The handbook is designed to provide learners with essential information for their student journey at Cecos while enrolled on the BSc Business Management with Foundation Year course in partnership with Birmingham Newman University. The handbook aims to aid learners in navigating through the various aspects of their journey and familiarise with the college policies, course specifications and student support systems available to them.

The College will do all that it reasonably can do to provide educational services as described on its website or in the prospectus or other documents issued by it to appropriately enrolled students. Sometimes circumstances may mean that we cannot provide such educational services or that the college has to withdraw or change aspects of the programmes, modules and/or student services detailed in the information you have been provided with by the college. This might be because of, for example:

- Industrial action by college staff or third parties;
- the unanticipated departure or absence of key members of college staff;
- acts of terrorism;
- the acts of any government or local authority;
- academic changes within subject areas;
- where the numbers recruited to a course are so low that it is not possible to deliver an appropriate quality of education for students enrolled in it.

In these circumstances, the college will take all reasonable steps to minimise the resultant disruption to those services and to affected students, for example by making reasonable modifications, but to the full extent that it is possible under the general law, the college excludes liability for any loss and/or damage suffered by any applicant or student as a result of these circumstances.

The modifications we make may be to:
- the content and syllabus of courses, including in relation to placements;
- the timetable, location and number of classes;
- the content or method of delivery of courses of study;
- the examination process; and - the timing and method of assessment

In making any changes, the college will aim to keep significant changes to the minimum necessary and will notify and where reasonably possible also consult with you in advance about any significant changes that are required. Where significant changes have been made to your programme and you are not satisfied with the changes, you will be offered the opportunity to withdraw from the programme, move to another programme and, if required, reasonable support to transfer to another provider as a last resort.

**Code of Practice on Freedom of Speech** - the College supports the principle of freedom of speech and expression within the law as one of the fundamental principles upon which an institution of higher education is founded. It also has regard to the need to ensure that students and staff have the freedom to question, test and to put forward new ideas and controversial or unpopular opinions, without placing themselves at any risk. Every person employed by the College and every student enrolling at the College should be aware that joining the College community involves obligations and responsibilities which are consistent with the above principle and the law (Code of Practice on Freedom of Speech within CECOS).

**Equality and Diversity within CECOS** - this policy aims to ensure that students and staff are treated with respect and that the College does not discriminate against individuals regardless of gender, age, disability, sexuality, religion, race or ethnic group (Equality and Diversity Policy).

**Inclusion**

The Equality Act (2010) requires that reasonable adjustments are made by academic institutions to ensure that disabled people have equal opportunities to fully participate in and benefit from the learning and services available. The Foundation Year programme facilitates alternative arrangements to accommodate students with learning difficulties and/or disabilities. These include:
   o   Additional time for exams.
   o   Additional support during exams, including but not limited to the use of a reader.
   o   Inclusion of subtitles (where possible) for required viewing of audiovisual sources.
   o   Provision of accessible learning materials online (Moodle).
   o   Additional support and guidance is aided by the institution inclusion coordinator and learning support team. Students are signposted to these support services from the same point of every Moodle page. In addition, sessions given by the learning support team are built into the programme. These arrangements are made in line with the General Academic Regulations in terms of assessment: https://www.newman.ac.uk/wp-content/uploads/sites/10/2018/04/General-Academic-Regulations.pdf.

**References**
Holmes, N. (2017), 'Engaging with assessment: Increasing student engagement through continuous assessment,' Active Learning in Higher Education, 19 (1), pp.23-34.

**Key Contacts:**

| | |
|---|---|
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| Anisa Ali, Attendance Officer | anisa@cecos.ac.uk |
| Alia Khan,  Student Support Officer | studentsupport@cecos.ac.uk |

**Your college email address**
All students are allocated a CECOS College London email address. It is the policy of the College to use your college email to contact you, and you should be able to access this from anywhere in the world via the email link on the portal home page. It is important therefore that you regularly check your student email account so that you do not miss out on any important information. Please also take time to delete emails that you no longer require, to ensure that your inbox does not become full and prevent you from receiving new messages. Please make sure we have up to date contact information for you, and that you regularly access Moodle and your College email to check for updates and changes, particularly for room changes. If you prefer to use your own personal email, please make sure you redirect messages from your college email as Moodle is attached to it and you will be missing out on important notifications

Attendance and engagement are widely recognized as being essential for success when studying. You are expected to attend all scheduled teaching sessions. However, the College recognizes that occasionally this may not be possible; if you have to miss a scheduled session, for example, due to sickness, you must submit your apologies via email and fill out an absence form. If you are going to have a planned absence of more than 3 consecutive sessions, you must submit an authorised absence form and lodge it with the appropriate staff member. If you do not attend regularly and/or you do not submit assessments as required, you may be withdrawn from your studies.

