or as part of the regular review process by course teams.

This process may well result in changes to the structure and content of the current course as outlined in this Handbook. Any changes made as a result of the process will be immediately included in the course documentation and all students holding current offers will be provided with revised versions prior to the commencement of their programme. If you are not satisfied with the changes, you will be offered the opportunity to withdraw from the programme and, if

required, reasonable support to transfer to another provider. The expected timetable for completion of this reapproval process is August 2019.

\*subject to reapproval

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## **1. Welcome to the course**

This course has been developed in conjunction with Lancashire Fire and Rescue Service and aims to provide the skills for the managers and leaders of the modern fire and rescue service. Most of the skills you will develop will be equally suited to any manager and leader in the wider business community and public sector organisations. The course is delivered by experienced university staff utilising the skills and experiences of visiting lectures to enhance your learning experience.

Students who graduate will gain the award of BSc (Hons) Fire and Leadership Studies. In addition the programme is accredited by the Institution of Fire Engineers as satisfying the academic requirement for 'Member Grade MIFE'. It is also accredited by the Energy Institute for 'Incorporated Engineer IE'. To achieve this you are entitled to expect high quality teaching from staff with experience in their own discipline. During the course you can expect to gain 'hands-on' experience using a range of equipment and experimental techniques. You will receive guidance and support from staff; have the opportunity to take part in a range of social activities and to develop as an individual. All the staff involved in this course are committed to meeting these expectations. However, in turn there are certain expectations of you. Firstly, it is important that you develop the capacity for independent learning. The overall teaching strategy within the School is one of 'dependence to Independence'; therefore this expectation will increase as you progress through your course. Secondly, you are expected to develop or improve key skills, such as numeracy, literacy, self-organisation and working in a team, as employers will be looking for evidence of such skills. You are also expected to take a responsible approach and an active role in your study, following the School and University policies and regulations.

This handbook provides information about some of these regulations. It also gives details about staff, assessments, coursework, attendance requirements, safety procedures and guidance on communication and IT skills. In your induction file there is also further information about your role in the development of your Personal Development Portfolio, which will form a central part of your personal development plan. You will receive separate module booklets for each module you are studying. These will give detailed timetables and details of assessments. It is your responsibility to ensure that you receive these documents, are familiar with their contents and use them.

### **1.1 Rationale, aims and learning outcomes of the course**

Students who graduate will gain the award of BSc (Hons) Fire and Leadership Studies. In addition the programme is accredited by the Institution of Fire Engineers as satisfying the academic requirement for 'Member Grade MIFE'. It is also accredited by the Energy Institute for 'Incorporated Engineer IE'. To achieve this you are entitled to expect high quality teaching from staff with experience in their own discipline. During the course you can expect to gain 'hands-on' experience using a range of equipment and experimental techniques. You will receive guidance and support from staff; have the opportunity to take part in a range of social activities and to develop as an individual. All the staff involved in this course are committed to meeting these expectations. However, in turn there are certain expectations of you. Firstly, it is important that you develop the capacity for independent learning. The overall teaching strategy within the School is one of 'dependence to Independence'; therefore this expectation will increase as you progress through your course. Secondly, you are expected to develop or improve key skills, such as numeracy, literacy, self-organisation and working in a team, as employers will be looking for evidence of such skills. You are also expected to take a responsible approach and an active role in your study, following the School and University policies and regulations.

All courses at the University have overall aims and learning outcomes which describe what you will achieve on your course of study.

### **What are the Aims of the Course?**

It is important that you and the teaching team are clear about exactly what we are aiming to achieve. The aims of the course are:

- To provide students with a broad and balanced knowledge which underpin community engagement and participation.
- To provide the practical skills in preparation for a career in the fire industry.
- To provide a range of skills and strategies to allow the student to function as an effective manager of people and resources.
- To develop the research and analytical skills to identify, plan and manage community safety intervention strategies.
- To develop through research in the fire service arena a range of transferable skills of value in all areas of risk, leadership and personnel management.

### **What are the Learning Outcomes of the Course?**

This list of the major learning outcomes of the course will give you an idea of the global learning goals. However in the module booklets you will see the syllabi of the individual modules and their learning outcomes will provide more information. You could also refer to the module descriptors, which are in effect summaries of the module booklets and are available through our website or on e-Learn.

### **At the end of the course you will have a knowledge and understanding of and be able to:**

- Describe and evaluate the main stakeholders of both statutory and voluntary organisations with an interest in the promotion of a safe and healthy community and their respective roles.
- Identify and review the role and significance of Human Resource Management (HRM) as a function and an activity and locate this in the context of the employment relationship.
- Deliberate on major issues which may inhibit or extend community engagement and cohesion.
- Discuss a range of management skills and synthesise strategies which can improve the performance of individuals and organisations.
- Discuss and evaluate legislation and national policies, which aim to promote a safe and healthy population within both the domestic and industrial setting.
- Critically review the political, economic and social factors associated with managing public sector organisations.
- Analyse the impact of risk management on the operations in the public sector organisations in pursuit of their statutory duties and policies.
- Critically review the benefits of performance management, change management, leadership and strategic planning within the arena of Fire and Rescue Services.
- Identify and interpret statistical evidence to inform future development.
- Analyse how changes in human behaviour can be made to foster a safer and healthier environment.

**At the end of your course you will have obtained the following subject specific skills and be able to:**

- Discuss and evaluate the importance of fire safety systems and evacuation procedures, taking into account the inter-relationship with reaction times for people of differing age, health, gender and dependency.
- Apply the knowledge and understanding of the causes of fire (both direct and indirect) to plan deliver and manage a community safety campaign.
- Demonstrate an understanding of 'means of escape' from design, legislative requirements and the implementation of fire safety management systems.
- Demonstrate an understanding of the fire investigation process including the important roles and evidence associated with different fire safety agencies and personnel participating in fire investigation and how the results of fire investigation can influence future intervention strategies.

**During the course you will also develop transferable skills and be able to:**

- Demonstrate communication and presentation skills covering a range of communication media.
- Exhibit numeracy and computing skills, including ICT skills, statistical analysis and information retrieval.
- Show evidence of interpersonal skills relating to interaction with other people from varied backgrounds and cultures and to engage in team working.
- Display time-management and organisational skills as evidenced by the ability to plan and implement efficient and effective modes of working.
- Work independently under minimum supervision to produce a substantive piece of work.

## **1.2 Course Team**

This list represents those co-ordinating particular areas, or who have particular roles in the delivery of the Course. We have included their qualifications so that you can see where their expertise lies.

