





# **Course Handbook** BA (Hons) Business Management (Top-Up)

2024/2025



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# Coronavirus and Sources of Additional Information

#### **Coronavirus information**

This handbook covers our proposed mode of delivery for this academic year, however, there may be variations to this at times in response to the current situation.

Building on our already innovative digital delivery, our <u>blended learning approach</u> provides staff and students with a flexible, supportive framework.

Please see our <u>coronavirus tile</u> on the <u>MyStaffsUni</u> app or follow the link on our website: <u>https://www.staffs.ac.uk/comms/coronavirus</u> for further information, support and FAQs.

#### **Sources of Additional Information**

#### <u>MyStaffsUni</u>

For wider information about the University and services available to students see: <u>https://www.staffs.ac.uk/students</u> and/or use the <u>MyStaffsUni</u> app.

Here you will find information about accommodation, money matters, careers, course administration, student support, help with studies, digital services and useful numbers.

#### Module Handbooks

Your course is made up from a number of individual modules. Detailed information on each module is provided in separate module handbooks. Your module tutor will tell you how to access the handbook for their module.

#### The Moodle On-Line Learning Environment

Information and learning materials for your modules will be provided on the Moodle on-line Learning Environment. Please check the announcements regularly and any other communication methods used for your course. Moodle will form an important part of your learning experience. Please let your module tutor know if you encounter any problems accessing this material.

#### <u>Academia</u>

Wider information about the College and services available to students see: and/or use the<u>Academia</u> app.Here you will find information about attendance, course administrationand help with studies and digital services.

#### Welcome to Staffordshire Business School

On behalf of all the staff at Staffordshire Business School, I am pleased to welcome you to Staffordshire Business School.

By choosing a Staffordshire Business School award, you are joining an international community of academics and students. Nearly two thirds of Staffordshire Business School students' study with one of our partners and we are really proud these partnerships and how they support students and deliver excellent programmes.

Your tutors are passionate about their subjects, their teaching, research and enterprise. They will help you to build on your knowledge, understanding and expertise through sharing with you experiences of their academic research, their work with local communities and their work with organisations, local, national and international. Our courses are designed to help you to become independent thinkers, to debate, question and discuss key issues in your chosen subject. You will be encouraged to be enterprising and entrepreneurial, to be an effective communicator and successful team worker. Your tutors will focus on supporting your development through your course, so that you will have the best opportunity for successful graduate employment on completion.

There will be many opportunities for you to engage with your institution and Staffordshire University. I encourage you to consider becoming a representative for your course, to volunteer and take up opportunities to go on visits to local businesses, volunteering trips and, perhaps, visit our Stoke-on-Trent campus when you can. They will all add to your overall learning experience.

Above all, our strongest partnership is with you, our students. We put our students at the heart of everything that we do, and we are committed to giving you the best possible experience we can.

We understand the importance of the commitment you have made tous and we value the time you spend with us and remember; we are always pleased to hearwhat you have to say. If you do experience any problems along the way, please talk tosomeone about it. Your personal tutor and course leader are there to support you.

I hope you have a successful, exciting and fulfilling time studying with StaffordshireUniversity.

Prof. Vish Maheshwari PhD Professor of Marketing Associate Dean - Students Staffordshire Business School

Here is the link to the Staffordshire Business School:<u>http://www.staffs.ac.uk/about/departments/</u>

# 2. Your Course Team

Role	Name	Email	Telephone
Head of Business Programme	Muhammad Ismail	ismail@cecos.ac.uk	020/ 7359 3316
Programme Manager	Mira Yotova	mira@cecos.ac.uk	020/ 7359 3316
Programme Leader	Mohamed Alfaz	alfaz@cecos.ac.uk	020/ 7359 3316
Programme Coordinator	Sumayya Haleem	sumayya@cecos.ac.uk	020/ 7359 3316

Module	Module Leader	Email
KNOWLEDGE EXCHANGE PROJECT 1&2	Jalal Haider	jalal.tutor@cecos.ac.uk
CUSTOMER EXPERIENCE STRATEGY 1&2	Venkatesh Thulassidos	venkat.tutor@cecos.ac.uk
CHANGE & TRANSFORMATION	Min Tamang	min.tutor@cecos.ac.uk
MEASURING SUCCESS	Min Tamang	min.tutor@cecos.ac.uk
BUSINESS ETHICS	Maureen Aigbogun	maureen.tutor@cecos.ac.uk
AUTHENTIC LEADERSHIP	Jalal Haider	jalal.tutor@cecos.ac.uk

Further details of your course team will be introduced during welcome week

#### 3. Communication

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.