**Health and Safety**

The College takes its health and safety responsibilities very seriously. Students have a duty to take care of their own health and safety, and that of others who may be affected by their actions at college. You must cooperate with the College staff to help everyone to meet their legal requirements. You must familiarise yourself with the relevant health and safety policies, Personal Emergency Evacuation Plan for Disabled Students Disabled Students who have difficulty evacuating a building independently in case of an emergency should have a personal emergency evacuation plan (PEEP), which will record the safety plan, evacuation routes and those persons who will assist. If you think that you will require a PEEP you should contact the Student Welfare Officer for an Initial Assessment.

**Data Protection**

This policy applies to all Personal Data for which CECOS is responsible, regardless of the format: paper or electronic data, including emails, photographs, video, CCTV and sound recordings.

**Documentation Retention and Archiving**

This policy sets out approved document retention periods in order that the College may meet its legal obligations, comply with quality assurance requirements, reduce burdens on space and storage; and comply with the Data Protection Act by not retaining documentation longer than is justifiably necessary.

**ENTRY REQUIREMENTS**

48 UCAS tariff points.

RPcL / RPeL:

All applicants are considered based on their potential and actual academic achievement alongside aptitude to study at degree level. Applicants who do not meet the tariff will be invited to campus for an information session. In this session, applicants hear more about the programme and have the opportunity to discuss their prior experiences with the team. Applicants unable to attend will be contacted by phone for discussion of their relevant prior educational and work experiences. This conversation, which takes the place of the previous interview strategy, enables a two-way conversation between applicant and tutor regarding the purpose and form of the Foundation Year.

Those with considerable work and life experience of a complexity that demonstrates an aptitude to study at degree level but with no formal qualifications may be accepted. Applicants would normally be expected to have some level two qualifications to demonstrate their academic ability, though not necessarily in Maths and English at the point of entry for the Foundation Year in Business Management.

**CAREER PROGRESSION**

Upon successful completion of the foundation year in BSc Business Management at CECOS, students have a range of academic progression opportunities to choose from, tailored to their interests and career aspirations. Some of the academic directions include:

- Business Management
- Marketing Management:
- Human Resource Management
- Finance and Accounting
- Entrepreneurship and Innovation

After completing the BSc Business Management degree at CECOS, graduates are equipped with a diverse skill set that opens doors to a wide range of career opportunities in various industries. Some of the job designations they can seek for a bright career include:

- Business Analyst
- Marketing Manager
- Human Resources Manager
- Financial Analyst
- Entrepreneur/Start-up Founder:
- Management Consultant
- Sales Manager:
- Supply Chain Manager:
- Project Manager
- Business Development Manager

**TUITION FEE**

Full-time students enrolling on the course will pay a tuition fee of £9,250 per annum (subject to change)

For more information, please contact the admissions team at admissions@cecos.ac.uk or Tel: 020 7359 3316

**AWARDING BODY**

Birmingham Newman University

**PROVIDER NAME**

CECOS COLLEGE LONDON

**DURATION & STUDY OPTION**

4 Years Full-time

**Aims of the Programme:**

The programme aims to provide students with the knowledge and expertise to thrive in the world of 21st century business. The programme seeks to develop within students a range of relevant skills and capabilities such as academic and leadership skills, report writing, analytical skills and employability skills and these will enable them to pursue a range of careers in business in the private, public or third/voluntary sectors. Graduates from this programme will have demonstrated their ability to utilise both structured and unstructured data and information as well as ethical reflections to make sustainable decisions and realise the potential effects of those decisions on themselves and on others in local and international communities.