### **Academic Staff**

Simon Cable	BSc, MA (Professional Training and Development), NEBOSH/Dip, CMIOSH, IEMA, MBCI. Course Leader BSc (Hons) Fire and Leadership Studies Senior Lecturer (Fire Safety and Fire Protection) E-mail <a href="mailto:SCable@uclan.ac.uk">SCable@uclan.ac.uk</a> Ext 5680 Room JBF011
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### 1.3 Expertise of staff

The course is a partnership arrangement with the fire and rescue service and whilst most of the course is delivered by university staff, made up of fire rescue service professionals and academics. Some sessions will be delivered by visiting lecturers who work in the fire/public sector; they will be invited to speak with authority from their own experience and expertise. The operational firefighting module will be taught exclusively by serving fire and rescue service staff and the fire risk management modules will rely heavily on their expertise.

### 1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

### 1.5 Administration detail

Course Administration Service provides administration support for students and staff in the C & T Hub which open from 8.45am until 5.15pm, Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

#### **C & T Building**

*School of Engineering*

**telephone:** 01772 89 1994 or 1995

**email:** [CandTHub@uclan.ac.uk](mailto:CandTHub@uclan.ac.uk)

## 1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. Staff aim to reply to emails within one working day.

## 1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically through the e-learn platform. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

**External Examiner Glenys Southworth Formerly Director of Human Resources Lancashire Fire and Rescue Service.**

## 2. Structure of the course



### 2.1 Overall structure

The BSc (Hons) Fire and Leadership Studies is designed to provide students with a balanced foundation in fire and rescue service work and management.

### Year 1

The modules that you take in your first year (stage 1) are shown below. In addition to the compulsory modules you must take a level 4 **elective** module of the value 1.0 or two level 4 electives of the value 0.5. Students seeking the opportunity to experience the operational work of the firefighter should choose the operational firefighting module as your elective.

Please bear in mind that this module is not suitable for everyone due to the physical nature of the training. Before being accepted on this module students will be assessed by the module providers; Lancashire Fire and Rescue Service.

<b>COMPULSORY MODULES AT LEVEL 4</b>		<b>Module Size</b>	<b>Semester</b>
FV1001	Introduction to Combustion and Fire	1	Year
FV1101	Safety and Fire Law	0.5	Year
FV1207	Buildings, Materials and Fire	1	Year
FV1501	Community Fire Safety	1	Year
FV1502	Skills for Science and Engineering	0.5	Year
HR1000	Leadership and Motivation	1	Year
<b>MAXIMUM</b>		<b>5</b>	



<b>Possible electives at Level 4</b>		
FV1503 Operational Fire-fighting	1	Year
Elective from the level 4 electives catalogue	1 or 2 x 0.5	
<b>MAXIMUM</b>	<b>1</b>	

#### TIMETABLE

FV1001 Introduction to Combustion and Fire	FV1207 Buildings Materials and Fire	HR1000 Leadership and Motivation	FV1502 Skills for Fire Studies	FV1101 Safety and Fire Law	FV1501 Community Safety	<b>Elective</b> FV1503 Operational Fire- fighting
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(Shaded sections indicate compulsory modules)

#### Year 2

The material contained within year 2 of the course builds upon that delivered in year 1. The management and personnel material is aimed at the managers and supervisors of small teams of people.

<b>COMPULSORY MODULES AT LEVEL 5</b>		<b>Module Size</b>	<b>Semester</b>
FV2004	Fire Safety Management and Legislation	1	Year
FV2101	Accidents and Catastrophes	0.5	1
FV2102	Safety, Health and Environmental Management	1	Year
FV2103	Project Management	0.5	1
FV2501	Community Safety Strategies	1	Year
HR2050	Managing Personnel and Human Resources	1	Year
HR2015	Work Organisation and Change	1	Year
<b>MAXIMUM</b>		<b>6</b>	

#### TIMETABLE

FV2102 Safety, Health and Environmental Management	FV2004 Fire Safety Management and Legislation	HR2015 Work Organisation & Change	FV2501 Community Fire Safety	HR2050 Managing Personnel and Human Resources	FV2103 Project Management	FV2101 Accidents and Catastrophes
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#### Year 3

The material in year 3 introduces the student to the strategic view of managing in the workplace.

The Dissertation [FV3500] is a year-long 40 credit module.

Passing the dissertation module is necessary for the award of an honours degree.

<b>COMPULSORY MODULES AT LEVEL 6</b>		<b>Module Size</b>	<b>Semester</b>
FV3004	Fire Investigation	1	Year
FV3101	Strategic Risk Decision Making	1	Year
FV3103	Hazards and Risk Management	1	Year
FV3500	Fire Studies Dissertation	2	Year
HR3013	Leadership and Change Management	1	Year
<b>MAXIMUM</b>		<b>6</b>	

#### TIMETABLE

FV3004 Fire Investigation	FV3101 Strategic Risk Decision Making	HR3013 Leadership & Change Management	FV3103 Hazards and Risk Management	FV3500 Fire Studies Dissertation
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(Shaded sections indicate compulsory modules)

In the previous section the learning outcomes of the BSc (Hons) Fire and Leadership Studies course were listed. It is often useful to know which learning outcomes will be covered in the different modules; the table in Appendix B plots the different learning outcomes against each module.

## Course Structure – Part Time

As a part time student on the BSc (Hons) Fire and Leadership programme you will study 4.5 modules a year for 4 years. The order in which you study the modules has been planned out for you to ensure that the material is covered in a logical order and to balance the course.

### Year 1

<b>COMPULSORY MODULES IN YEAR 1</b>		<b>Module Size</b>	<b>Semester</b>
FV1001	Introduction to Combustion and Fire	1	Year
FV1207	Buildings, Materials and Fire	1	Year
FV1502	Skills for Fire Studies	0.5	Year
HR1000	Leadership and Motivation	1	Year
<b>MAXIMUM</b>		<b>3.5</b>	

<b>Possible electives at Level 4</b>			
FV1503	Operational Fire-fighting	1	2
Elective from the level 4 electives catalogue		1 or 2 x 0.5	
<b>MAXIMUM</b>		<b>1</b>	

FV1001 Introduction to Combustion and Fire	FV1207 Buildings Materials and Fire	HR1000 Leadership and Motivation	FV1502 Skills for Fire Studies	<b>Elective</b>  FV1503 Operational Fire-fighting
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### Year 2

<b>COMPULSORY MODULES IN YEAR 2</b>		<b>Module Size</b>	<b>Semester</b>
FV1101	Safety and Fire Law	0.5	Year
FV1501	Community Fire Safety	1	Year
FV2004	Fire Safety Management and Legislation	1	Year
HR2050	Managing Personnel and Human Resources	1	Year
HR2015	Management Organisation & Change	1	Year
<b>MAXIMUM</b>		<b>4.5</b>	

### TIMETABLE

FV1101 Safety and Fire Law	FV1501 Community Safety	HR2015 Work Organisation & Change	FV2501 Community Fire Safety	HR2050 Managing Personnel and Human Resources
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### Year 3

