FdA Business and Management

PROGRAMME HANDBOOK

2024/2025

Contents

FdA Business and Management Programme Handbook

FdA Business and Management Programme Handbook

Welcome letter from the New College Durham Head of School

To be added.

Welcome letter from your CECOS Head of School/Department

We are pleased to welcome you to CECOS and are sure that you will have an enjoyable and rewarding academic experience. This handbook outlines all the key issues you may need to know regarding your Foundation Degree in Business & Management here at the College. We pride ourselves in offering high-quality teaching and the student experience at the center of all we do. The class sizes are small to allow good interaction with the tutors and fellow classmates. Always feel free to ask at reception or any staff if you have any queries or concerns.

Muhammad Ismail
HE Programme Manager

Good luck with your studies!

Programme Team Pen Portraits

Name: Mira Yotova
Title: Program Manager

Info: Overseeing and coordinating multiple projects within a larger program, ensuring successful delivery, resource allocation, and alignment with organizational goals, while also managing risks and fostering collaboration among cross-functional teams.

Name: Mohamed Alfaz
Title: Program Lead

Info: Responsible for guiding and supervising a specific project within a program, driving its execution, setting objectives, and ensuring effective communication among team members, stakeholders, and the Program Manager to achieve project milestones and deliverables.

Name: Sumayya Haleem
Title: Program Convenor

Info: Managing resources, faculty, and students' engagement to ensure a smooth and successful implementation of the program. Making improvements as necessary to enhance the learning experience and achieve the program's objectives

Programme Support Team Contact Details

Name: Sana Kunipparambath
Title: Head of Student Support
Email: sana@cecos.ac.uk

Student Union – student.union@newdur.ac.uk

Programme Details

To help you understand the nature of your chosen higher education programme, the government has developed a guide called the Framework for Higher Education Qualifications (FHEQ).

The current FHEQ is shown below. However, do remember this framework is reviewed at a national level and can be subject to change.

FHEQ	Level	National Qualifications Framework
Doctorates	**D** Doctoral	8
Master's Degrees, Postgraduate Certificates, Postgraduate Diplomas	**M** Masters	7
Bachelor's degrees with Honours, Graduate Certificates and Graduate Diplomas and PGCE	**H** Honours	6
Foundation Degrees, Diplomas of Higher Education, BTEC Higher National Diplomas and other Higher Diplomas	**I** Intermediate	5
Higher National Certificates and Certificates in Higher Education	**C** Certificate	4

All higher education programmes in the United Kingdom on the FHEQ are regulated and quality assured by the Quality Assurance Agency, (QAA). If you are interested in finding out more about QAA and its role in assuring the quality of higher education here at the College and other higher education providers, visit their website www.qaa.ac.uk

FdA Business and Management Programme Handbook

Programme and Module Overview

Your programme is student-led and focuses on developing academic skills and practical skills to enhance your employability. There will be an emphasis on your ability to plan and manage your own learning on an individual as well as group basis. Your Programme Leader will guide you and support you through the programme. The following Programme overview outlines your modules of study.

Level 4 – 120 Credits

Personal and Professional Development 1	Innovation and Enterprise	Business Environment	Human Resource Management	Principles of Marketing	Leadership and Management
Credit Value: 20	Credit Value: 20	Credit Value: 20	Credit Value: 20	Credit Value: 20	Credit Value: 20

Level 5: 120 Credits

Personal and Professional Development 2	Work Related Learning	Entrepreneurship	Business Finance	Logistics and Supply Chain Management	Principles of International Business
Credit Value: 20	Credit Value: 20	Credit Value: 20	Credit Value: 20	Credit Value: 20	Credit Value: 20

You will study this programme full time for a period of two years to gain the full qualification. Classes will be held over 2 days from 10:00 am till 5:00pm, or 2 evenings from 6:00 pm till 9:00pm and a day over the weekend from 10:00 am till 5:00pm.

FdA Business and Management Programme Handbook

Modules Studied

Modules at Level 4

BMS406 – Personal and Professional Development 1 – (20 Credits)

This module is devised to help students develop the skills needed to become higher education students. They will also be introduced to models of reflection, so that they can reflect on their personal development in the development of transferable / employability skills they are gaining throughout the course.

BMS409 – Innovation and Enterprise – (20 Credits)

This module has been designed in line with Business Durham and is to aid students developing their innovation, idea generation and enterprise skills. Students will have the opportunity to explore and create innovation plans to aid problem solving. Students will learn about local and famous innovators and entrepreneurs to enable experiential learning opportunities and apply knowledge to practice.