In specific, the BSc Business Management with Foundation Year programme aims to:
1. provide a coherent, contemporary decolonised curriculum providing opportunities to students to engage with essential theories and practices of business organisations and their management.
2. develop the knowledge, skills and capabilities in graduates to respond proactively and creatively to the challenges of the contemporary business environment.
3. foster an enquiring, critical and reflective approach amongst students to ideas and issues and provide opportunities to appreciate and engage with social, ethical, and moral issues to help develop their skills in shouldering responsibilities as informed national and global citizens.
4. provide students with the opportunity to specialise in a functional area of business within a broad, analytical and integrated business context
5. provide structured opportunities for work-related learning including work placement to equip graduates with the professional attributes and academic skills as well as transferable skills to develop their career aspirations and enhance their employability or progress to postgraduate study.
6. develop the spirit of intellectual curiosity to explore the available options to tackle problems, and have the capacity for creativity to scale up business or emerge as an innovative entrepreneur.

The programme aims of developing students' intellectual, academic & transferable skills and professional attributes are therefore aligned with the espoused values of the University (relating to the graduate characteristics):
● Open and innovative mindedness
● Confidence and proactive attitude
● Independence and autonomy
● Respect for others and understanding of diverse points of views
● A clear set of values, ethical and moral integrity
● Concern for truth, justice and fairness
● Leadership traits.
● An ability to work with and through others
● Lifelong learning commitment
● Sustainable approach in decision making
● Global mindset to make a positive difference in the world

**Summary of Programme (for HEAR and Key Fact Sheet):**

**Structure**
The Business Management degree at Cecos provides students with principal knowledge and skills in the core functional areas of business and management, thus enabling them to thrive in the world of 21st century business. At the end of the course, students will not only be proficient in a variety of Business Management areas but also have a much deeper understanding of how they impact on the lives and welfare of others. With our focus on student-centred learning, students will be developed into a successful entrepreneur or a business executive &/or leader with the capacity and vitality to make a difference reflecting strong sense of moral & ethical values and social responsibility.

**Skills**
Business Management expertise is in demand across all sectors of the global economy from multinational corporations to public sector management, ensuring that students' skills are needed by employers in whatever direction their career takes them. There is an increasing need for business leaders who can navigate their way through the economic, political, environmental, and ethical issues facing organisations today. The course's employability-focused approach of learning ensures that students will have both the practical understanding and the critical thinking skills to become a dynamic, confident and effective professional and address these issues in today's organisations. By the end of this course, students will have developed the ability to communicate effectively, listen to advice, work both independently and as a team player, think and act logically, self-reflect critically, weigh evidence and construct an argument. More importantly, the decolonised and internationalised nature of the curriculum and its synchronisation with the sustainable development goals (SDGs) of the United Nations will enable the business students to evolve as a "whole person" that the corporate world has been in dire need in the rapidly changing and increasingly competitive business world in the post-Millennium eras.

**Destinations**
The academic and transferable skills put graduates in a strong position to undertake postgraduate study and/or graduate level jobs in home-grown businesses, small and medium enterprises or large multinational corporations. There are a range of executive and/or management level careers that graduates with a business management degree may pursue, e.g., Business Analyst, Business Development Manager, Sales Manager, Communications and/or Marketing Manager, Project Executive, Accounting Executive, Business Advisor, Business Consultant, Brand Manager and so on. Alternatively, those who are inspired from their learning in the 'Entrepreneurship' module may pursue a self-actualising career of developing and running their own business upon graduation.

**Foundation Year**

Cecos is committed to a mission of service integral to which is making higher education accessible to all, specifically those who have been traditionally excluded from its provision. The programme seeks to go further by ensuring that the events and themes explored by our students offer a reflection of their cultural, ethnic and socio-economic backgrounds. This is based on the well-attested benefits of providing students with pathways to critical consciousness. The level of content has been deliberately minimised to allow students and staff the space to create personalised learning strategies. The Foundation Year combines the traditional aims of instilling intellectual confidence through critical thinking, with clear practical expectation of preparing students for their level four studies.

The student is at the heart of the programme – from the emphasis on responding to student feedback to ensuring that the student experience of class activities, seminars, assessment and feedback is at the heart of all decisions. This journey does not end when the modules of semester two are complete but includes support for the students' successful transition into the second year of their four-year degree programme. The year has been designed to kindle students' excitement for education, when many are returning to education after a break and some have faced difficult educational experiences.

By the end of the year, Foundation Year in Business Management students will:

- Have the skills to enable them to function successfully on level four of Business Management.
- Identify as a Newman student, embedded in our learning community and systems of support.
- Have developed meaningful connections with Business Management students and staff.