<b>COMPULSORY MODULES IN YEAR 3</b>		<b>Module Size</b>	<b>Semester</b>
FV2102	Safety, Health and Environmental Management	1	Year

FV2103	Project Management	0.5	1
FV2501	Community Fire Safety	1	Year
FV3101	Strategic Risk Decision Making	1	Year
HR3013	Leadership and Change Management	1	Year
<b>MAXIMUM</b>		<b>4.5</b>	

FV2102 Safety, Health and Environmental Management	FV2103 Project Management	FV2501 Community Fire Safety	FV3101 Strategic Risk Decision Making	HR3013 Leadership and Change Management
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#### Year 4

<b>COMPULSORY MODULES IN YEAR 4</b>		<b>Module Size</b>	<b>Semester</b>
FV2101	Accidents and Catastrophes	0.5	1
FV3004	Fire Investigation	1	Year
FV3103	Hazards and Risk Management	1	Year
FV3500	Fire Studies Dissertation	2	Year
<b>MAXIMUM</b>		<b>4.5</b>	

#### TIMETABLE

FV2101 Accidents and Catastrophes	FV3004 Fire Investigation	FV3103 Hazards and Risk Management	FV3500 Fire Studies Dissertation
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## 2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module. These are the modules that are included in the BSc (Hons) Fire and Leadership Studies. We have given an overview of their content here.

For students who are not currently employed by the fire service and may want to progress a career as an operational fire and rescue service manager it is recommended that the Operational Firefighting [FV1503] is chosen as the elective. Otherwise electives can be selected from the electives catalogue. [Electives Catalogue](#)

#### Level 4

##### Introduction to Combustion and Fire [FV1001]

This module introduces the student to the fundamental scientific principles of combustion and fire. The primary goal is to provide students with general understanding and knowledge of combustion, fire and explosion phenomena. The main definitions, approaches and techniques developed in combustion and fire science and engineering are introduced to set the scene for the further in-depth studies especially in the Year 3 fire investigation module. Alongside the introduction to fires and combustion, the module provides basic

information and knowledge from related disciplines (chemical kinetics and thermodynamics, fluid dynamics, heat and mass transfer). This introduces all necessary elements which are required to start a consistent further education in the diverse and multidisciplinary area of fire safety.

### **Safety & Fire Law [FV1101]**

This module will provide a general understanding of the nature and extent of the legal system operating in the UK. It will also provide the student with knowledge and understanding of the principles underlying the creation of the employment relationship, to include the rights and obligations of both parties. The second phase will introduce the student to the principles of leadership, management and team working.

### **Buildings, Materials and Fire [FV1207]**

All parts of buildings and their contents must be made of something. The art of construction is to use materials in such a way that they are not exposed to conditions they cannot tolerate. The overall aim of this module is to introduce you to the functional requirements of materials for structures and describe the main features of the principal materials in use and the way structures are designed to take account of those features. This module will introduce you to the principles of construction methods. This module will also develop your knowledge and understanding of the behaviour, performance and limitations of construction materials.

This module is designed to provide you with an appreciation of the properties and design implications of construction materials and introduce you to structural design of buildings and building elements exposed to fire.

### **Community Fire Safety [FV1501]**

This module aims to provide an underpinning framework to develop the student to provide community safety advice and improve their overall awareness of factors which can prevent the safety messages from getting to the groups most at risk within the community. The module is the first in a series of 3 which will focus on the links between prevention, protection and response.

### **Skills for Fire Studies [FV1502]**

This module aims to help the student to develop the mathematical, analytical, IT, communication and research skills they will need as they progress through the course. Specific competencies to be developed are written communication, competency with numbers and calculations, communication and Information Technology (C&IT) skills, recording, analysing and presenting data and implementing risk assessments and an awareness of safety issues.

### **Operational Fire-fighting [FV1503]**

This module is designed to build on the theoretical input from other fire related modules by providing the student with the practical knowledge and training to enable them to undertake the role of a professional fire-fighter, following further training, experience and competency based assessment. After successful completion of this module and subject to the students' personal qualities and attributes the student will be equipped with the core skills required to operate safely as a fire-fighter.

## **Leadership and Motivation [HR1000]**

The module aims to develop students' knowledge and understanding of the theory and practice of leadership, motivation and managing teams within organisational contexts. The module begins with an exploration of the differences between leadership and management, and considers styles of leadership. It will then focus on motivational theories, skills and techniques for managing teams effectively.

### **Level 5**

## **Fire Safety Management and Legislation [FV2004]**

This module will enable the student to develop an awareness and appreciation of the consequences of fire in the built environment. It will provide an understanding of the importance of fire safety systems, means of escape, the implementation of fire safety management systems and will develop an understanding of legal aspects of fire safety and other relevant legislation.

## **Accidents & Catastrophes [FV2101]**

This module aims to develop an awareness and understanding of accident and catastrophe phenomena and their impact on society. It explores different types of technological accidents and catastrophes in the built environment. The module provides students with case studies of the impact of fires on buildings nationally (UK/HK) and internationally.

Through the learning and teaching strategy, the module will also enhance students' employability skills such as independent working, analysis, problem solving, presentations and working with others.

## **Safety, Health and Environment [FV2102]**

This module provides the principles and processes necessary for occupational health and safety in the workplace. It provides the basic principles necessary for the identification and control of hazards, the management of safety and health together with applicable legislation. The module also provides for practical inspection of workplaces.

## **Project Management [FV2103]**

This module aims to focus on the role and responsibilities of the project manager, together with the leadership and organisation skills essential to the discharge of this function. The application of the role of the professional project manager and associated analytical, monitoring and controlling techniques will be developed.

## **Community Safety Strategies [FV2501]**

This module builds on the knowledge gained in Community Fire Safety 1 to further develop skills to work effectively and efficiently with partner agencies. It will introduce the concept of investigating the cause behind the cause, which will develop research skills to influence further risk reduction strategies.

## **Managing Personnel & Human Resources [HR2050]**

This module will introduce students to the key principles of HRM in four major blocks: Resourcing, Development, Relations and Performance. It will enable students to contextualise HRM practice across organisations in different sectors and provide students

with opportunities to develop appropriate practical skills. The key skill to be developed will be interviewing for a range of purposes (e.g. selection, appraisal, conducting investigations etc). The module also aims to develop communication, conflict handling, project management and other skills.

### **Work Organisation & Change [HR2015]**

This module will develop students' understanding of the theory and practice of organisational change. It is designed to enable students to explore theoretical approaches to understanding change in organisations and the challenges and issues that may be faced by leaders engaged in organisational change strategies at the level of team leader or supervisor. It will also consider the possible human cost of poorly managed change strategies and how to prevent such costs occurring.

