

I Mission Statement

Regent's College seeks to foster Internationalism and Professionalism through the provision of appropriate, applied, academic programmes which embody a spirit of international understanding and mutual co-operation, allied to high level professional capability and responsibility. The primary ambition of the College is to provide a uniquely stimulating, multicultural and plurilingual learning environment in which students aspire to become global citizens capable of contributing effectively and responsibly to a 21st century environment.

2 Introduction to the Faculty of Business and Management

The Business and Management Faculty as part of Regent's College provides a unique educational experience, and is situated in the beautiful surroundings of Regent's Park in the heart of London. It combines rigorous undergraduate and postgraduate programmes in business and languages, study periods abroad in partner institutions throughout the world, work experience in a variety of company settings, and excellent graduate employment prospects.

Our students come from over 85 countries and join other international students within Regent's College. This highly cosmopolitan, multilingual, multicultural student group creates a dynamic environment for the design and delivery of our academic curriculum. At Regent's College we are committed to the principle of embedding internationalism in the academic content of our degree programmes, and of capitalising on the richness and variety of the linguistic, cultural and educational backgrounds of our students. We firmly believe that a mature, responsible outlook for the future business leaders of the globalised economy of the 21st century is most effectively fostered through formal and informal interaction between students from a wide variety of nationalities from many different parts of the world.

Our multi-skilled, flexible and forward-looking graduates are much sought after by both multinational companies and SMEs. Most now work in high-profile jobs throughout the world, particularly in the fields of banking and finance, marketing and communications, public relations and consultancy. Increasingly, our graduates are also setting up their own companies as well as continuing a well-established trend of working in a family business. This high graduate employment level at Regent's College, a key indicator of success, continues to be the guiding principle of our academic mission.

Martin Timbrell

Dean of the Faculty of Business and Management.

Welcome to the Faculty of Business and Management Foundation Programme and congratulations for having chosen to study in this pleasant and up-to-date environment in its idyllic central London setting.

The Foundation Programme has been designed so as to provide a sound basis for progression to an undergraduate programme within the Faculty of Business and Management, yet allow the flexibility for module tutors to respond to your specific interests, while still delivering the advertised content.

During your induction, you will be tested to help us identify your individual learning needs and design appropriate experiences for your edification.

During the currency of the Programme, expect to participate in all types of learning experience, from relatively passive lectures to highly practical group exercises. Every situation aims to develop some business skill: creativity, entrepreneurship, leadership, communication, organisation; or, perhaps most importantly, to increase your capacity for learning - a lifelong pursuit.

You are, however, in control of your destiny and in order for our efforts to have the optimum desired effect we need your help and co-operation. Work hard to derive the maximum benefit. Read your course texts and notes carefully and use your tutors to remove doubts and clarify concepts.

Be sure to watch English language television programmes, such as documentaries and those on current affairs, and read articles in broadsheet newspapers regularly, so that you find out what is happening in the world and gain insight into its impact on the world of business and what opportunities events offer.

We exist to help you realise your educational ambitions and, although we will regularly ask you for feedback on every aspect of your experience with us, you can approach us on any matter, knowing that what is in your best interests is also in ours.

Work hard to sample success and enjoy yourself doing it.

Stephen Clay

Programme Director, Foundation in Business and Management

FACULTY OF BUSINESS AND MANAGEMENT / REGENT'S COLLEGE

The Faculty of Business and Management is part of Regent's College, which is a company limited by guarantee registered in England and Wales with charitable status. It is governed by a Board of Trustees. The Trustees are the directors of this company and have ultimate responsibility for the Faculty of Business and Management. They delegate the day-to-day management of the Faculty of Business and Management to the Chief Executive and the senior management team, including the Dean. The Dean is not a member of the Board of Trustees.

The Trustees work with the Chief Executive and the senior management team at the Faculty of Business and Management to ensure the smooth running of your course whilst you are at the Faculty of Business and Management. The Academic Board reporting to the College Senate is responsible for academic matters.

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This handbook aims to give you basic information about what is required of you, what you can expect and where and how to get help. It explains where and how you can find information you require as a student and summarises key points concerning your progress as a student. The notes in this handbook explain complex issues which are set out in the Faculty of Business and Management's or Regent's Colleges' Regulations and are not a substitute for reading the rules and regulations policies of the Faculty of Business and Management and Regent's College. The summaries in this handbook do not take precedence over the Faculty of Business and Management's and Regent's Colleges' Regulations. 'Regulations' means all the Regulations and policies in force at the time relating to Regent's College and the Faculty of Business and Management.