BMS412 – Business Environment – (20 Credits)

This module aims to develop students' knowledge and understanding of a modern global business environment. Students will develop their understanding of how structure and culture supports the achievement of business objectives. Through research students will gain knowledge of internal and external factors that influence the strategic direction of a business as well as a consideration of the factors a business should consider when operating within global markets.

BMS413 – Human Resource Management – (20 Credits)

This module aims to help students understand the different recruitment and selection procedures that operate within business and students will learn how to manage and develop people using a variety of different techniques including motivation and talent management approaches. Students will learn how to use HR systems and processes to ensure that legal requirements are met along with Health and Safety and well-being needs.

BMS403 – Principles of Marketing – (20 Credits)

This module is designed to provide students with an introduction to the key principles of marketing. It will provide students with knowledge concerning how marketing has evolved into what it is today and what underpins marketing philosophy. It will identify the building blocks of marketing, the marketing mix, and identify how these elements can be integrated to enhance the customer relationship within different organisations. Students will be able to assess how organisations segment the market to target specific customer groups. Finally, students will be asked to develop a marketing plan using previous knowledge from the business environment, enabling them to think strategically from a marketing perspective.

BMS411 – Leadership and Management – (20 Credits)

This module aims to help students discover different leadership styles and models and allow them to understand the impact of culture on leadership. Students will understand how to create an inclusive high-performance work culture and understand development opportunities through using a variety of coaching and mentoring techniques.

Modules at Level 5

BMS501 – Personal and Professional Development 2 – (20 Credits)

This module aims to develop the higher education skills of the students to enable them to undertake research and explore contemporary issues in the business world. Research methodologies will be explored. Critical thinking skills will be examined through application of research techniques and project management skills.

BMS502 – Work Related Learning – (20 Credits)

This module aims to develop and refine student's employability skills in order that they can maximise their employment potential either with a view to entering the jobs market or by their capacity to progress within their employing organisation and add value to it. The module will require students to undertake a skills audit. This will require them to compare and contrast the skill sets required of them either in their current work or in the types of jobs they will be seeking with the skills they currently possess, to enable them to address any skills deficiencies.

BMS508 – Entrepreneurship – (20 Credits)

The aim of this module is to provide students with a clear and practical understanding of small businesses (start ups). It offers an overview both of entrepreneurs as risk takers in launching new businesses, and as decision makers in the management of successful established businesses. This module enables students to produce a business proposal and related business plan increasing their knowledge and understanding of the skills related to entrepreneurship and the running of a small business.

BMS512 – Business Finance – (20 Credits)

This module aims to help students understand a variety of financial strategies that are used by businesses. Students will learn about budgeting, financial management and accounting and how to present financial reports data and information. Students will have the opportunity to investigate the commercial context of businesses to assess their financial performance over time.

BMS513 Developing Collaborative Relationships – (20 Credits)

This module challenges you to understand who the various stakeholders are within an organisation as to how they can support these in different ways to improve engagement and performance. They will understand how to shape the common purpose of the organisation as well as different approaches to conflict management and dispute resolution. Students will develop influence and negotiation skills and be confident in having challenging conversations.

BMS513 – Principles of International Business – (20 Credits)

This module aims to develop students' knowledge of international business. Students will identify the impact globalisation has had on business operations using appropriate data to identify service/organisational improvements and opportunities for growth.

Programme Awarding Body

New College Durham is the awarding body for your Foundation Degree. The regulations, policies and procedures associated with your qualification are available at:
Higher Education Information (new college durham.ac.uk)

As a student studying a higher education programme of study, it is your responsibility to make sure that you have read and understood the rules and regulations that apply to your programme. These will be discussed with you as part of your induction but should you need further guidance, please contact your Programme Leader.

Module Guides

For each module, you will receive a module guide which will be posted on your virtual learning environment (VLE). In the module guide, you will find a scheme of learning, assessment tasks, submission and feedback dates and a list of recommended reading.

Module Learning Outcomes

In each module guide you will see Learning Outcomes.

These are elements of knowledge and skills we intend that you learn from completing a module. The entire individual module Learning Outcomes build together to ensure across the programme you have a good breadth and depth of learning.

