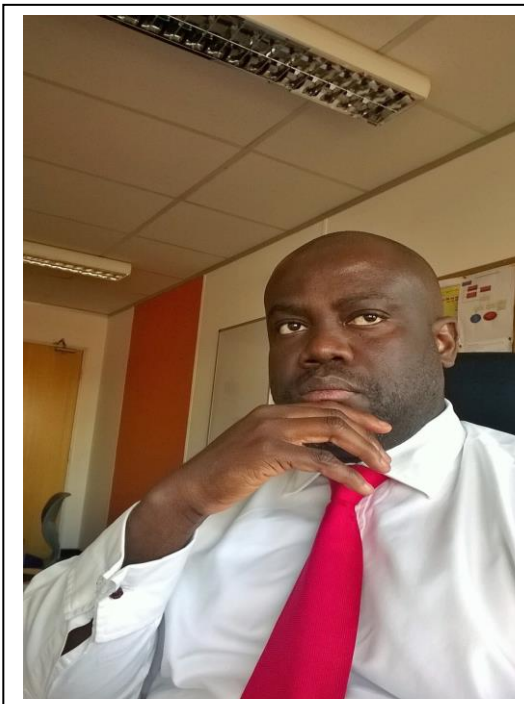




**STUDENT HANDBOOK**  
**RULES AND INFORMATION**  
**2025/2026**

# EXECUTIVE DIRECTOR'S WELCOME

Welcome to Blackburn Gould and Associates. We hope you enjoy your time studying here and hope you continue to succeed after completing your course!



## **Welcome**

Hello, my name is Joseph Ebe-Arthur and I am the Executive Director of Keir Training & Recruitment. The team and I are excited that you chose to study with us for your future career aspirations.

We can assure you that alongside your teaching and learning programme, you will have the most exciting, fun and interesting educational experience we can provide. We aim for excellence for each and every learner who enrolls with us and will provide support to you in a tailored way depending on the need of each person to help you progress you to the next stage of your career.

I look forward to meeting you and welcoming you to Blackburn Gould and Associates

# INTRODUCTION

Blackburn Gould and Associates is an independent Training Provider established in 2019. We have a senior management team who have over 30 years of combined experience in Facilities Management service delivery and training.

We have successfully educated and trained aspiring Facilities Management and Delivery Professionals, Managers, Administrators and Operatives. We have plans to continue to enhance our reputation in the facilities service training delivery sector supporting individuals, businesses, and stakeholders.

## Blackburn Gould And Associates Ltd.

### Contact Details

Head Office Address: Trafalgar House, 712 London Road, Grays, RM20 3JT  
Telephone: 01375 886 355,  
Email: [INFO@BLACKBURNGOULD.COM](mailto:INFO@BLACKBURNGOULD.COM)  
Website: <https://www.BLACKBURNGOULD.COM>

This handbook should be read with the following documents which can be accessed via your assessor or through the website:

1. Blackburn Gould and Associates Safeguarding policy (including PREVENT)
2. Keir Training & Recruitment Equalities & Diversity policy
3. Blackburn Gould and Associates Information, Advice & Guidance policy
4. Blackburn Gould and Associates Complaint and Compliments policy

Further documents are available on request or through the website, these will be discussed with you by your assessor– you are required to familiarise yourself with them

# KEY CONTACT INFORMATION

## EXECUTIVE DIRECTOR

JOSEPH EBE-ARTHUR

## COLLEGE STAFF/ASSESSORS

Staff name	Title	Contract
Joseph Ebe-Arthur	Facilities Management/ Functional Skills/ H&S assessor	Full Time
Mary Najjemba	IQA / Assessor	Part Time
Millicent Danso - Davies	Functional Skills Tutor /Safeguarding/ IAG	Full Time
Keziah Ampofo	Centre Manager / IAG/ Finance	Full Time
Sharon Ennin	Administrator	Part Time
Ruhana Islam	IT/BKSB Administrator	Part Time



All students are required to fulfil certain obligations while studying with Blackburn Gould and Associates, which include: maintaining good academic standing; satisfying their particular course requirements; completing the organisations' registration process; checking their mail and email regularly; and following the guidelines set out by the organisation.