This document is prepared ahead of the academic period to which it relates in order that potential applicants can have an overview of the programme for which they are applying. As a result, some changes are inevitable, such as courses being amended or certain fees that students are required to pay being increased. Other rules and regulations, such as assessment regulations, may also be changed as required. The Faculty of Business and Management reserves the right to alter without notice the Regulations, programmes, syllabuses and timetables. This document does not guarantee that courses will be available as described. The Faculty of Business and Management reserves the right to make such alterations or amendments as necessary. Any offer of a place is made on the basis of current terms and conditions, and it is important that you are aware of these terms before accepting your offer. If you are unclear about any of the terms or conditions, you must ask the Admissions Officer before you confirm your acceptance. By accepting a place at the Faculty of Business and Management, you are agreeing to abide by the rules and regulations of the Faculty of Business and Management and Regent's College.

The Faculty of Business and Management July 2010

6 Factual Information

Accredited Institution	Regent's College
Programme Leader	Stephen Clay
Programme Award	Foundation Diploma in Business and Management
Date of Programme Commencement	September 2010
Entry points	Three per annum: September, February and June
Programme duration and mode of study	One Year, full-time
Delivery site	The Faculty of Business and Management, situated in Regent's College, Central London
Accreditation by professional bodies	Regent's College is an associated institution of the Open University. Undergraduate and postgraduate programmes in the Faculty of Business and Management are Validated by the Open University. Regent's College is recognised by the British Accreditation Council and the Department for Innovation, Universities and Skills.

I.0 Programme Specification

I.1 Qualification

Foundation in Business and Management Diploma conferring Credits for entry to the EBS London BA in International Business, the EBS London BA in International Events Management., or the RBS London BA in Global Management.

I.2 Programme Title

Foundation in Business and Management Programme

I.3 Programme Type

Multi-disciplinary Modular

I.4 Benchmarking

UK AQA GCE AS and A2 Business Studies standards and associated Key skills

I.5 Main Purposes and Distinctive Features of the Programme

I.5.1 Main Purposes

The fundamental aims of the Foundation Programme are to:

- a) develop in the student analytical, synthetic and evaluative capabilities
- b) provide comprehensive general education relevant to the continuing undergraduate study of business
- c) develop practical skills relevant to business analysis, communication, planning and decision making
- d) develop the student's strengths and address improvement areas
- e) increase the student's awareness of self and others
- f) add to the student's labour market value
- g) foster in students a sense of responsibility for their academic advancement
- j) provide an intellectually stimulating and satisfying experience of learning and studying that fosters in students a spirit of innovation and enterprise.

8 Programme Specification

1.5.2 Distinctive Features

The following are the distinctive features of the Programme:

- a) teaching and learning is focused on matters relevant to UK and international business
- b) the development of the self-directed learner
- c) the international experience of the academic staff
- d) the international composition and outlook of the student body

The table overleaf summarises the learning outcomes for the programme resulting in the award of the Foundation in Business and Management Diploma. The five categories incorporate the whole learning experience of the Programme and establish the broad learning outcomes that should be achieved on completion.

Students on the Foundation in Business and Management Programme must choose a pathway within the programme to lead them on to the undergraduate degrees within the Faculty of Business and Management, as follows:

- EBS BA in International Business (BAIB)
- EBS BA in International Events Management (BAIEM)
- RBS BA in Global Management (BAGM)

Students within each pathway must undertake certain core and elective modules, as detailed within the Learning Structure on pages 11 and 12.

1.6 Programme Aims

- 1.6.1 Prepare the student socially, linguistically and academically for first degree level study in a UK or a westernised institution.
- 1.6.2 Acclimatise student to UK/western methods of teaching and learning.
- 1.6.3 Introduce the student to a range of common, business-related concepts, appropriate to preparation for first degree level study.
- 1.6.4 Develop analytical, synthetic and evaluative skills to BA entry level.
- 1.6.5 Enhance the student's economic and social value.

1.7. Programme General Objectives

The student shall:

- 1.7.1 Attain an appropriate level of skill in all aspects (listening, speaking, reading, writing) of English language and in mathematics" Critical review of evidence that supports conclusions or recommendations.
- 1.7.2 Acquire a range of appropriate (western) non-verbal and interpersonal skills.
- 1.7.3 Develop self-reliance and self-confidence in study and presentation of results.
- 1.7.4 Distinguish and consciously use description, analysis, evaluation, and application.
- 1.7.5 Participate effectively in the range of western-style learning experiences.
- 1.7.6 Examine aspects of the underlying philosophies and methods adopted by governments and international agencies sustainably to provide for their populace and enhance living standards and quality of life through business endeavour.
- 1.7.7 Adopt creative, problem-solving approaches to real-life business situations.
- 1.7.8 Explore links between business and other aspects of life, in particular: change, technology, culture, and people.