Level 6

### **Fire Investigation [FV3004]**

The module will develop students' ability to objectively and scientifically investigate a fire to meet the needs of employers, regulators and industry. Students will learn to recognise the fire scene, burn patterns, thermal indicators, arson indicators and the dynamics of fire development. Students will gain an insight into the fire setter's motives and personality characteristics.

Emphasis is placed on the recovery, the analysis of evidence and the conclusions that can be drawn from the analytical results. Students are directed to understand the investigation structure and management of mass fatality incidents as well as small premises.

### **Strategic Risk Decision Making [FV3101]**

This module aims to provide students with knowledge of the fundamental principles of management in a risk critical environment. The content is focused towards an operational and non operational context. Aspects to be examined will include the relevance of management styles in conflicting domains such as emergency management and day to day strategic control of a large service critical organisation. This module builds upon the theoretical and practical themes introduced in Level 2. It examines the political and social ideas associated managing public sector organisations in. Attention will then turn to the characteristics of public service system, its effect on economy, strategic choices and decision making, managing in the local government arena and public sector risk management.

### **Hazards and Risk Management [FV3103]**

This module will provide the students with opportunity to develop their skills in risk management as applied in different industries, to understand, apply and critically evaluate techniques of hazards and risk management in both a strategic and operational context. Through the learning and teaching strategy, the module will also enhance students' employability skills such as independent working, problem solving, working with others and ability to undertake straightforward research tasks with minimal guidance

### **Fire Studies Dissertation [FV3500]**

This module aims to provide students with the opportunity to develop independent research and evaluation skills. On an individual basis the student will be required to carry out an in-depth study involving theoretical, computational, experimental or investigative analysis, or a combination of these. Through the

learning and teaching strategy the module will also enhance students' employability by developing skills such as written communication, independent planning, execution and dissemination of research outcomes.

### **Leadership and Change Management [HR3013]**

This module aims to encourage students to undertake a reflexive analysis of change and its management within organisations. It will query the claims, rationales and practices associated with change management starting from the basis that it is people and not organisations that change and going beyond the classic 'barriers to change' approach, recognising that change processes do not simply involve large scale restructuring, retrenchment or the introduction of new systems and practices.

This module also aims to critically evaluate the role of leadership in relation to the management of change processes, aiming to go beyond the rhetorical appeal of individualistic approaches to leadership and recognising that leadership itself is a role played out within groups and social networks and constituted in the context of psychological processes and variables.



### **2.3 Course requirements**

For students who are not currently employed by the fire service and may want to progress a career as an operational fire and rescue service manager it is recommended that the Operational Firefighting [FV1503] is chosen as the elective. Otherwise electives can be selected from the electives catalogue. [Electives Catalogue](#)

### **2.4 Module Registration Options**

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year.

The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

### **2.5 Study Time**

#### **2.5.1 Weekly timetable**

A timetable will be available once you have enrolled on the programme, through the student portal.

#### **2.5.2 Expected hours of study**

20 credits is a standard module size and equals 200 notional learning hours. On average, then, you should be planning to do between 36 and 40 hours per week. **Any lesser commitment is unlikely to produce a good degree.** You should bear this in mind if you intend to undertake part-time employment or pursue other interests outside the curriculum. There is no check on this, no-one to test whether you are doing the private study – but it will become apparent at exam time if you have not put in the right amount of work.





### 2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to [CandTHubAttendance@uclan.ac.uk](mailto:CandTHubAttendance@uclan.ac.uk)

Strict rules are imposed on the University regarding International students by UK Border Agency; under PBS UCLan is obliged to tell UKVI if you withdraw from the course, defer or suspend your studies or if you fail to attend the course regularly. Any journeys home must be authorised.

## 3. Approaches to teaching and learning

### 3.1 Expertise of staff

The course is a partnership arrangement with the fire and rescue service and whilst most of the course is delivered by university staff, specialists with a fire/public sector background will be invited to speak with authority from their own experience and expertise. The operational firefighting module will be taught exclusively by serving fire and rescue service staff and the fire risk management modules will rely heavily on their expertise.

### 3.2 Learning and teaching methods

There are formal lectures followed up by group tutorials in which the subject of the lecture is explored in detail. Practical skills are developed through practical sessions, which may incorporate individual or group exercises and projects. You are also expected to engage in independent study.

For some modules, you will also be studying with students on other courses and both full and part time students. This will also allow you to interact and learn from others with different backgrounds and expertise.

As with all university education **you** are responsible for your own learning. The lectures are merely the starting point and you will have to undertake a substantial amount of individual study in order to succeed.

The aim of the School is to promote deep and active learning and for students to achieve an appropriate balance between (a) the accumulation of subject specific knowledge; (b) the understanding of subject-specific concepts; (c) the application of these and (d) the development of general investigative and presentational skills.

At Level 4, class sessions will normally be lectures or tutorials. In practice the lectures provide the theoretical background to the subject and tutorials often include problem solving exercises managed through group work. The tutorials will also introduce you to the use of basic techniques and reinforce concepts introduced as theory. In addition tutorial work may also include the development of teamwork, planning, understanding accuracy and variability, and the generation and testing of hypotheses.

Modules at Level 5 and 6 will also be delivered via a mixture of teaching methods, with increased emphasis on independent study followed by discussions, presentations and data- interpretation/problem-solving exercises. A range of other skills will be developed, e.g., debating skills through discussions and presentations.

These learning experiences are designed to help you to master the many aspects of managing in a large and diverse organisation and during the course of your degree are assessed through an equally wide range of exercises designed to develop and improve your key skills (e.g., writing, referencing, report writing) as well as to assess your knowledge.

The assessment methods for the modules are different; some will be by examination, some by written assessment, presentations or a combination of these. For example, in the first year, coursework will include formats such as short notes, practical reports, structured workbooks, short directed essays and data handling exercises, which will help to prepare you for longer essays, independent practical reports and practical examinations in the second year.

The third year will include a dissertation or a project report and use more challenging data handling exercises. In terms of examinations; in the first year, multiple choice questions and short questions is the preferred format. In the second year, essay questions and data handling will be introduced and the third year will comprise primarily longer essays and more challenging analysis of issues.

### 3.3 Study skills

The course has a study skills module to assist with the development of your academic and employability skills. There are a variety of other services that support schools and these include: <http://www.uclan.ac.uk/students/study/wiser/index.php>



### 3.4 Learning resources

#### 3.4.1 Learning Information Services (LIS)

Extensive fire related resources can be accessed from the student portal including access to online practice entry and selection tests for fire and rescue service <http://www.how2b.com/psychtest/login.php>. Logins can be obtained from the Course Leader

#### 3.4.2 Electronic Resources

Course and module materials are **not** provided in 'hard copy' format, however, wherever practicable, lecture notes and/or presentations, seminar materials, assignment briefs and materials and other relevant information and resources are made available in electronic form via '**BlackBoard**'. This is the brand name for the on-line Virtual Learning Environment (VLE) that the University uses to support and enhance teaching and learning.