### **Induction programme**

In order to help ease you into the course, there will be an induction programme in the first week of term. The induction programme has two purposes:

- to enable you to get to know each other as quickly as possible;
- to introduce aspects of the learning techniques we shall be using on the course.

The induction programme will include discussion sessions and social events. We will also deal with various administrative matters during the induction programme.

### **Learning approaches**

Reflecting on learning Educational research shows that learning is more effective whenever learners are conscious of how learning is taking place. The induction programme will introduce you to some of the approaches to learning that you will encounter in the rest of the course. We emphasise the need for students to take an active approach to learning – working through ideas for yourself so that you really come to understand the issues at stake. There will be far less class time than you may be used to, and far more private study time to give you a chance to do the large amounts of reading that you will need to do. Some students can find this a little unnerving at first, but learning to learn for yourself is one of the most important skills you will acquire during your time here.

### **Active reading**

Whenever we want you to learn new ideas, we will encourage you to read about them, rather than tell you about them in lectures or seminars. Research shows that reading is a more effective way of learning than listening. We shall provide you with lots of written material composed specially for the course, together with copies of core texts from published sources.

There will also be references to other books and articles which you might usefully read to develop your understanding further. This means that you will be required to do large amounts of reading every week for all academic modules. At the very least, you should read the course handouts and the other core texts provided as Learning Approaches & learning material in any given week. Reading will be one of your most powerful learning activities, but reading is not much use unless it is active reading. You should engage with the text as you read it. Such engagement might take several forms and the one(s) you choose should be those most suited to your personality and learning style.

They might include:

- Verbalising your responses to the text, especially if it annoys you or you can't understand it (obviously best done in private!)

- Noting your responses by writing comments in the margins of the text (but clearly not in library books).
- Marking the text by underlining, highlighting and so on, to draw out the passages which are most interesting or important (again, not in library books).
- Re-expressing what you have just read as an account or critique in your own words.
- For those with good memories (lucky people!), simply recording a few key points or words may prove adequate to recall much of the rest of the text.

You should generate your own summary version for most of the works that you read with any thoroughness.

### **Learning from friends on the course**

Our teaching sessions involve student activities and group discussions as well as some more conventional lecture-style teaching. The point of these activities is to play around with new ideas, to discuss them and begin to fit them into the framework of what you already know. In all cases, learning will occur best if you both make contributions to the session and listen and learn from what other people say.

It does not matter if you agree or disagree with them – interacting with Learning Approaches 9 these different ideas will lead to the development and maturation of your own. In these situations, you are learning from your peer group and since members of the group have quite different backgrounds, interests and experiences, you all have a great deal to teach each other and a great deal to learn from each other. Do not confine your discussions to class sessions. Discuss, argue, defend, attack, and pick each other's brains in coffee rooms or bars whenever you can.

Share ideas, do not keep them to yourself. Everyone benefits from exposing as many of their bright ideas as possible. Within the confines of the Limms courses you have nothing to lose. Try not to treat your fellow students as rivals but rather as partners and colleagues. Collectively you will get through this intellectual and practical assault course more easily than if you try to go it alone. Your objective should be to maximise the amount you learn.

### **Learning from assignments**

You should view assignments as a great learning opportunity; that they are also a means of assessment is a secondary function. There will be many assignments for both the academic and practical modules. These will all be open-ended exercises, with no right or wrong answers, and will provide opportunities for reflection and development. However, assessment of set work is also important. For details of the assessment criteria, see the section on assessment.

## **Support for students**

Assessors are happy to respond to queries about their modules outside class time. It is usually best to email to make an appointment or to catch them at the end of a class. You will also be assigned a personal tutor at the start of the year. Your tutor will meet with you towards the end of the first term to discuss your progress so far and to talk about how you are finding the course. Your personal tutor will also be available at other times to discuss any personal problems you may have – just email them to make an appointment.