**Program Structure**

**Available Awards:**

| LEVEL | EXIT AWARD |
|---|---|
| Foundation Year | No award granted on successful completion of the Foundation Year. |
| Level 4 | Certificate in Higher Education |
| Level 5 | Diploma in Higher Education (Dip HE) |
| Level 6 | BSc Business Management |

**Purpose**

The purpose of the BMF degree course is to:

- Develop a critical understanding of organisations, cultures and structures, their management and wider economic, environmental and social contexts.
- Instil an understanding of responsible leadership.
- Provide preparation for and development of a wide range of careers, including in business and management.
- Develop relevant skills and attributes which enhance employability and equip graduates to become impactful global and inclusive citizens as well as reflective independent and collegial lifelong learners.

**Modules offered at each level:**

| Level 3 | Term 1 | Education and Society | Degree Tutor Group 1 | |
|---------|--------|----------------------|----------------------|---|
| | Term 2 | Being Human in a Digital World | Degree Tutor Group 2 | |
| Level 4 | Term 1 | Introduction to Management | Principles of Marketing | Personal Development for Managers |
| | Term 2 | Introduction to Accounting and Finance | Introduction to Organisational Behaviour and Human Resource Management | |
| Level 5 | Term 1 | Entrepreneurship and Innovation | Digital Marketing | Organisational & Team Management |
| | Term 2 | Managing Business Projects | Sustainable and Responsible Business | |
| **Optional Sandwich Year** | | | | |
| Level 6 | Term 1 & 2 | Issues in Business: pioneering Change | Strategy & leadership through Entrepreneurial Perspectives | **Optional Modules:**<br><br>Relationship Marketing<br>Talent Management<br>Business and Data Analytics<br>Strategic Operations and Service Excellence |
| | | Sustainable Consulting Practice for the Modern Business | | |

The Foundation Year programme plays a pivotal role in advancing Birmingham Newman University's strategic aims by fostering an inclusive and equitable higher education environment. The Foundation Year provides accessible pathways into higher education for those traditionally excluded, including mature students without formal qualifications or UCAS points. It enables students to critically engage with their learning through personalised strategies that address barriers to effective engagement, with an emphasis on formative feedback and assessment by engagement, ensuring students are well-prepared for progression and success. Through embedding students within the university's learning community, fostering intellectual confidence, and facilitating meaningful connections with degree programmes, peers, and staff, the Foundation Year prepares students to transition into level four undergraduate studies with confidence.

The Foundation Year programme adopts a student-centred approach by incorporating co-designed assessment by engagement, blended learning, and group activities to ensure active participation. Drawing on Freire's (1970) principles of dialogic education, the programme prioritises active, meaningful engagement, fostering critical thinking and empowering students as co-creators of their learning journey. With a strong focus on transition, the programme leverages expertise from across the university to effectively prepare students for their next stage of study. Belonging, equity, and inclusivity are prioritised through the assessment by engagement model, aligning with Thomas's (2012) emphasis on fostering a sense of belonging to improve retention and student success.

Discipline-specific input allows students to engage with subject-specific staff and gain early insight into their chosen degree programmes, supporting Wingate's (2007) assertion that academic transition requires explicit guidance in both discipline-specific knowledge and skills development. Core foundation modules employ social science and humanities approaches to foster connections between academic concepts, degree content, and professional interests, with progressive intensity that builds autonomy and academic rigour across the year. This approach also reflects Yorke and Longden's (2004) findings that tailored support during the transition into higher education is crucial for building student confidence and motivation.

Students benefit from a range of academic experiences, including online activities, seminars, workshops, and lectures in varying group sizes, designed to mirror the demands of undergraduate study. The programme aligns with Nicol and Macfarlane-Dick's (2006) work on formative assessment and feedback, ensuring that assessment practices enhance student learning, promote self-efficacy, and develop autonomy. The programme also supports skill development in line with QAA frameworks for Humanities and Social Sciences, enabling students to work independently, think critically, research, analyse, collaborate, and enhance their academic writing and communication skills. Additionally, embedded level two numeracy is offered for BSc Nursing with Foundation Year students to ensure they meet the necessary qualifications to progress into level four of their degree.

The Foundation Year programme achieves its objectives through two complementary strands: the Core Foundation and the Discipline-Specific, both of which are designed to provide a cohesive and well-rounded academic experience. The Core Foundation modules focus on building students' confidence and academic readiness through a structured blend of blended learning, workshops, and seminar discussions. By prioritising active engagement and scaffolded learning, this strand supports the development of essential academic skills, such as critical thinking, time management, self-efficacy, and effective communication.