### 3.5 Personal development planning



#### 3.5.1 Preparing for your career

At university, you will learn many things. You already expect to learn lots of facts and techniques to do with fire and leadership studies, but you will also learn other things. You will learn how to study, how to work with other people, how to manage your time to meet deadlines and so on. If you are to be an employable graduate it is vital that you have certain generic skills

Employers are looking for skills such as:

- self-organisation
- team work
- good communication skills
- assertiveness
- problem solving

We have introduced a system that aims to:

- help you to identify the **skills** you should be developing
- help you to **identify** the ones you are weak in and
- take **action** to improve those skills.

This approach can broadly be described as **Personal Development Planning** and can be defined as:

***A structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development.***

The University puts a high priority on your personal development, and so keeping a record of your achievements is encouraged and will help when you are applying for jobs. When you ask staff for a reference, they could use this information to help them provide more rounded detail.

## 4. Student Support



### 4.1 Academic Advisors

You will be assigned a Personal Tutor who will assist with Academic related problems. You will find out more about them and their role in induction week. They are responsible for providing you with support and advice in relation to your programme of studies, assistance in accessing other services available

to students within the University, and to offer whatever help and assistance they can to make your time at the University a satisfying and stimulating experience. Their job is not to have all the answers but they will be able to direct you to the person or place where they can be found. Your personal tutor should be supportive, helpful and try to understand (but not necessarily share) your point of view when you need advice. At times it may be necessary for them to challenge you over your progress, performance or attendance, but it is not their role to constantly monitor you in these areas as may have happened at school or college.

You should meet your personal tutor during induction week and time has been allocated on the induction timetable to enable to you do this. During this meeting you should make arrangements about the process by which future regular contact will be maintained. You should meet with your personal tutor regularly. You should have at least four meetings in Year 1, with at least three of these being 'one to one' meetings. There should be at least three contacts in Year 2, one of which should be 'one to one' and two during Year 3.

There will be appointment sheets by staff offices so that you can arrange meetings either by booking an appointment or emailing them (details of this are at the front of the

booklet). Throughout the year contact with your personal tutor is usually maintained through e-mail, you should check your UNIVERSITY e-mail account regularly.

Both you and your tutors should keep appropriate records of meetings and this may form part of your Personal Development Process.

If you need to get advice in an emergency or when your personal tutor is not available then you can go and see your retention tutor or course leader.

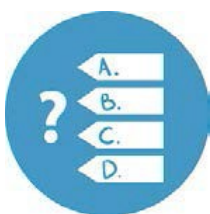
If you have good reason for wishing to change your personal tutor, then this can be arranged by contacting the Course Leader.

## 4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk) - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments

## 4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: <http://www.uclansu.co.uk/>



## 5. Assessment

### 5.1 Assessment Strategy

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

The Course Team recognise the main purpose of assessment as:

- The diagnosis of strengths and weaknesses of individual students
- Encouragement to students to be involved in determining their own performance
- Evaluation as to whether or not the student has met the learning outcomes of the module and programme in order to progress to the next level or achieve an exit award

Assessment is continuous and uses both formative and summative methods.

Formative assessment relates to the continuing and systematic appraisal of the degree of learning. This helps you by providing feedback on the appropriateness of your study skills in meeting the learning objectives. It also assists the academic staff by providing information as to the appropriateness of the learning environment in facilitating student learning. Formative assessment includes assessment strategies that encourage the student and tutor to build on the student's strengths and to plan remedial help to correct identified weaknesses. Formative assessment encourages the development of personal self-awareness and self-evaluation such that corrective change can be instigated by the individual.

The nature of formative assessment varies between modules. In some there are short tests or essays, while in others there is informal feedback via activities such as tutorials or discussion of experiment results during laboratory sessions.

It is important that we try to match assessment to the learning outcomes of each module. Sometimes we need to assess how well you have assimilated facts, sometimes we need to assess your understanding, and at other times your application of the facts. Often we need to test all of these learning outcomes at once. In addition, we need to assess skills, such as your ability to communicate your ideas.

The assessment methods and what we are trying to assess by the particular method are shown below:

Examinations short answer questions are usually looking for how well you have learned factual information. Essay questions are looking for your understanding and critical analysis skills.

Oral presentations your presentational skills under pressure are being assessed here, as is the ability to think on your feet using the facts that you have learned.

Essays non-examination situation essays assess your understanding of the subject and ability to do research, as well as your written communication and critical analysis skills.

Case studies these assess the application of theory to practical situations. They also assess either your written or oral presentation skills when communicating your deliberations to the class or marker.

Dissertation this assesses the application of the information that you have gained, and assesses your skills in bringing a large body of work together in a concise coherent report.

You will find a detailed breakdown of the assessments in the individual module booklets.

## **5.2 Notification of assignments and examination arrangements**

The course team, through the retention tutors, try to spread the assessment load. Nevertheless, it is important that you plan your work carefully in order to meet assessment deadlines. You may have more than one deadline at the same time, and you are expected to manage your time sufficiently well to meet all deadlines whilst continuing with your attendance at classes. Examinations take place at the end of Semester 2; times and venues will be notified via the timetable.

## **5.3 Referencing**

Referencing is very important in all academic work (and in many jobs). In your assignments (eg *written work, presentations, posters, projects*), you must acknowledge the thoughts, ideas and information produced by other people which have influenced your own work. This topic tells you how to do this correctly. There are two main ways of referencing that are used throughout the school. Your module tutor may have a preferred system and if you have any doubts ask them. Generally as long as you adopt one of the standards and use it consistently and correctly you will not be penalised.

### **The Numeric System**

The numeric system simply gives a running number to each citation as it is mentioned in the text, then lists the references numerically at the end. At every point in the text where the reference is made, a number is inserted, either in brackets or using 'superscript'.

e.g. *In a recent study (26) it was shown.....*

*In a recent study<sup>26</sup> it was shown....*

Each reference number points to a single reference only and if the same piece of work is referred to again later in the text it is given the same number as it was originally.

The references are given in a list at the end of the text in numerical order. Instead of repeating complete references, *ibid.* and *op.cit.* can be used:

*ibid.* = the same as the one immediately preceding it

*op. cit.* = the same work by this author already cited

e.g.

1. Mullins, Laurie J. *Management and organisational behaviour*. London: Pitman, 1999, p.27
2. *ibid.*, p.105
2. Harrison, Rosemary. *Employee development*. London: Institute of Personnel and Development, 1992, p164
3. Watson, Tony J. *In search of management*. London: Routledge, 1994
4. Harrison, *op. cit.*, p.89

### **The Harvard System**

In the Harvard system, at every point in the text at which reference is made to a document, the author's surname and the year of publication are given.

A direct quote is referenced by including the author, date and page number (NOT the title of the book or article) at the end of it.