In addition to face-to-face contact with you at lectures and tutorials, the main method we will communicate with you is through e-mail and through Moodle and therefore we recommend checking your college e-mail account regularly.

Staff will provide office hours of when they are available to meet with students so meetings can be booked in advance.

#### 4. Support and Guidance

# Your Personal Tutor is the person you should see if you have problems or need guidance and support.

It is important that you feel reasonably comfortable talking to your personal tutor, as students normally keep the same tutor throughout the year. If, for some reason, you are not happy with the personal tutor allocated, please see the award leader to investigate whether a change can be made.

CECOS College recognises that all students have an entitlement to a coherent high-quality Student Support and Welfare offer that identifies concerns and puts in place appropriate support mechanisms in order to facilitate the achievement of their learning goals. The College is committed to keeping students safe and removing the barriers to learning, ensuring that all students can achieve their full potential through the provision of appropriate care, guidance and support interventions that are recorded and monitored for effectiveness. The Student Wellbeing Service provides support, guidance and information to students who have a disability, long term medical condition, specific learning difficulties or mental health difficulties.

CECOS has developed a culture of safety and respect for its students, staff, and visitors. As part of this ethos, the College has considered the Prevent Duty and the importance of collaborative working between college staff, local authorities, police, other educational institutions, policymakers and health providers to identify, detect and safeguard vulnerable people throughout the organisation. Our team of expert Academic Skills teachers can support you with your studies, especially when you are writing an assignment or at exam time. Enhance your information skills and academic skills by attending a workshop or get personalised help in a 1-2-1 tutorial.

## 5. An Introduction to your Course

A very warm welcome to the course on behalf of the University and CECOS College London, we hope that your studies with us are enjoyable and successful and enable you to make a real difference to your way of thinking and workplace effectiveness.

The teaching & supervision team are a mix of academics, researchers and practitioner staff with very extensive experience, and are all very keen to make sure that you develop both as an individual and a business professional through a range of stimulating and relevant activities

We look forward to working with you.

# The Business Management course aims to create a learner-centered success culture which will:

- Provide a stimulating learning experience and environment that offers cutting edge experience for students to develop their potential to become outstanding business graduates and entrepreneurial practitioners within an international business community.
- Develop students who have a critical awareness of business issues, are able to articulate this awareness with respect for others, are willing and able to embrace change and are focused on their achievements.
- Foster an academic community which promotes lifelong learning, supported by research and practice informed teaching
- Support flexible learning with technologies to reflect and anticipate student needs
- Provide an opportunity for real business experience through a managed and supported year-long work placement programme or shorter work experience, and through application of principles, models and theories within real-life settings
- Provide stimulating and challenging learning opportunities and work-related experiences to enable full business simulation.
- Provide a coherent, clearly defined programme of study of business organisations and their management, encompassing the broadening scope of business organisations in the context of increasing change and complex societal and environmental demands.
- Provide a learning experience that reflects the importance of, and celebrates diverse communities and enables inclusivity of all those wishing to engage in learning and development.
- Provide a programme of timely assessment and feedback which enables students to become self-aware, reflective and independent learners; partners in, contributors to and co-owners of their PDP and life-long learning and success
- Provide a programme of development that inspires and interests' students to develop a passion for their subject and for learning and to encourage further development and study.

Your award has a set of written learning outcomes that describe what you should be able to do by the end of the course. These statementsare designed to help you understand what you need to do to pass your course and receive your award. The outcomes for your course can be found in Appendix B of this handbook.

Each module you study has separate learning outcomes which join together to enable you to demonstrate that you have achieved the overall learning outcomes for your award. The learning outcomes for your modules can be found in your module handbooks.

The specific learning outcomes for your award and modules have been matched to eight university wide learning outcome statements (knowledge and understanding; learning;enquiry;analysis;problem solving;communication;application; and reflection). These standard statements describe the abilities and skills all Staffordshire University students should demonstrate in order to pass their course. The statements have been designed to meet national expectations contained within the <u>Framework for Higher Education</u> <u>Qualifications</u>. This ensures that the learning outcomes for your courseare equivalent to similar courses at other UK universities and colleges. A table showing how your module learning outcomes have been aligned with the eight university learning outcome statements can be found in Appendix A.