You are also welcome to make an appointment with your course leader or with the Director to discuss any personal difficulties you may be facing or any issues about the course in general. The College also provides a counselling service. Counsellors are available to any student who would like to talk confidentially about any personal issue, such as study difficulties, loneliness, anxiety, depression, relationship issues, bereavement, or sexuality. There are both male and female counsellors. Telephone 01375 886 355 or email [mddanso@blackburngould.com](mailto:mddanso@blackburngould.com) to arrange an appointment.

### **Information for students with disabilities, specific learning difficulties or long-term health issues**

At Blackburn Gould and Associates we recognise that studying at college can be a challenge, especially if you have a disability. We are keen that you have every opportunity to fulfil your potential and graduate with the degree you deserve. It is therefore important that you let us know about any disability, specific learning difficulty or health problem as soon as possible so that we can give expert advice and support to enable you to do this.

Some people never think of themselves as having a disability, but students who have experienced any of the issues listed below have found that a little extra help and support has made all the difference to their study experience.

- Specific learning difficulties (such as dyslexia, dyspraxia, AD(H)D)
- Autistic spectrum disorder (such as Asperger’s)
- Deafness or hearing difficulties
- Long term mental health difficulties (such as chronic anxiety, bipolar disorder, depression)
- Medical conditions (such as epilepsy, arthritis, diabetes, Crohn’s disease)
- Physical disabilities or mobility impairments

Where to find help

1. Your Disability Liaison Officer The centre manager /Josephine is your first point of contact and is there to help you with arranging any support that you need.

### **Student Surveys**

Your feedback and concerns are important here at Blackburn Gould. At the end of each term, you will be given a student survey where you can express your opinion on how the course is going and whether there is anything you would like to change or improve on. It is important that you complete each survey given to you so that the necessary changes can be made.

### **Referencing your work properly**

All students should be in the habit of crediting all the sources used in writing an essay. It is important that any honest researcher gives credit to all those whose work they have incorporated into their own. Accurate referencing to the sources you have used is a time-consuming, but necessary, chore. Standard conventions operate governing how you should present references to previous work.

Your reference should allow someone else (or you if you have mislaid your notes) to find the information you used quickly and easily. Others can then check whether you have reported the views or facts given in your sources accurately. This allows them to assess how the conclusions you draw, or the insights you claim, relate to the state of knowledge before you added your contribution. You should only ever reference the source you consulted.

Where you find out about an author by reading what someone else has said about them, you must refer to that latter source if you are not able to consult the original author's work directly yourself. We require that you use the Harvard system of referencing, which is explained below. The Harvard system uses in-text citations. This is the most common form of referencing, so it may already be familiar to you. Please do not use any alternative system.

### **Plagiarism**

Plagiarism is the presentation of another person's thoughts, words, images or diagrams as though they were your own. Another form of plagiarism is self-plagiarism, which involves using your own prior work without acknowledging its reuse. Plagiarism is considered a cheating offence and must be avoided in all your coursework essays and project work.

If you take care to reference correctly you need not worry about plagiarism. Where plagiarism is detected in group work, members of that group may be deemed to have collective responsibility for the integrity of work submitted by that group and may be liable for any penalty imposed, proportionate to their contribution.