The main categories of Learning Outcomes fall into:

- **Knowledge and Understanding (KU)**
- **Programme Skills (PS)**

FdA Business and Management Programme Handbook

Programme Learning Outcomes

Key   **KU** - Knowledge and Understanding   **PS** – Programme Skills

No.	Programme Learning Outcomes
KU4.1	Understand innovative business organisations, and the different business environment in which they operate.
KU4.2	Differentiate organisations of a diverse nature, considering the internal aspects, processes and functions including governance and corporate behaviours and cultures.
KU4.3	Compare management procedures and practices including theories, models, frameworks and roles of management behaving ethically.
KU5.1	Critically evaluate organisations, and the fast pace of change affecting them including economic, environmental, cultural, ethical, legal, political, digital and technological factors affecting strategy and sustainability of organisations.
KU5.2	Explore and synthesise management resources, including supply chain, procurement, quality systems and the impact of this on organisational behaviour, cross-cultural issues, change, diversity and values.
KU5.3	Critique the management of people and the decision making processes within different organisations appreciating links to policy and strategy to meet stakeholder interests and enterprise development.
PS4.1	Communicate effectively
PS4.2	Work effectively with others to build a team and motivate others
PS4.3	Analyse facts and draw conclusions
PS5.1	Demonstrate networking and commercial acumen skills
PS5.2	Apply numerical and ICT techniques to management functions
PS5.3	Demonstrate research, innovation, creativity and enterprise skills

Teaching, Learning and Assessment

The teaching and learning strategies will include a combination of different approaches e.g:

Lectures: to introduce the relevant theories/knowledge of the individual topic areas within a subject.

Workshops/Seminars: to develop the students' understanding of the theories from the lectures by using case studies, role-plays and exercises.

Academic Tutorials: to develop study/academic skills, e.g. research/information gathering. The development of these study/academic skills will assist in your learning and achievement throughout the programme.

You will be encouraged through delivery of modules to reflect on topics studied and to extend your learning through self-study.

Feedback and Assessment

Within your programme a range of key 'formative' and 'summative' assessment methods are used. In summative assessments marks awarded are included in your results and may contribute to your overall award classification.

Formative work does not directly count towards foundation degree classification. It is designed to help you achieve the best mark you can in summative work so you should ensure that you fully engage in all work that your tutors set. There is a range of formative and summative assessments throughout your programme designed to assist your learning and include assessment types e.g. case studies, simulations, essays, presentations, reports, time constrained tests and portfolios.

You will receive timely and constructive feedback which will identify strengths of your work and those areas for further development. Guidance will be provided on how to enhance areas for development. Feedback will be provided through a variety of mechanisms and you will be encouraged throughout the programme to seek, reflect upon and respond to feedback.

Note: You should receive summative assessment feedback within 4 College weeks of submitting the assessment – the 4 weeks do not include scheduled College holidays.

Submitting Summative Assessments

Your programme team will tell you how to submit assessments for each module. Academic staff will under no circumstances collect assessments from you.

Always be prepared and allow time to write your assessments and achieve your best result. Completing assessments at the last minute may lead to problems.

Important information about the submission of assessments and re-sit opportunities:

- Attempt all assessments at the first opportunity.
- Plan ahead so that you can submit every assessment to the deadline.
- Further information on assessment is available on assessment in Section C – NCD regulations Governing Assessment and Progression, available on the New College Durham website.
- A Module Assessment Board will confirm the marks of modules and a Progression and Award Board will confirm your outcome at programme level, and award level.
- If you are unclear about assessment or feel you are at risk of not being able to attempt any assessment/submit to deadline, you should contact a member of the programme team for further advice before the hand-in/examination date.

Presentation of Written Work

New College Durham Foundation Degree programmes work to a set of standardised guidelines for the presentation of written assessments. Please contact your module tutor or guide on any specific requirements for individual modules.

Assessment Format
Your assessment should consist of the following:

- Title Page
- Assessment requirements
- Reference list or bibliography
- Appendices (if applicable)

FdA Business and Management Programme Handbook

Title Page

This should contain the following information:

- Name of Programme
- Your student enrolment number
- Module title (exactly as identified in your module guide or specification)
- Module code (exactly as identified in your module guide or specification)
- Module leader
- The assessment title
- The date of submission
- Total word count

The Assessment

This should be presented as follows:

- Text should be in Arial font size 12
- Line spacing of 1.5 (one and a half)
- Margin sizes should be the default ones used in Microsoft (2.54cm left and right, 3.17 cm top and bottom)
- A clear gap should be left between paragraphs to make it clear where they start and end
- Direct quotes exceeding three lines long should be further indented by 1cm at left- and right-hand side margins, with a clear line of spacing above and below. Double quotation marks, "should start and finish all quotes.
- Each page should be numbered as a minimum standard. As you become more skilled in word processing, you are encouraged to include a header or footer that includes your student enrolment number and the module code
- Proofread and spell check all your work to rectify spelling, punctuation and grammatical errors as well as ensuring the question has been answered fully.
- You must adhere to the word limit that is identified on the assessment brief within the 10% tolerances stated (the word count excludes references/bibliography and appendices but DOES include direct quotes and references within the work itself).
- Paraphrasing is preferred and direct quotes should be kept to a minimum.
- Written assessments should be in continuous prose. Bullet points and lists within the main text should be kept to a minimum.