The design of your course has been guided by the national subject benchmark for Business and Management. Written by national experts, the benchmark describes the defining characteristics of the subject area and the abilities and skills you should be able to demonstrate by the end of the course. A table showing how your course reflects the subject benchmark can be found in Appendix B.

## 6. The Structure of your Course

TB 1	MKTG60338 Customer Experience Strategy (CX) (30 credits)	ORGB60389 Authentic Leadership (15 credits)	ORGB60390 Business Ethics (15 credits)	<u>STRA60218</u> Knowledge
TB2		ORGB60391 Change and Transformation (15 credits)	BUSM60002 Measuring Success (15 credits	Exchange Project (30 credits)

# 7. Employability

At CECOS College we are continually developing courses to be relevant to the working world. Through incorporating a well-designed curriculum that has a focus on developing skills and knowledge for employment with excellent support services, we can bring out the best in all our students. Outside of the curriculum, students will have access to a wide range of experiences through our constantly developing and evolving campus, events and business connections to help them stand out from the crowd. We have invested in innovative industry technology across campus to prepare students for the world of work and create digitally pioneering courses. Through these, students can gain the transferable and digital skills needed to excel in their subject area and future careers. We have a Student Support Centre where our graduates could get the employability support and coaching they need.

For further careers advice and guidance contact: Contact our Student Support Centre

Also, careers advice and guidance see: <u>https://www.staffs.ac.uk/support\_depts/careers/</u>

All students will have many opportunities to develop their employability skills. These will include learning opportunities within your chosen awards and co-curricular activities such as work experience, volunteering and the development of employability, enterprise and entrepreneurial skills.

#### Employability, Enterprise and Entrepreneurship

Being employable...

...involves the development of a set of skills, knowledge and personal attributes that makes graduates more likely to gain employment, have the capability of being effective in the workplace and be successful in their chosen occupation to the benefit of themselves, the workforce, the community and the economy.

Being Enterprising ...

...involves a set of skills and attitudes that can enable a culture of identifying opportunities, creativity, risk taking and innovation. It can involve many activities – for instance organising an event, planning an overseas trip or involvement in a social enterprise. Equally it can be about finding new solutions to old problems in your workplace, conducting a piece of research in a resourceful way, starting a new society or being involved in a community project. Employers value enterprising people!

Being Entrepreneurial...

...very often involves using enterprise skills to create new businesses and bring them to market. There is considerable support for those wishing to do so while at University. However, being entrepreneurial is not just about business skills or starting new ventures; it is a way of thinking and behaving relevant to all parts of society and the economy in terms of mindsets, behaviours, skills and capabilities to come up with new ways of doing things well and the flexibility to change career direction.

#### 8. Learning, Teaching and Assessment on your Course

#### 8.1 Learning and Teaching

At the start of each module you will be given a Module handbook. This should contain further details about the specific teaching and learning methods employed, advice on how to manage your own learning and how you will be assessed. Each module has a specified module leader all module-related enquiries should be directed to the module leader in the first instance.

In addition to this, modules have a dedicated online site within Moodle to encourage enquiry-based learning that contains additional practice questions, exercises and suggested answers. Past exam papers and assignments are also provided as are multiple links to additional resources such as study skills and glossaries.

Recognising the diverse skills and styles of our student community places an emphasis on ensuring that a range of learning environments and media are available and enabling students to engage in learning in a variety of ways. The emphasis on experiencing marketing practice in a business environment creates the need for additional learning environments such as conference, learning in work and more visits to supplement the more traditional approaches of lectures, guest speakers, tutorials, workshops, seminars and VLE to complement and enhance traditional, face-to-face learning experience. Knowledge and skills will be developed through case-studies, role-plays, simulations, presentations, projects (work-based and academic), reflective portfolios and the extended use of technology supported activities.

The curriculum will develop and evolve so that knowledge and skills learned in core modules will be transferred, re-applied and developed in related option modules and at higher levels. Our learners will be guided through their studies through a teaching support network of module tutors, personal tutors, award leaders and supporting academic and business managers, and dedicated and involved support and pastoral staff. Learning and teaching will be an enriching experience for the students that reflects the value the school places on effective, innovative and research informed teaching. Learning and teaching will foster the critical intellectual development of our students and the business capabilities required to engage in contemporary organisations.