Drawing on Bandura's (1997) work on self-efficacy, the programme provides opportunities for students to experience success and develop confidence as learners through formative feedback and incremental challenges. The core modules introduce foundational disciplinary concepts using Universal Design for Learning (CAST, 2018) principles to ensure accessibility, equity, and inclusivity. This approach enables students to engage with academic content in ways that suit their individual needs and encourages them to draw meaningful connections between core concepts, their chosen degree subject, and future professional interests.

The Discipline-Specific strand further enhances the student experience by providing opportunities to work closely with subject-specific staff and content from their intended degree programmes. This strand aligns with Vygotsky's (1978) concept of the Zone of Proximal Development, creating a supportive environment where students can extend their learning by applying developing academic skills to disciplinary knowledge with guidance from staff and peers. By immersing students in subject-specific material, the discipline strand fosters early insights into degree-level expectations and strengthens students' sense of belonging within their chosen academic discipline. Importantly, while the Core Foundation encourages students to explore disciplinary concepts through a broader lens, the Discipline-Specific modules provide students with the opportunity to hone these skills within the framework of subject-specific learning. This combination of academic skill-building and disciplinary engagement reflects Haggis's (2006) call for pedagogies that address diversity and inclusivity while retaining academic challenge. Together, the two strands ensure that students are fully prepared to transition into level four undergraduate study with confidence, intellectual curiosity, and the skills needed for sustained academic success.

## Assessment Strategy

The Foundation Year includes two forms of assessment:

1. Assessment by engagement (core foundation modules)
2. Capstone assignment (discipline-specific strand)

### *Theoretical underpinnings*
### Assessment by engagement (AbE)

- Continuous summative assessment

Assessment by engagement (AbE) combines continuous summative assessment with embedded dialogic feedback and the co-creation of assessment tasks by students and tutors. It is informed by the three dimensions of engagement: affect, cognition, and behaviour. This aligns with the principle that assessment should support the embedding of subject knowledge and develop a range of skills, and that assessment should be an integral part of programme design.

- Framework for transition into HE

AbE helps students adjust to the expectations of university-level work by providing frequent, low-stakes opportunities to develop key academic skills. This assessment structure enhances core skills and reduces self-doubt, helping students track their progress weekly and fostering an active learning experience. Regular and personalised feedback helps students understand their progress and areas for improvement, aligning with the principle that assessment should be inclusive and equitable. Additionally, the focus on feedback aligns with the principle that timely feedback that promotes learning and facilitates improvement should be an integral part of the assessment process.

- Belonging, equity and inclusion

AbE creates a sense of belonging and enhances student success through its focus on feedback, co-creation, and support. Through regular and personalised feedback in a variety of forms, students receive guidance that clarifies their progress and highlights areas for growth. This aligns with the principle that formative and summative assessment should be included in each module

AbE aligns with principles of good assessment by focusing on student development, inclusion, and feedback. It provides a structured approach to assessment that aims to support students in their transition to higher education.

### Capstone

- Preparation for degree assessment

Capstone assignments reflect the assessments students will face in level four and beyond, offering early familiarity with expectations. Capstone assessments are updated each year to ensure they main relevant to the assessment in the main programme. This aligns with the principle that assessment design is an integral part of programme design and should relate directly to the programme aims, learning outcomes and teaching activities, as well as with the principle that assessment should support the embedding of subject knowledge and develop a range of skills.

- Skill Development

Students can apply foundational knowledge in practical, discipline-specific contexts, which reinforces their learning and helps bridge the gap between core foundation academic skill development and the requirements of their degree discipline. This supports the principle that assessment should be reliable, consistent, fair and valid by ensuring assessments reflect the nature of the discipline

- Understanding of degree discipline

By engaging with two capstone assessments that are aligned with their intended field of study, foundation students begin to develop a clearer understanding of the key concepts, methodologies, and standards of their chosen discipline. This is in line with the principle that assessment should be authentic, as the assessments are relevant to real-world applications within the specific field of study, and are designed to reflect the nature of the degree discipline.

Capstone assessments adhere to the principles of good assessment by providing a bridge between foundational learning and degree-level expectations, fostering skill development, and helping students gain a deeper understanding of their chosen discipline.