### **The Harvard system of referencing**

In the Harvard system, the citation is separated off in brackets in the main text and contains the names of the authors of the work referred to and the date of publication. All the citations are then fully listed in alphabetical order as a bibliography at the end of the essay. This makes it relatively easy to match up a point in the text with the full reference to the citation in the bibliography. References in the body of the text should conform to the following format:

- a) Direct references require author, date, and page number, e.g., White (1981: 23) argues that: "The notion that sequences of real events possess the formal attributes of the stories we tell about imaginary events could only have its origin in wishes, daydreams, reveries."
- b) If you paraphrase someone, give the author and date, e.g., Wildlife films owe more to Hollywood film narratives than to scientific accounts of animal behaviour (Bousé, 2000).
- c) If you quote or paraphrase jointly authored material, you must give both authors' names; e.g., (Welsh and Wynne, 2013). If there are more than two authors, then (Davies et al., 2008) will suffice.

d) Material extracted from several sources should be shown in the following way: The standard account of the public engagement with science entailing a shift from a deficit model approach to dialogue is flawed in several respects (Bucchi, 2008, 2013; Davies et al., 2008; Welsh and Wynne, 2013)

### **Bibliography**

Bibliographies are designed to make it very clear who wrote a given book or article, what it is called and where and by whom it was published. Your essays must always include a bibliography at the end. Your bibliography should list all the works you have used. Works should be listed in alphabetical order of author's surname.

You should provide:

- a) the name of the author(s) giving surname first and then initials or first names.
- b) date of publication. Usually this is simply the year of publication, but for newspapers or magazines it will include the full date.
- c) the full title of the work. For a book this should be in italics.
- d) the place of publication. For a book this should be the name of the publisher and the city in which they are based; for an essay in a collection this should also include the title and editor(s) or the collection; for a journal article give the name of the journal (in italics) and the issue and volume number.
- e) for a journal article or essay from a collection, you should give the page numbers of your item.
- f) other kinds of material, such as TV programmes, should be referenced using the above as a basis.

### **Facilities**

We can provide a limited amount of photocopying at a charge and telephone calls for coursework-related matters. Please see the centre manager if you need access to a phone.

### **Email**

Email is the best way of contacting staff and many announcements will be made by email only.

### **Computers in Tutorial Room**

You may also use the computers in the Tutorial Room whenever the room is not in use for teaching. During term time there are typically classes in this room from 4pm-8pm at certain days and at some other times. Check with the centre manager if you want to know the availability of the room in advance.

Please observe the following rules when you use the computers:

- No eating or drinking next to the computers.

– Do not fiddle with any settings, disconnect or reconnect any cables or connectors whatsoever. In the event of a malfunction, please contact the centre manager. If the problem cannot be solved, we will call in someone from IT Support Contractor. Please do not contact the IT support contractor yourselves; service arrangements can only be activated using the ‘proper’ channels.

– You should save any material you are working on to your own memory stick at the end of your session. Nothing left in the hard drive will necessarily stay there.

– The computers themselves should remain on at all times (because debugging and virus checks go on overnight). Only the monitors and the printer should be turned off at night.

– The last person to leave in the evening is responsible for turning off the screens and printer and ensuring that the door is shut.

To operate effectively and avoid distracting each other or staff working in their offices, noise has to be kept to a minimum. Therefore:

– Please conduct all mobile phone conversations outside in the corridor.

– Please use headphones whilst listening to music or other media on computers or phones.

– Please do not use the corridors or the foyer as a general social space and keep your interactions to business in hand. If you feel an urge to conduct a loud conversation coming on, please make sure you conduct it elsewhere.

– Please do not leave your belongings and general mess lying about. Please do not enter staff offices unless there is someone there. If you need access to an office for equipment or other materials, please ask The centre manager or another staff member for help.

### **What kind of job should you apply for?**

The courses aim is to help you decide which career pathway you want to commit to as you develop into management and we do this in several ways: the academic and practical modules will give you insights into each discipline.

Using your free time to gain experience in different sectors and to talk to people already working in the field will also be helpful. Try to be open minded about the kinds of careers that are available, and also be honest with yourself about what kind of environment you want to work in.

You also need to be realistic about what to expect when you complete your course. It is unlikely that you will get your dream job straight away, so think about what jobs will help you build your skills and experience so that you can fulfil your ambitions. You may find yourself working on short-term contracts – see this as a way to build contacts and gain experience.