2. Programme Learning Outcomes (All Modules)

The student shall:

- 2.1 Consolidate and improve general and technical business English language skills" Participate effectively in the range of western-style learning experiences.
- 2.2 Consolidate and improve international business communication (including both verbal and non-verbal) skills generally". Adopt creative, problem-solving approaches to real-life business situations.
- 2.3 Consolidate and improve mathematical and logical problem-solving skills
- 2.4 Perceive business situations as points of integration of ever-changing, inter-related dynamics
- 2.5 Adopt a problem-solving approach to business situations
- 2.6 Develop entrepreneurial competence and personal confidence

10 Learning Resources

3 Learning Resources and Student Support

Faculty of Business and Management programmes are supported by a range of learning resources and student services that are designed to assist the learner throughout undergraduate study. The Faculty of Business and Management's approach to resources and support for the learners is regularly informed by the professional development of members of staff and by the context of a truly international student cohort. With learners coming from over 70 different national educational systems, the course team is conscious of the need to provide a range of services in support of learning.

3.1 Programme Directorship and Management

The Programme Director, in consultation with the Associate Dean, is responsible for overseeing the academic delivery of the Foundation in Business and Management Programme and ensuring that the Teaching, Learning and Assessment strategies are met. In this task the Programme Director is also supported by Module Tutors and by the administrative team.

3.2 Admission Requirements

Applications are invited from students who can demonstrate that they have the following qualifications:

- o Passes in a combined total of seven GCSE subjects including Maths and English or an international equivalent *
- o A level of personal maturity consistent with the demands of the Programme
- o The motivation and potential to succeed in an international business career

Applications are assessed by Admissions staff and in some cases the Programme Director.

* A complete list of the international qualifications we recognise for admission can be found on our website at www.ebslondon.ac.uk.

External Referents

External Members of the Academic Board

Global Academic Partners

Advisory Committee

4.0 Learning Structure

4.1 Academic Year

The academic year has three semesters, Autumn, Spring and Summer. The Autumn semester begins in early September; the Spring semester begins in mid-February, and the Summer semester begins in June. All consist of 10 weeks of study and examinations. The week prior to the last week of each semester, during which latter examinations are held, is a Private Study week.

4.2 Modules

First Semester

Students take ALL Core and TWO Elective modules:

Core Modules (2 hours per week each):

Every student attends all core module sessions

- Business Environment
- Marketing and Business Strategy
- People Management
- Operations Management
- Finance and Accounting
- Quantitative Techniques
- Information Technology
- Business Communication

Elective Modules (2 hours per week each):

- Management (Core module for students on the RBS BA in Global Management pathway)
- Inter-Personal Skills
- Business Presentation
- Foreign Language (Core module for students on the EBS degree pathways)

12 Learning Structure

Second Semester

Students take TWO Core and THREE Elective modules:

Core Modules (4 hours per week each):

Every student attends all core module sessions

- Global Perspectives (Core module for students on the RBS BA in Global Management pathway)
- Business Report
- Introduction to the City (Core module for students on the EBS BA in International Business pathways)

Elective Modules (4 hours per week each):

- Introduction to Business Law
- Quantitative Problem-solving
- Foreign Language (Core module for students on the EBS degree pathways)
- Workplace Health, Safety and Welfare (Core module for students on the EBS BA in International Events Management pathway)
- Business and Culture
- Business Environment 2 (dependant on cohort size)

4.3 Class Schedules

Teaching periods are as follows:

Period No.	Start	Finish
1	09.00	10.00
2	10.00	11.00
3	11.00	12.00
4	12.00	13.00
5	13.00	14.00
6	14.00	15.00
7	15.00	16.00
8	16.00	17.00
9	17.00	18.00
10	18.00	19.00

4.4 Learning Hours

All classes take place from Monday to Friday during the periods shown in the table above. Contact hours are determined by the teaching, learning and assessment strategy for the Programme and range from 2 to 6 hours per week per module, with a maximum of 24 contact hours per week. There are no weekend classes except for specially arranged workshops or programmes.

While the Faculty of Business and Management will make every effort to ensure that modules are delivered in accordance with the published schedule, you should note that there may be circumstances in which particular teaching periods, or modules, may have to be cancelled or postponed. The Faculty Registry will inform you accordingly.

4.5 Availability of Modules

Every effort will be made by the Faculty of Business and Management to ensure that students can take modules they want. However, student enrolments and academic staff availability may affect module availability.

5. Module Descriptions

Semester 1 Core Modules

5.1 BUS001 Business Orientation

This is the specialist 'Business Studies' Module. Study incorporates the following: 8.1.1.1 If it is indeed true that history usually repeats itself, then study of the external business environment is the study of different coincidence patterns of highs and lows prevailing at various times. In a sense, everything is connected to everything else: business affects everything and everything affects business. Governments struggle to control events but, since they depend on productive economies to pay for their plans, businesses are of paramount importance.

5.2 BUS002 Marketing & Business Strategy

Depending on the precise approach taken, marketing is about finding out what consumers want, providing them with opportunities to inspect and purchase, and maintaining a good relationship with them afterwards, so that they tell others.