### *Assessment in practice*

### Assessment by engagement

AbE changes each year to reflect the needs of the cohort and the changing demands of the sector. An example approach:

| Academic week | Assessment by engagement |
|---|---|
| 1-4 | Students are required to complete a personal development evaluation, give a presentation and maintain 80% attendance. |
| 5 | Student-tutor meeting for dialogic feedback. |
| 6-11 | Cohorts discuss and agree their attendance requirements for weeks six to eleven. Students are required to complete academic skills development activities including a skills audit. |
| 12 | Student-tutor meeting for dialogic feedback. Students receive video feedback with an indicative grade boundary via the Virtual Learning Environment (VLE) within three weeks. |
| 13 | Student-tutor meeting for discussion of semester one feedback, facilitating the creation of feedforward. Tutor and student agree an attendance pattern and select the engagement tasks. |
| 14-16 | Students are required to achieve the attendance requirements and complete the engagement tasks agreed in week thirteen. Students receive written feedback on engagement tasks via the VLE within three weeks. |
| 17 | Student-tutor meeting, in which students agree engagement tasks with their tutor. |
| 18-23 | Students are required to achieve agreed attendance pattern and complete the engagement tasks. |
| 24 | Students are required to complete a reflective form, which involves reflecting on engagement tasks and feedback from across the academic year. Students receive video feedback with an indicative grade boundary via the VLE within three weeks. |

**Capstone**

Capstone assignments are designed to prepare students for the forms of assessment they will experience at level four, and therefore are responsive to programme needs and changes. Each subject discipline operates an iteration of modules FOY013 and FOY014, thus there are a range of capstone assessments except the FY will be a pass/fail outcome.

**The assessment diet (breakdown by module).**

| Module Title | Level | Core or optional | Assessment methods and weighting | Credit value |
|---|---|---|---|---|
| Education and Society | 3 | Core (September / January start) | Assessment by engagement (100%) | 40 |
| Degree Group 1 | 3 | Core (September / January start) | Capstone (100%) | 20 |
| Being Human in a digital world | 3 | Core (September / January start) | Assessment by engagement (100%) | 40 |
| Degree Group 2 | 3 | Core (September / January start) | Capstone (100%) | 20 |

**Intended Learning Outcomes for the Programme:**

| Taxonomy | Course aims | Learning Outcomes | Sessions |
|---|---|---|---|
| Knowledge and understanding | Develop a solid understanding of core concepts and principles, enabling students to evaluate, interpret, and apply knowledge effectively to solve problems | Demonstrate understanding of core academic concepts by evaluating and interpreting key ideas. | FOY011, FOY012, FOY015 and FOY006. |
| | | Apply foundational concepts and principles of your discipline to evaluate subject-specific problems and interpret knowledge within the professional and academic context of their field. | FOY013, FOY014 and FOY007. |
| Engagement | Engage with theories and concepts, applying them to solve problems, evaluate approaches, and make sound judgments based on analysis | Engage with academic concepts by analysing diverse perspectives and applying them to solve problems or construct well-reasoned arguments. | FOY011, FOY012, FOY015 and FOY006. |
| | | Engage with subject-specific concepts and theories, evaluating approaches to discipline-related problems and making sound judgments based on evidence. | FOY013, FOY014 and FOY007. |
| Connection | Connect learning to discipline, university community, and peers, enhancing a sense of belonging and engagement with academic and professional contexts. | Establish meaningful connections between academic learning, the wider university community, and future professional interests to enhance your sense of belonging and purpose. | FOY011, FOY012, FOY015 and FOY006. |
| | | Connect subject-specific learning to professional practice and disciplinary expectations, fostering engagement with staff, peers, and degree-level academic communities. | FOY013, FOY014 and FOY007. |
| Communication | Communicate ideas clearly and accurately, presenting structured arguments and interpreting data to demonstrate critical understanding. | Communicate ideas clearly and effectively through structured arguments, using appropriate formats to interpret and present information or data with critical understanding. | FOY011, FOY012, FOY015 and FOY006. |
| | | Communicate subject-specific concepts, findings, and arguments accurately and | FOY013, FOY014 and FOY007. |

| | | coherently using discipline-appropriate methods and conventions. | |
|---|---|---|---|
| Self-efficacy | Develop confidence to take responsibility for learning, demonstrating independence, time management, and self-regulation. | Demonstrate confidence in managing their learning by developing independence, time management, and reflective strategies to overcome academic challenges. | FOY011, FOY012, FOY015 and FOY006. |
| | | Take responsibility for their progress in subject-specific learning by demonstrating independence, initiative, and self-regulation in achieving academic goals. | FOY013, FOY014 and FOY007. |