In their learning situations, our students will be acting in partnership with module deliverers and facilitators who, through a programme of study designed to develop an evolving body of knowledge and portfolio of skills will be:

- Encouraging active learning and a confidence to learn
- Making explicit the skills to be developed through the curriculum
- Stimulating intellectual curiosity and excitement in learning through engagement with up-to-date and contemporary, well researched subjects.
- Encouraging critical reasoning about the world of business to achieve well informed judgements and conclusions
- Challenging and shaping new learning experiences and opportunities through application of research informed pedagogy

And our learners will be:

- Engaging with complex, challenging problems and real world issues
- Proactively using available resources, technical, digital and paper-based to address problems, construct solutions and identify new topics for research
- Engaging in constructive reflection on learning and new ideas
- Communicating and sharing with others in effective teams and collaborative activities.

Demonstrating a sense of community through active involvement with individuals and groups from differing backgrounds, communities and value systems

Graduate study is emphasising an enquiry style of learning. Enquiry Based Learning is based on you experiencing a wide range of assessment outcomes and learning processes. As such it is quite contextual and based on the situation of the subject. It is very much based around academic staff defining the area of learning involved but then it is up to you to read around the subject using such sources as the academic text, journal or professional articles and material on the news. It requires you to be reflective and critical in developing evidence-based solutions founded on both theory and referenced opinion from other sources and you putting these together to address the assessment topic. It is not simply disruptive but requires you to show understanding, interpretation and judgement - all skills needed to be successful in employment. Assessment can take a number of forms here including logs, group work, presentation as well as exams and assignments

#### 8.2 Assessment

The course uses a number of different assessment methods, from written assignments, presentations, and group-work, personal development plans, written examinations and on-line tests. Specific details of each assessment will be provided in the module handbooks and discussed during the module.

#### 8.3 How to Submit Assessments

Assignments are submitted through Moodle.

You must submit all pieces of assessment required for each module on or before the submission date for each piece of assessment. Failure to do so is likely to result in failure of the module overall. There may be occasions when you are unable to submit or undertake a piece of assessment due to circumstances beyond your control. The University has put in place a procedure for dealing with such exceptional circumstances. You can find information the more on university's Exceptional(extenuating)Circumstances procedure at: http://www.staffs.ac.uk/regulations/

#### 8.4 Feedback on your Work

Feedback provided is consistent with <u>Staffordshire University's Assessment Policy and</u> <u>Procedure</u>. Students will normally receive feedback on all assessments, other than examinations, within 20 working days following the date of submission. Where in rare situations a longer timeframe will be required, you will be notified.

Good feedback should:

- 1. Be an interactive process involving student-tutor and student-student dialogue;
- 2. Facilitate the development of self-assessment and reflection;
- 3. Clarify for students and staff, through dialogue, what good or bad performance actually is in the assignment or task;
- 4. Be developmental, progressive and transferable to new learning contexts;
- 5. Be ongoing and embedded in the learning process;
- 6. Motivate, build esteem and confidence to support sustainable lifelong learning;
- 7. Support the development of learning groups and communities.

#### 8.5 External Examiners Appointed to your Course

External examinershelp the university to ensure that the standards of your course are comparable to those provided byother universities or colleges in the UK. More information on the role performed by external examiners can be found at: <a href="https://www.staffs.ac.uk/externalexaminers/">www.staffs.ac.uk/externalexaminers/</a>

The external examiner for your course is: **Kristine Pole, Senior Lecturer, Canterbury Christchurch.** It is not appropriate for you to make direct contact with your external examiner.

#### 9. Extra Costs

As part of your course, you will be encouraged to participate in trips and field visits of which a small charge will be payable.

## **10.** The Student Voice

The Students' Union is at the heart of student life at CECOS College London – a key element in your student experience and the best way to get to know other students and take on new responsibilities.

CECOS College Student Union is the students' union for all students at the College. When you start at the College, you automatically become a member.

During the course you will have the opportunity to share your views and opinions on your modules, course and the college. Your feedback is a key to ensuring that we get an accurate picture of what it is like to be a studentat CECOS College London and enables us to enhance the learning experience for current and future students.