Paraphrasing is referenced by putting the author and date (NOT title or page number) in brackets at the end of the sentence but before the full stop.

However if it's a very long sentence you might find that you feel it more appropriate to put the citation right after the thing you attribute to them rather than at the end of the sentence. Sometimes you might attribute a concept to more than one publication in which case they all need to be included in date order (Gamble 1989; Mellars 1996). If there are two authors of one paper it's usual to give both names, if more than two you can put the first author followed by the abbreviation *et al.*, which is short for "and the rest of them" (Stringer and Gamble 1993; Adcock *et al.* 2001). You must write out all the authors' names in the bibliography even if you use "*et al.*" in the text citation. If your list of citations includes two items published in the same year you should put them in alphabetical order and if two items are by the same person, you put their name once and dates of publications in date order separated by commas.

When the same author has published more than one cited document in the same year, distinguish between them by adding a lower-case letter after the year of publication (Handy 1989a).

The references are cited in a list at the end of the text and need to include, in this order: Author surname, initial, date, title, source (whether that be place and publisher [of a book] or the title, issue number etc (of a journal)). The title of the book or the journal where an article appeared are italicised. Second and subsequent authors have the initial before the surname.

In addition to the citations in the text you must give a full reference to anything you have used at the end of the essay. There should not be any names in the citations in the text that do not appear in the reference list as full references. You can put additional things in the

bibliography

– books you used for general background but which you didn't have need to cite in the text.

*Adcock, G.J., E.S. Dennis, S. Easteal, G.A. Huttley, L.S. Jermiin, W.J. Peacock and A. Thorne 2001. Mitochondrial DNA sequences in ancient Australians: Implications for modern human origins. Proceedings of the National Academy of Sciences 98 (2): 537-542.*

#### **5.4 Cheating, plagiarism, collusion or re-presentation**

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo- Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

#### **6. Classification of Awards**

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



#### **7. Student Feedback**

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students' Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be asking that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

##### **7.1 Student Staff Liaison Committee meetings (SSLCs)**

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook. The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

## 8. Appendices

### 8.1 Programme Specification(s)

<b>UNIVERSITY OF CENTRAL LANCASHIRE</b>
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#### Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

***Sources of information on the programme can be found in Section 17***

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	University of Central Lancashire Preston Campus Lancashire Fire & Rescue Service Training Centre
<b>3. University School/Centre</b>	School of Engineering
<b>4. External Accreditation</b>	Institution of Fire Engineers (IFE) and Energy Institute (EI)
<b>5. Title of Final Award</b>	BSc (Hons) Fire and Leadership Studies
<b>6. Modes of Attendance offered</b>	Full time / Part time
<b>7a) .UCAS Code</b>	LN42
<b>7b). JACS/HECOS Code</b>	
<b>8. Relevant Subject Benchmarking Group(s)</b>	Engineering
<b>9. Other external influences</b>	Fire and Rescue Services Engineering Council
<b>10. Date of production/revision of this form</b>	March 2019
<b>11. Aims of the Programme</b>	



<ul style="list-style-type: none"><li>• To provide students with a broad and balanced knowledge which underpin community engagement and participation</li></ul>
<ul style="list-style-type: none"><li>• To provide the practical skills in preparation for a career in the fire services industry through real and simulated work-based learning.</li></ul>
<ul style="list-style-type: none"><li>• To provide a range of skills and strategies to allow the student to function as an effective leader of people and resources</li></ul>
<ul style="list-style-type: none"><li>• To develop in students the research and analytical skills to identify, plan and lead community safety intervention strategies.</li></ul>
<ul style="list-style-type: none"><li>• To develop in students through research in the fire service arena a range of transferable skills of value in all areas of risk, leadership and personnel management</li></ul>

## **12. Learning Outcomes, Teaching, Learning and Assessment Methods**

### **A. Knowledge and Understanding**

- A1. Describe and evaluate the main stakeholders, both statutory and voluntary organisations, with an interest in the promotion of a safe and healthy community and their respective roles.
- A2. Identify and review the role and significance of HRM as a function and an activity and locate this in the context of the employment relationship.
- A3. Deliberate on major issues which may inhibit or extend community engagement and cohesion
- A4. Discuss a range of leadership skills and synthesise strategies which can improve the performance of individuals and organisations
- A5. Discuss and evaluate legislation and national policies which aim to promote a safe and healthy population within both the domestic and industrial setting

### **Teaching and Learning Methods**

Lectures, seminars, tutorials, workshops, directed reading, problem solving, case studies.

### **Assessment methods**

Examinations, coursework, written reports, essays, presentations, data analysis exercises and group projects.

### **B. Subject-specific skills**

- B1. Discuss and critically evaluate the importance of fire safety systems, and evacuation procedures, taking into account the inter-relationship with reaction times for people of differing age, health, gender and dependency
- B2. Apply knowledge and understanding of the causes of fire (both direct and indirect) to plan, deliver and manage a community safety campaign
- B3. Demonstrate an understanding of 'means of escape' from design, legislative requirements and the implementation of fire safety management systems.
- B4. Demonstrate an understanding of the fire investigation process including the important roles and evidence associated with different fire safety agencies and personnel participating in fire investigation and how the results of fire investigation can influence future intervention strategies
- B5. Evaluate the performance of structures and their component parts, and the implications of this performance on life safety
- B6. Select and sequence examinations to assist with the fire risk assessment process, ensuring that such selection does not compromise future work, process or legal status.

### **Teaching and Learning Methods**

Lectures, seminars, tutorials, workshops, directed reading, problem solving, case studies, field visits.

### **Assessment methods**

Examinations, coursework, written reports, essays, presentations, data analysis exercises and group projects.

### **C. Thinking Skills**

- C1. Critically review the political, economic and social factors associated with a fulfilling a role in management and leadership in public sector organisations
- C2. Analyse the impact of risk management on the operations in the public sector organisations in pursuit of their statutory duties and policies
- C3. Critically review the benefits of performance management, change management, leadership and strategic planning within the arena of Fire and Rescue Services.