### **Further careers advice**

Blackburn Gould offers advice on possible career paths, job applications and interview technique. The service is available whilst you are a student here.

## **Safety Issues**

### **Computer screens**

Wherever possible, try to mix work using a computer with other work, to minimise the risk of eye strain, headaches, or aches and pains in your hands, wrists, arms, neck, shoulders or back. If long periods of computer-based work are unavoidable:

- Take regular, short breaks.
- Change your posture as often as possible.
- Look away from the screen frequently to allow your eyes to relax.

Ensure that when you are at a workstation you do the following things:

- Adjust the chair so that your arms are approximately horizontal and your eyes at the same height as the top of the screen casing.
- Ensure that your legs can move freely under the work surface, remove any boxes or equipment that may be in the way.
- Don't bend your hands at the wrists while typing.
- Try to keep a soft touch on the keys and don't overstretch your fingers.
- Make sure you have enough space for the documents you need.

### **Manual handling**

Some practical options may involve you in lifting or carrying equipment or heavy objects. There is unlikely to be any lifting or transporting machinery available to help you. You will have to do everything by hand. You should observe sensible precautions when handling heavy objects.

The key things to remember are the following:

- Think carefully before carrying or setting up equipment in awkward or confined spaces. Plan how you will do the handling and look where you are going. Be extremely careful not to trip or overbalance.
- Take special care not to twist the trunk or stretch excessively while carrying or supporting heavy equipment.
- If lifting a heavy object from the ground to trunk or above trunk height, you should use good handling technique. Essentially this means squatting down to get hold of the object and then lifting by straightening your legs while keeping your back straight. You should not bend at the waist and extend your arms to pick up the object because you will then be lifting with a bent back, which is bad handling practice.
- If you have any history of back trouble then you should not attempt to handle heavy or bulky equipment in the field.

## **Electrical safety**

Almost a quarter of all reported electrical accidents involve portable equipment, just the sort of kit you will be using for radio and television work. In all cases there is a potential danger of electric shock, electrocution or fire.

All these risks can be minimised by following this advice:

- All equipment issued to you should be in full, correct working order and will have been checked for electrical safety.

Nevertheless, you should also look over the equipment yourself before you take it away. Ninety-five percent of all faults in such equipment can be located by visual inspection. The most obvious things to be aware of are:

- loose wires or exposed terminals;
- damage to cables and/or plugs or non-standard joints;
- cable sheaths should be properly gripped where cables enter plugs;
- damage to the casings or fastenings of the equipment itself;
- burn marks or stains on the equipment or on plugs and cables.
- If faults, breakages or malfunctions occur while you are using equipment, report and return the equipment immediately so that it can be serviced or repaired before any more harm is done.

Do not undertake repairs or maintenance yourself.

- Always use the equipment properly. You will be trained in how to operate all the equipment you are using.
- Try to avoid using equipment under harsh field conditions. Keep equipment dry and away from excessive dust, humidity or corrosive solvents.
- Mains operated equipment must have the correct fuse in the plug and mains sockets must not be overloaded. Take great care with adapters, plugboards and trailing cables.

## **Personal safety on location**

A risk assessment is nothing more than a careful consideration of what might, on location, cause harm to yourself or other people, so that you can weigh up whether you have taken enough precautions or should do more to prevent harm. The aim is to make sure that no one gets hurt or becomes ill. There are five stages in conducting a risk assessment:

1. List the potential hazards you can foresee in the areas you intend to visit and situations in which you will put yourself.
2. Identify who might be harmed and how.

3. Evaluate the risks arising from the hazards and decide whether existing precautions are adequate or whether more should be done. Rank each hazard as high, medium or low risk. For medium and high risks, decide how your actions should be modified to reduce risk. In an extreme case, you may decide the risk is too high to make the visit or to undertake the task you had planned.

4. Record what special precautions or actions you decide to take in the light of your evaluation of risk. 5. Review your risk assessment in the light of how the location visit turned out in practice. Review it again if you undertake similar location work at a later date.