If you have an issue with your course, you can turn to your Student Council Representatives. Elected by their course mates, the Student Council Reps are there to listen to your views, represent them at the course meetings that take place every semester with the course leader and members of the team. If you're not sure if your course has a Student

Council Rep, get in touch with the Students' Union and we can find yours or help you become one. Elections for Student Council Reps are normally at the start of the academic year.

#### **11.** Rules and Regulations

Your course is delivered and assessed according to the University's Academic Award Regulations. These can be accessed at: <u>http://www.staffs.ac.uk/regulations</u>

For full details of the University regulations explaining what good academic conduct is and how we will deal with allegations of academic misconduct please see the <u>University's</u> <u>Academic Conduct Procedure</u>.

Please also find useful information at: <u>Examination Regulations</u>, <u>Exceptional Circumstances</u> <u>Procedure</u> and the <u>Complaints and Appeals Procedure</u>.

# Appendix A – Award Learning Outcomes

Level 6						
MODULE	Authentic Leadership	Business Ethics	Change and Transformation	Measuring Success	Knowledge Exchange Project	Customer Experience Strategy (CX)
1. Knowledge & understanding	x	x	x	x	х	x
2. Learning	x	x	x	x	х	x
3. Enquiry	х	х	х	x	х	x
4. Analysis	х	х	х	х	х	x
5. Problem Solving	х	х	х	x	х	x
6. Communication	Х	х	х	х	Х	x
7. Application	Х	х	х	x	х	x
8. Reflection	Х	х			Х	x

## Appendix B – Curriculum Maps

Your course has been mapped to QAA Subject Benchmarks and at the end of your studies you should be able to:

#### Knowledge & Understanding

Graduates should be able to demonstrate relevant knowledge and systematic understanding and critical evaluation of organisations, the business environment in which they operate and their management. Programmes emphasise understanding, responding and shaping the dynamic and changing nature of business and the consideration of the future of organisations within the global business environment, including the management of risk.

(QAA BMS 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 5.1, 5.2, 5.3, 5.4, 5.5)

#### Learning

Carry out enquiry-based learning, critical analysis and evaluation, and creative thinking to provide opportunities and solutions for business success. This encompasses organisations internal functions, the business environment and management processes, procedures and practices for effective management of organisations. Engage in strategic thinking and development and apply ethical reasoning to issues facing contemporary organisations, management and leadership.

(QAA BMS 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 5.1, 5.2, 5.3, 5.4, 5.5)

#### Enquiry

Justify and apply appropriate and ethical approaches to research and investigation in the field of management and apply skills and knowledge of enterprise in the pursuit of new business solutions and opportunities. Evaluate the effectiveness and ethical use of Information in a global business management context.

(QAA BMS 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 5.1, 5.2, 5.3, 5.4, 5.5)

#### Analysis

Describe, comment on and critically evaluate contemporary research into business management and its application related to decision making and the judgement of strategic decisions. Be entrepreneurial in your way of thinking and behaving, and in your approach to problem and opportunity analysis. Throughout you will reflect on the application of creative thinking, risk analysis and innovation.

(QAA BMS 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 5.1, 5.2, 5.3, 5.4, 5.5)

#### **Problem Solving**

Demonstrate a range of approaches to solving complex and interrelated business problems, displaying judgement of appropriate and different perspectives and the knowledge and

understanding of what is right and ethical.

(QAA BMS 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 5.1, 5.2, 5.3, 5.4, 5.5)

## Communication

Communicate complex information, ideas, problems and solutions through a variety of media and display confidence in their communication and presentation abilities and your ability to network and interact.

(QAA BMS 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 5.1, 5.2, 5.3, 5.4, 5.5)

# Application

Apply, with reasoned judgment the research and analysis skills, problem-solving techniques and business knowledge to business problems review, extend, devise and sustain arguments to complex organisation problems, scenarios and opportunities to demonstrate your capabilities as entrepreneurs and enterprising individuals.

(QAA BMS 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 5.1, 5.2, 5.3, 5.4, 5.5)

# Reflection

Demonstrate a high level of competence in personal development, showing initiative, responsibility, reflection and the transferable skills necessary for employability and understanding of your role in a globalised economy, through highly developed skills of personal awareness and critical review.

(QAA BMS 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 5.1, 5.2, 5.3, 5.4, 5.5)