C4. Identify and interpret statistical evidence to inform future development				
C5. Analyse how changes in human behaviour can be made to foster a safer and healthier environment and provide solutions to problems				
C6. Compile and evaluate the results of a fire risk assessment				
<b>Teaching and Learning Methods</b>				
Lectures, seminars, tutorials, workshops, directed reading, problem solving, case studies.				
<b>Assessment methods</b>				
Examinations, coursework, written reports, essays, presentations, data analysis exercises and group projects.				
<b>D. Other skills relevant to employability and personal development</b>				
D1. Demonstrate communication and presentation skills, covering arrange of communication media				
D2. Exhibit numeracy and computational skills, including ICT skills, statistical analysis and information retrieval				
D3. Evidence interpersonal skills, relating to interaction with other people from varied backgrounds and cultures and to engage in team working				
D4. Display time-management and organisational skills as evidenced by the ability to plan and implement efficient and effective modes of working				
D5. Work independently under minimum supervision to produce a substantive piece of work.				
D6. Provide clear and concise information to both formal and informal groups who need to take action relating to the results of risk assessments				
<b>Teaching and Learning Methods</b>				
Discussions and presentations, practical exercises, formal lectures, use of case studies, tutorials, student led activities, workshops, IT through coursework.				
<b>Assessment methods</b>				
Examinations, coursework, written reports, essays, presentations, data analysis exercises and group projects.				
<b>13. Programme Structures*</b>				<b>14. Awards and Credits*</b>
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit rating</b>	
Level 6	FV3500	Fire Studies Dissertation	40 (C)	<b>Bachelor Honours Degree in Fire and Leadership Studies</b> Requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6.
	FV3004	Fire Investigation	20 (C)	
	FV3101	Strategic Risk Decision Making	20 (C)	
	FV3103	Hazards and Risk Management	20 (C)	
	HR3013	Leadership and Change Management	20 (C)	
				<b>Bachelor Degree in Fire and Leadership Studies</b> Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6.

Level 5	FV2004	Fire Safety Management and Legislation	20 (C)	<b>Diploma of Higher Education in Fire and Leadership Studies</b> Requires 240 credits including a minimum of 100 at Level 5 or above.
	FV2101	Accidents and Catastrophes	10 (C)	
	FV2102	Safety, Health and Environment	20 (C)	
	FV2103	Project Management	10 (C)	
	FV2501	Community Fire Safety Strategies	20 (C)	
	HR2050	Managing Personnel and Human Resources	20* (O)	
	HR2015	Work Organisation and Change	20* (O)	
	FV2801	Fire Risk Assessment in Complex Residential Buildings	20* (O)	
FV2901	Fire Risk Assessment in Complex Non-residential Buildings	20* (O)		
<i>Modules indicated * are optional. A student may select FV2801 &amp; FV2901 <u>or</u> HR2050 &amp; HR2015</i>				
Level 4	FV1001	Introduction to Combustion and Fire	20 (C)	<b>Certificate of Higher Education in Fire and Leadership Studies</b> Requires 120 credits at Level 4 or above.
	FV1101	Safety and Fire Law	10 (C)	
	FV1207	Buildings, Material and Fire	20 (C)	
	FV1501	Community Fire Safety	20 (C)	
	FV1502	Skills for Fire Studies	10 (C)	
	HR1000	Leadership and Motivation	20 (C)	
	FV1503	Operational Firefighting	20 (O)	
	Or 1 module of elective if appropriate	20 (O)		

#### 14. Personal Development Planning

PDP is delivered and monitored through skills modules and the personal tutor system. Students are provided with a PDP handbook in electronic format and are introduced to the idea by their personal tutor (PT). Their PT will then guide them throughout their time at university, both in constructing their PDP and in making sure that they are developing the right skills, helping them to identify and address any issues.

Each student sees their PT six times a year (seven in year 1) for a small group tutorial where the PT and other students will discuss a particular skill or employability issue. Typically the student will have prepared a document or done a task in preparation for the meeting. Topics targeted at meetings include time management and vocabulary developing at Level 4, ranging up to psychometric testing and help with job applications at Level 6. These tutorials help students to identify and develop their skills and also encourage a culture of confidence between tutee and PT,

so that if any specific problems arise with a student the PT will be in a position to assist. The PT topics are constantly reviewed and updated in response to current practice in the workplace and to feedback from PTs and tutees. PTs insist on seeing a completed PDP before writing references.

#### **15. Admissions criteria**

96 points at A2 level or equivalent and GCSE Maths and English at Grade C or above. Applicants with alternative entry qualifications are welcomed and these will be considered on an individual basis.

#### **16. Key sources of information about the programme**

- University web site ([www.uclan.ac.uk](http://www.uclan.ac.uk))
- UCAS web site ([www.ucas.ac.uk](http://www.ucas.ac.uk))
- School website ([www.uclan.ac.uk/forensic](http://www.uclan.ac.uk/forensic))
- Course Leader
- Admissions tutor

## 17. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																			
				Knowledge and understanding					Subject-specific Skills				Thinking Skills					Other skills relevant to employability and personal development					
				A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	
LEVEL 6	FV3004	Fire Investigation	COMP							✓		✓			✓			✓	✓	✓	✓		
	FV3101	Strategic Risk Decision Making	COMP	✓	✓	✓	✓	✓					✓	✓	✓				✓		✓		
	FV3103	Hazards and Risk Management	COMP	✓		✓		✓		✓		✓		✓			✓	✓	✓			✓	
	FV3500	Fire Studies Dissertation	COMP						✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
	HR3013	Leadership and Change Management	COMP				✓						✓		✓				✓		✓	✓	
LEVEL 5	FV2004	Fire Safety Management and Legislation	COMP			✓		✓	✓	✓	✓	✓		✓		✓	✓		✓	✓	✓	✓	
	FV2101	Accidents and Catastrophes	COMP	✓			✓			✓		✓	✓				✓		✓	✓	✓	✓	
	FV2102	Safety Health and Environment	COMP					✓	✓		✓			✓					✓		✓	✓	
	FV2103	Project Management	COMP	✓			✓		✓	✓			✓			✓			✓	✓		✓	
	FV2501	Community Fire Safety Strategies	COMP			✓		✓		✓				✓		✓	✓			✓		✓	
	HR2050	Managing Personnel and Human Resources	O		✓		✓									✓		✓		✓		✓	✓
	HR2015	Work Organisation and Change	O	✓	✓		✓							✓		✓		✓		✓		✓	✓
	FV2801	Fire Risk Assessment in Complex Residential Buildings	O	✓	✓	✓				✓	✓			✓						✓			
FV2901	Fire Risk Assessment in Complex Non-residential Buildings	O	✓	✓	✓				✓	✓			✓						✓				

LEVEL 4	FV1001	Introduction to Combustion and Fire	COMP							✓		✓						✓	✓	✓	✓
	FV1101	Safety and Fire Law	COMP				✓				✓		✓		✓			✓		✓	✓
	FV1207	Building Materials and Fire	COMP					✓	✓		✓	✓				✓	✓		✓	✓	✓
	FV1501	Community Fire Safety	COMP	✓		✓		✓	✓	✓						✓		✓	✓	✓	✓
	FV1502	Skills for Fire Studies	COMP															✓	✓		
	FV1503	Operational Firefighting	O					✓			✓						✓		✓		✓
	HR1000	Leadership and Motivation	COMP		✓		✓								✓			✓	✓	✓	✓