The Reference List or Bibliography

This should:
- Start on a new page entitled 'Reference List' or 'Bibliography'.
- Be presented in alphabetical order by author's surname or organisation with a clear gap between references.
- Be presented in accordance with the New College Durham Harvard Referencing Guide.

Appendices

These should be clearly numbered and appropriately referred to in your assessment and should not include information that is essential for the main body of the assignment. Appendices should not be used as a device for getting around the word count.

Referencing

Referencing is an essential skill used to indicate where ideas, theories, quotes, facts and any other evidence or information used, can be found. In HE, pieces of work should be referenced. Referencing has clear rules and conventions and if you follow these, you will be fine.

In-text citations are how you refer to another writer's work within your text.
Reference lists give full details of all sources, referred to in your assessment, alphabetically, at the end of your work, on a separate page.
A **Bibliography** lists, alphabetically, documents/publications you have consulted, whether or not you have cited them, on a separate page.

We reference;

- to avoid academic malpractice/plagiarism, a form of academic theft;
- to give credit to the sources and authors cited;
- to demonstrate you have undertaken wide-ranging research and reading;
- so the reader can consult the same materials for themselves

Academic Integrity

The International Center for Academic Integrity (ICAI) defines academic integrity as:
*'a commitment, event in the face of adversity, to six fundamental values: **honesty, trust, fairness, respect, responsibility and courage**. From these values flow principles of behaviour that enable academic communities to translate ideas to action.'*
Source: QAA (2017)

We regard these values as key to promoting academic integrity across all levels of our institution. It is importance that as an organisation that we promote academic integrity and are clear about the consequences if a student is found guilty of academic malpractice or contract cheating. Academic malpractice is where a student passes off the work of someone else, intentionally or unintentionally, as their own. Contact cheating is where a student engages in a contract with a third party to complete an assignment for the student for a fee.

We will continue throughout your studies to promote academic integrity within our HE community. We will offer guidance on:

- Various support, advice and guidance available to you to develop your academic skills
- Highlight the difference between academic misconduct and contract cheating.
- Outline the seriousness of academic malpractice and contract cheating and the penalties if found guilty

If you are struggling with your studies do seek support and guidance.

Information on academic integrity can be found at the bottom of this page:
Higher Education Information (new college durham.ac.uk)

Penalty for Late Submission

Assessments submitted late and where there are no approved extenuating/mitigating circumstances, will be penalised in line with the following tariff:

The student will automatically have the assessment capped at 40% immediately after the deadline has passed and will have 7 days to submit the assessment following the assessment deadline. The first working day will be the next working day after the original assessment deadline. Work submitted after the 7 days will be recorded at the Assessment Board as a non-submission and a fail.

Mitigating Circumstances/Extenuating Circumstances

Mitigating circumstances or extenuating circumstances are defined by the College as circumstances outside of the control of the student that have significantly affected performance in any summative assessment.

Details on applying for mitigation is available on the HE website.

FdA Business and Management Programme Handbook

The College recognises there may be times when you, through unforeseeable and unpreventable circumstances, are unable to perform in an assessment to the full extent of your abilities. If you are unable to submit, or attend an examination, this procedure is also applicable to you. The Extenuating/Mitigating Circumstances regulations enable you to request that your situation is taken into consideration. You are expected to have taken reasonable steps to ensure that you could not have prevented the circumstances from taking place. It is your responsibility to notify your module lecturer of any extenuating/mitigating circumstances, which you feel will affect, or may have affected, your performance in any summative assessment.

Any application you make will be considered at the Mitigation Panel but if your application does not meet the criteria then mitigation may not be granted. Please ensure you provide robust, detailed evidence, including relevant medical evidence, to support your application.

It is recommended that you discuss your situation with your module leader or personal tutor who will be able to provide guidance on the most appropriate course of action.