**Special Features:**

**1. Assessment by engagement**

AbE is a distinctive feature of the Foundation Year, designed to prioritise student participation through continuous summative assessment. By focusing on active involvement in learning activities, it reduces anxiety and creates a supportive environment where students can build confidence and develop their skills progressively. This approach provides frequent, formative feedback that enables students to reflect on their progress, identify areas for improvement, and apply their learning effectively. Importantly, assessment by engagement fosters a sense of belonging and motivation, ensuring that all students are valued for their contributions and supported in achieving their academic potential.

**2. Effective preparation for study in HE**

The Foundation Year is benchmarked at level four, ensuring students gain valuable experience of this level of study. By embedding core foundation approaches such as assessment by engagement and blended learning, the programme creates an inclusive and supportive environment where students can develop the skills, knowledge, and confidence needed to thrive. These features allow students to engage with the demands of higher education in a structured and manageable way, progressively building their academic capabilities. As a result, students are thoroughly prepared and confident in their ability to succeed as they transition into undergraduate study.

**Resources:**

The foundation year will meet the NUS benchmark principles by ensuring that essential resources will be made available electronically, through ebooks, digitised sections or using existing online material, ensuring they are available to all students, regardless of protected characteristics, enhancing and supporting student learning. Moodle pages will include numerous links to online resources where available.

**Progression from Level 3:**

There are three strands to this programme. Students will progress through this course following a three-part learning strategy with each part equivalent to one-year of full-time study as follows:

| Level 4 | *Knowledge building:* The creative techniques and practical elements of business will develop skills for assessment of the theory behind these techniques, underpinning level 5 studies. It will also provide a broader knowledge and understanding of subject areas, eg, business environment and finance. Holders of qualifications at this level will have a sound knowledge of the basic concepts of a subject and different approaches to solving problems. |
|---|---|
| Level 5 | *Application of knowledge*: Developing a sound understanding of the principles in the subject area as well as creative, analytical and evaluative approaches to 'real world' business contexts. Holders of level 5 qualification will be introduced to operational planning and day to day management in the middle management or unit management roles (e.g. Retail Shop Manager, Hotel Manager, etc.). The holders will have developed the qualities of exercising personal responsibility and decision-making knowledge in various functional areas of business. |
| Level 6 | *Critical evaluation and synthesis:* Development of individual expertise in creativity and business knowledge. Holders of the BSc degree will have developed an understanding of a complex body of knowledge. Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in various types of employment. The holders will be able to critically evaluate evidence, arguments and assumptions, to reach sound judgements in situations requiring the exercise of personal responsibility, decision-making in complex and unpredictable circumstances, and communicating them effectively. |

The BSc Business Management programme is designed to provide you with a comprehensive and progressive learning experience that develops your knowledge, skills, and capabilities across four years of study. Each level builds upon the previous one, ensuring a coherent and impactful educational journey that prepares you for success in the dynamic world of business.

**Level 3: Foundation Year**
Your journey begins with a foundation year that introduces you to key academic skills and broader societal contexts. In "Education and Society," you'll explore the role of education in shaping our world, while "Being Human in a Digital World" examines the impact of technology on human interactions and society. These modules, coupled with dedicated Degree Tutor Groups, lay the groundwork for critical thinking, academic writing, and digital literacy - essential skills for your future studies and career.

**Level 4: Building Core Business Knowledge**
As you progress to Level 4, you'll dive into the fundamental principles of business management. Modules such as "Introduction to Management" and "Principles of Marketing" provide you with a solid grounding in key business concepts. The year-long "Personal Development for Managers" module focuses on essential academic and professional skills, preparing you for success in your studies and future career. "Fundamentals of Management Accounting" introduces you to financial decision-making, while "Organisational Behaviour" explores human dynamics in the workplace.

**Level 5: Deepening Knowledge and Practical Application**

Level 5 builds on your foundational knowledge, introducing more advanced concepts and emphasising practical application. "Entrepreneurship and Innovation" and "Digital Marketing and Content Creation" reflect the evolving business landscape, equipping you with skills in creative thinking and digital strategies. "Organisational Management" deepens your understanding of managerial roles and responsibilities.