## 18. LEARNING OUTCOMES FOR EXIT AWARDS:

### Bachelor Degree in Fire and Leadership Studies

- A1. Describe and evaluate the main stakeholders, both statutory and voluntary organisations, with an interest in the promotion of a safe and healthy community and their respective roles.
- A2. Identify and review the role and significance of HRM as a function and an activity and locate this in the context of the employment relationship.
- A3. Deliberate on major issues which may inhibit or extend community engagement and cohesion
- A4. Discuss a range of leadership skills and synthesise strategies which can improve the performance of individuals and organisations
- A5. Discuss and evaluate legislation and national policies which aim to promote a safe and healthy population within both the domestic and industrial setting
- B1. Discuss and critically evaluate the importance of fire safety systems, and evacuation procedures, taking into account the inter-relationship with reaction times for people of differing age, health, gender and dependency
- B2. Apply knowledge and understanding of the causes of fire (both direct and indirect) to plan, deliver and manage a community safety campaign
- B3. Demonstrate an understanding of 'means of escape' from design, legislative requirements and the implementation of fire safety management systems.
- B4. Demonstrate an understanding of the fire investigation process including the important roles and evidence associated with different fire safety agencies and personnel participating in fire investigation and how the results of fire investigation can influence future intervention strategies
- B5. Evaluate the performance of structures and their component parts, and the implications of this performance on life safety
- B6. Select and sequence examinations to assist with the fire risk assessment process, ensuring that such selection does not compromise future work, process or legal status

- C1. Critically review the political, economic and social factors associated with a fulfilling a role in management and leadership in public sector organisations
- C2. Analyse the impact of risk management on the operations in the public sector organisations in pursuit of their statutory duties and policies
- C3. Critically review the benefits of performance management, change management, leadership and strategic planning within the arena of Fire and Rescue Services.
- C4. Identify and interpret statistical evidence to inform future development
- C5. Analyse how changes in human behaviour can be made to foster a safer and healthier environment and provide solutions to problems
- C6. Compile and evaluate the results of a fire risk assessment

- D1. Demonstrate communication and presentation skills, covering arrange of communication media
- D2. Exhibit numeracy and computational skills, including ICT skills, statistical analysis and information retrieval
- D3. Evidence interpersonal skills, relating to interaction with other people from varied backgrounds and cultures and to engage in team working
- D4. Display time-management and organisational skills as evidenced by the ability to plan and implement efficient and effective modes of working
- D5. Work independently under minimum supervision to produce a substantive piece of work.
- D6. Provide clear and concise information to both formal and informal groups who need to take action relating to the results of risk assessments

### **Diploma of Higher Education in Fire and Leadership Studies**

- A1. Describe and evaluate the main stakeholders, both statutory and voluntary organisations, with an interest in the promotion of a safe and healthy community and their respective roles.
- A2. Identify and review the role and significance of HRM as a function and an activity and locate this in the context of the employment relationship.
- A3. Deliberate on major issues which may inhibit or extend community engagement and cohesion
- A4. Discuss a range of leadership skills and synthesise strategies which can improve the performance of individuals and organisations
- A5. Discuss and evaluate legislation and national policies which aim to promote a safe and healthy population within both the domestic and industrial setting

- B1. Discuss and critically evaluate the importance of fire safety systems, and evacuation procedures, taking into account the inter-relationship with reaction times for people of differing age, health, gender and dependency
  - B2. Apply knowledge and understanding of the causes of fire (both direct and indirect) to plan, deliver and manage a community safety campaign
  - B3. Demonstrate an understanding of 'means of escape' from design, legislative requirements and the implementation of fire safety management systems.
- B4. Demonstrate an understanding of the fire investigation process including the important roles and evidence associated with different fire safety agencies and personnel participating in fire investigation and how the results of fire investigation can influence future intervention strategies
- B5. Evaluate the performance of structures and their component parts, and the implications of this performance on life safety



B6. Select and sequence examinations to assist with the fire risk assessment process, ensuring that such selection does not compromise future work, process or legal status

C1. Critically review the political, economic and social factors associated with a fulfilling a role in management and leadership in public sector organisations

C2. Analyse the impact of risk management on the operations in the public sector organisations in pursuit of their statutory duties and policies

C3. Critically review the benefits of performance management, change management, leadership and strategic planning within the arena of Fire and Rescue Services.

C4. Identify and interpret statistical evidence to inform future development

C5. Analyse how changes in human behaviour can be made to foster a safer and healthier environment and provide solutions to problems

D1. Demonstrate communication and presentation skills, covering arrange of communication media

D2. Exhibit numeracy and computational skills, including ICT skills, statistical analysis and information retrieval

D3. Evidence interpersonal skills, relating to interaction with other people from varied backgrounds and cultures and to engage in team working

D4. Display time-management and organisational skills as evidenced by the ability to plan and implement efficient and effective modes of working

D5. Work independently under minimum supervision to produce a substantive piece of work.

D6. Provide clear and concise information to both formal and informal groups who need to take action relating to the results of risk assessments

### **Certificate of Higher Education in Fire and Leadership Studies**

A1. Describe and evaluate the main stakeholders, both statutory and voluntary organisations, with an interest in the promotion of a safe and healthy community and their respective roles.

A2. Identify and review the role and significance of HRM as a function and an activity and locate this in the context of the employment relationship.

A3. Deliberate on major issues which may inhibit or extend community engagement and cohesion

A4. Discuss a range of leadership skills and synthesise strategies which can improve the performance of individuals and organisations

A5. Discuss and evaluate legislation and national policies which aim to promote a safe and healthy population within both the domestic and industrial setting

B1. Discuss and critically evaluate the importance of fire safety systems, and evacuation procedures, taking into account the inter-relationship with reaction times for people of differing age, health, gender and dependency

B2. Apply knowledge and understanding of the causes of fire (both direct and indirect) to plan, deliver and manage a community safety campaign

B3. Demonstrate an understanding of 'means of escape' from design, legislative requirements and the implementation of fire safety management systems.

- B4. Demonstrate an understanding of the fire investigation process including the important roles and evidence associated with different fire safety agencies and personnel participating in fire investigation and how the results of fire investigation can influence future intervention strategies
- B5. Evaluate the performance of structures and their component parts, and the implications of this performance on life safety
- B6. Select and sequence examinations to assist with the fire risk assessment process, ensuring that such selection does not compromise future work, process or legal status
- C1. Critically review the political, economic and social factors associated with a fulfilling a role in management and leadership in public sector organisations
- C3. Critically review the benefits of performance management, change management, leadership and strategic planning within the arena of Fire and Rescue Services.
- C4. Identify and interpret statistical evidence to inform future development
- C5. Analyse how changes in human behaviour can be made to foster a safer and healthier environment and provide solutions to problems
- D1. Demonstrate communication and presentation skills, covering arrange of communication media
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- D5. Work independently under minimum supervision to produce a substantive piece of work.
- D6. Provide clear and concise information to both formal and informal groups who need to take action relating to the results of risk assessments.