Academic Appeals

Academic Appeals relate to a review of a decision of an academic body, (Assessment Board or Mitigation Panel), charged with making decisions on assessment, student progression and awards. Appeals may be made following:

- A formal assessment result
- A degree classification
- A decision taken as a result of academic failure e.g. termination of registration
- A decision taken as a result of unsatisfactory academic progress

Your Programme Leader will give you further guidance if you feel you have the need to appeal on any of the areas stated above and the College application for Academic Appeals can be found on the HE website.

Dealing with Complaints

We hope you will be satisfied with the service we provide, but please be assured we will deal promptly and fairly with any complaint.

We strongly recommend that you talk over any issues with your Programme Leader in the first instance to try and solve the issue informally and amicably. If this informal approach does not

FdA Business and Management Programme Handbook

resolve the matter to your satisfaction you may wish to make a formal complaint visit the page for more information [Complaints Policy and Procedures](#)

If you are dissatisfied with the outcome of any formal complaint raised with CECOS, you have recourse to make a complaint via the New College Durham procedure. A college feedback and complaints form can be accessed by the following web link to our website:

[What are our policies and procedures? (new college durham.ac.uk)](#)

Office of the Independent Adjudicator for Higher Education

The Office of the Independent Adjudicator for Higher Education, (OIAHE), provides an independent scheme to review student complaints following a full investigation using the College complaints procedure. The OIAHE is an independent review body, whose principal role is to consider whether a higher education provider, (university or college), has correctly applied its procedures, and whether the outcome of a complaint is reasonable in the circumstances. Following an independent investigation instigated by a Procedures Letter, the OIAHE will reach a judgement and set of recommendations on a referred case. It is recommended that you seek advice from the College Students Union if you are considering referring the outcome of a college complaint to the OIAHE. They will be able to provide you with a range of valuable guidance.

Further information on the services and role of the OIAHE, can be found at: http://oiahe.org.uk/

Attendance

Attendance to classes is mandatory and you can be withdrawn if your attendance is too low. Please review the attendance policy located [Student Attendance Policy](#)

A record of attendance will be kept and attendance patterns monitored. If you are unable to attend a lesson, you need to email attendance@cecos.ac.uk and include:

- Your name
- Enrolment number
- Lecture date and time
- Lecturer name
- An explanation of why you cannot attend, with evidence wherever possible

You are also advised to continue to follow your employer's sickness/absence policies when attending study days at College. It should be noted that low attendance/engagement record on your programme may affect your academic progression and achievement. We advise you to read the New College Durham Student Engagement in Learning Policy, available at [Higher Education Information (newcollegedurham.ac.uk)](https://newcollegedurham.ac.uk) as well as the HE Withdrawal Policy.

Canceled Classes

There will be occasions when a tutor is unable to deliver a timetabled class due to sickness or personal circumstances. The College may be informed of these circumstances at short notice. The College will, in the first instance, try to identify an alternative member of staff to cover the class. If a suitable member of staff cannot be identified, the College will inform affected students of the temporary class postponement by e-mail and the College VLE. If on campus, an official notice will be placed on the classroom door advising of the postponement. The Programme Leader will ensure that any learning missed due to a cancelled class, will be delivered later.

Student Voice

We recognise the potential of students as active collaborators in shaping the future of our HE provision. Students are at the heart of our higher education system. Mechanisms to capture the Student Voice can be formal and informal, and include:

- Student representation at Staff/Student Liaison Committees
- HE internal surveys (start of programme/on programme); NSS survey for eligible final year students
- End of semester module reviews
- Tutorial sessions and 1-2-1 meetings

If you are interested in taking a more proactive role in the HE community, there are additional opportunities, please contact the Students' Union.

FdA Business and Management Programme Handbook

Student Support and Guidance

Programme Roles and Responsibilities

Programme Leader

The Programme Leader manages the programme, which includes:

- Regular liaison with students about the experience on the programme.
- Liaison with module leaders and the lecturing team about the delivery or development of modules to meet the needs of the programme, including teaching and learning methods.
- Advising Assessment Boards on student performance.
- Offering support to students with respect to their progress within the programme.

Module Leader

The Module Leader is responsible for running the module including:

- Regular general liaison with students and response to points raised.
- Effective communication to students on the module and other members of staff. teaching on the module of all learning and assessment procedures and schedules.
- Development of methods of teaching and learning.
- Liaising with the Programme Leader about delivery or development of modules to meet the needs of the students and employers.

Individual Learning Plans

Tutorial support is provided to you as part of your programme to and is guided by three key principles:

- To recognise and respond to the individual needs of students.
- To promote inclusive learning.
- To set students challenging personal and academic targets to reach and achieve.