In the second term, "Managing Business Projects" develops your project management skills, while "Sustainable and Responsible Business" addresses the critical importance of ethical and sustainable practices in modern business.

**Optional Sandwich Year: Real-World Experience**

For those choosing the sandwich year option, this provides invaluable real-world experience, allowing you to apply your learning in a professional setting and enhance your employability.

**Level 6: Strategic Thinking and Specialization**

In your final year, you'll engage with high-level strategic concepts and contemporary business issues. "Issues in Business: Pioneering Change" and "Operations and Services Management" challenge you to think critically about the evolving business landscape. The year-long "Strategy and Leadership" module develops your strategic thinking and leadership capabilities.

The culminating "Sustainable Consulting Practice for the Modern Business" module integrates all your learning, allowing you to apply your knowledge to complex, real-world business challenges with a focus on sustainability.

**Assessment Methods:**

**Level 3 (Foundation Year)**

| Unit No. | Unit Name | Assessment Type/Event | Weeks held |
|----------|-----------|----------------------|------------|
| 1 | Education & Society | Presentation | Week 4 |
| | | Assessment by Engagement - Part 1 (Personal Development Form) | Week 7 |
| | | Assessment by engagement - Part 2 (Academic Development Form) | Week 11 |
| 2 | Degree Tutor Group -1 | Capstone Assessment | Week 13 |
| 3 | Being Human in a Digital World | Assessment by Engagement - Part 1 | Week 7 |
| | | Assessment by engagement - Part 2 | Week 12 |
| 4 | Degree Tutor Group -2 | Capstone Assessment | Week 13 |

**Level 4**

| Unit No. | Unit Name | Assessment Type | Weeks held |
|----------|-----------|-----------------|------------|
| 1 | Introduction to Management | MCQ (20%) | Weekly |
| | | Case Study Analysis (80%) | Week 12 |
| 2 | Principles of Marketing | MCQ (20%) | Weekly |
| | | Individual presentation | Week 6 |
| | | Individual written submission | Week 12 |
| 3 | Personal Development for Business Managers & Entrepreneurs | Individual written submission | Week 4 |
| | | Peer Review | Week 7 |
| | | Personal Development Form | Week 13 |
| | | Negotiated Assessment - Term 2 | TBA |
| 4 | Introduction to Accounting and Finance | MCQ (20%) | Weekly |

| | | Written report (80%) | Week 12 |
|---|---|---|---|
| 5 | Introduction to Organisational Behaviour and Human Resource Management | MCQ (20%) | Weekly |
| | | Case Study Analysis (80%) | Week 12 |

**Level 5**

| Unit No. | Unit Name | Assessment Type | Weeks held |
|---|---|---|---|
| 1 | Entrepreneurship & Innovation | MCQ (20%) | Weekly |
| | | Individual presentation | Week 6 |
| | | Reflective paper | Week 12 |
| 2 | Digital Marketing | MCQ (20%) | Weekly |
| | | Digital marketing campaign (80%) | Week 12 |
| 3 | Organisational & Team Management | Negotiated assessment Term 1 | TBA |
| | | Negotiated assessment Term 2 | TBA |
| 4 | Managing Business Projects | 50% Negotiated Assessment focussing on Critical Path Analysis | Week 6 |
| | | 50% Presentation | Week 12 |
| 5 | Sustainable & Responsible Business | MCQ (20%) | Weekly |
| | | Sustainability audit (80%) | Week 12 |

**Level 6**

| Unit No. | Unit Name | Assessment Type | Weeks held |
|---|---|---|---|
| 1 | **Issues in Business & Entrepreneurship, Pioneering Change** | MCQ (20%) | Weekly |
|  |  | Debate ( weighting 40%) | Week 4 |
|  |  | Individual written submission (weighting 40%) | Week 10 |
| 2 | **Strategy & leadership through Entrepreneurial Perspectives** | Negotiated assessment Term 1 | TBA |
|  |  | Negotiated assessment Term 2 | TBA |
| 3 | **Sustainable Consulting Practice for the Modern Business** | Written Report (Term 1 & Term 2) | Week 12 |
| **Optional Modules:**<br><br>Relationship Marketing<br>Talent Management<br>Business and Data Analytics<br>Strategic Operations and Service Excellence | | | |