Tutorials will be integrated into the programme of study and specific tutorials supplied by your tutor throughout the academic year.

FdA Business and Management Programme Handbook

Personal Learning Coaches (PLCs)

The Personal Learning Coach (PLC)team provides 1-2-1 sessions on a wide range of study related issues. These include time management, organisation and motivation and a listening service for any personal issues you may experience during your programme. The PLC team works across all curriculum areas in the College and works with students at all ages and levels.

College PLCs can access a wide range of resources for you from both external and internal agencies and there to further support you both inside and outside the classroom during your Programme. Contact the PLC Team at: plcsupport@newdur.ac.uk

Higher Education Academic Support Tutor (HEAST) / Student Support Team

At the start of your programme you will be introduced to a range of higher education skills which you will develop throughout your programme including referencing your work, academic research skills and critical thinking skills. You can access help and support from our HEAST.

Our HEAST is based in the Neville Building and can be contacted directly or through your Programme Leader or Personal Tutor. They will be happy to support you throughout your Programme. Do ask for higher skill support and extra academic skill sessions throughout your study time, we are here to help you achieve your programme qualification.

Additional Learning Support

If you need any support because of a disability or learning disability, the College can provide a range of services to support you in your studies. Please ask your Programme Leader about support, or to discuss your individual learning needs contact learning.support@newdur.ac.uk who will be happy to help and give advice.

The Library

1st Floor, St. Georges Chambers, N9 0TS

OpenAthens

All NCD students studying at CECOS will receive an OpenAthens email to access online resources. Once you have activated your account via the link sent to your registered email address, visit www.openathens.net to login and get started.

If you need help using OpenAthens or you do not receive an OpenAthens email, please contact the CECOS Library or New College Durham Library, using library@newdur.ac.uk.

Safeguarding and Prevent

Providing a safe working atmosphere is an essential element of the student study experience. The College has a legal duty to provide a safe environment in which you can learn and develop and in which staff can perform their work role.

Safeguarding vulnerable adults within the College community, is a responsibility that is undertaken by trained staff. However, we would expect any incidents of concern to be reported by students, where the safety of vulnerable adults is at risk. If you do have any concerns during the programme of your studies, please report these to a member of your programme teaching team or beverley@cecos.ac.uk

PREVENT is an element of CONTEST, the UK Government's counter-terrorism strategy. It is defined as 'Stopping people becoming or supporting terrorists or violent extremism'. This is an integral part of the College's safeguarding ethos in encouraging students to respect Fundamental British Values. During the induction period of your programme, the Programme Leader will give you further detail on these values and PREVENT, and discuss with you your responsibilities, as a member of the College community, to report any incidents or concerns.

CECOS Virtual Learning Environment (VLE)

You will have access to the CECOS VLE. You can access this by clicking on Moodle.
The VLE allows you to;

- Check your module details and lecture notes
- Find assignment instructions
- Submit assignments
- View provisional results

If you have difficulty accessing the VLE, please contact alfaz@cecos.ac.uk

Careers Advice and Guidance

ASC (Advice Support Careers)

New College Durham is committed to providing a high quality, confidential and impartial information, advice and guidance service on careers, financial support and personal counselling. If you would like to contact a Counsellor directly you can send a message to: personalsupportasc@newdur.ac.uk

You can contact the ASC team before you start College and throughout your Programme you are entitled to a careers education programme and opportunities to discuss future options, career plans, funding opportunities, welfare issues or any personal concerns.

The Learner Development Coordinator, based in the Students' Union, can also help with social and health related issues.

Students' Union

All students are automatically part of the New College Durham Students' Union and can access support, advice and wider services on offer. The Students' Union exists for students and is committed to constantly improving your educational experiences.

For information on the services and support available please visit the website here: Students' Union (new college durham.ac.uk)

FdA Business and Management Programme Handbook

Or call on 01913754546

Or email student.union@newdur.ac.uk

TOTUM Cards

TOTUM is the number one student discount card and all students enrolled on a programme of study can purchase a TOTUM card. For further information or to purchase your card visit TOTUM | The #1 UK Student Discount Card and App

Keeping CECOS and the College Updated

Throughout your studies keep your contact details up to date so we can contact you by phone, e-mail, or at your home address. A key part of this contact will be issuing you with statements of results which will inform you of your progress on your programme, we will use the contact details we hold for you in our information systems.

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FdA Business and Management Programme Handbook