Clearly, the approach to the market of a small business, so prevalent in the UK economy, and a large, multi-national corporation will be quite different. Nevertheless, their efforts will have certain common factors. The study of marketing therefore includes market research, promotions, sales and public relations.

14 Module Descriptions

5.3 BUS003 People Management

'Slave' or 'Noble professional'? The status of people doing various jobs of work has metamorphosed over time and relationships between different groups of those people have varied accordingly. What is the employment relationship? What is wanted from managers and operative employees and what are they prepared to give? How should they be treated? How should new ones be selected and trained for the job? How might worker performance be measured and compared? What do people in different organisations think and how do their beliefs affect their experience and performance?

5.4 BUS004 Operations Management

On start up, an entrepreneur will often ask, "What type of legal entity should my business opt for? Do I really need limited liability? Which of the usual advantages and disadvantages of the various forms will affect me in practice? What do I have to do start my business? Are there any official requirements?"

Wherever there are objectives to be brought into effect, there must be plans, whether rational or intuitive, written or tacit, wholly or partly thought through, in the mind of one or the minds of many, which will lead to the desired result being physically achieved.

Premises must be located somewhere. Goods and materials must be unloaded, processed, reloaded, despatched, transported, and delivered to the right destination. Equipment must be installed, checked for correct operation, assessed for safety, and maintained. The right people, materials, plant and equipment must all arrive at the right place at the right time – not an unnecessarily large quantity, but enough. Necessary training must be planned in and of course, necessary records must be generated in appropriate form.

5.5 QUA001 Quantitative Problem-Solving Techniques

Some people are inclined to label anything involving numbers as "mathematics" and anything involving money as "accounting". This is tantamount to suggesting that counting, cooking and making beds is the same as running a hotel.

The primary focus of QPST is Problem-Solving. Situations do not come to businesses ready packaged into academic exercises, so the starting point must always be how numerical techniques learned can contribute to achievement of the business purpose

5.6 QUA002 Finance & Accounting

"Where did our business's money come from? What did we spend it on? Are we better or worse off this year than last? Do we have enough cash for now? Do we have access to any more?" These are the types of question addressed in the study of Finance and Accounting.

Unfortunately, arriving at an accurate answer to these seemingly simple questions can be quite complex because the easiest thing in the world is to arrive at a conclusion which does not accu-

rately reflect the reality of the situation of the business we are looking at. It is easy to imagine that there is but one 'right way' of dealing with a business's accounts, but in fact there are only better and worse ways. Better ways are those which provide reliable and current information

5.7 QUA003 Information and Computer Technology

Some rudimentary knowledge of how to use a computer is assumed and, if this is not the case, then the student may need to procure additional support independently. Classes are held in groups of around twelve and aim to improve on what students already know how to do, with step-by-step guidance for what they do not know. Emphasis is given to uses and formatting of spreadsheets and their formulas and students will have the opportunity in all Microsoft Office packages to locate those 'annoying' menu options that are difficult to find or interpret. Above all, though, the computer is a tool and IT is about using that tool to solve problems and present scenarios.

5.8 COM001 Business Communication

In business, much depends on non-verbal communication. Unconscious behaviour can take longer to modify than conscious behaviour and this remains important throughout the Module. For this reason, great weight is given to viva assessment.

It is, however, not enough to be influential that one should possess influencing skills. A sufficient depth of understanding of the content being presented to be able to reduce it to basic concepts for the purposes of ready communication is assumed. A person who is not clear about what they are doing or offering is unlikely to appeal to others in any business capacity. The sequencing of concepts for the purposes of communication is therefore also an important part of business communications.

Semester I Elective Modules

5.9 BUS005 Management [Compulsory for RBS BAGM Pathway]

Whenever a result must be produced by a particular time, the tasks leading to that result will have to be planned and coordinated. Where more than one human being is to be involved in multiple tasks, the efforts of those humans will have to be coordinated to avoid duplication and ensure that the results of their efforts are ready at each major phase of the project. These two notions give rise to the twin aspects of management, namely task management and people management.

5.10 COM002 Business Presentation

Business Presentation differs from COM001 (Business Communications) and COM 003. The former focuses on the ability to generate ideas, ascribe them a logical sequence, and say or write them along with selection of appropriate channels and media in the business context. The latter focuses on the psychological basis of interpersonal interaction and the practical use of this to influence others.

16 Module Descriptions

5.11 COM003 Interpersonal skills

This is a Business Studies programme and the measure of a good business communicator is one who regularly procures desired outcomes of the communication, such as closing the deal, helping a supplier to understand that cutting prices will benefit both customer and supplier (which is slightly counter-intuitive and not necessarily obvious at first glance), or persuading the workforce to continue working normally while negotiations on terms and conditions of employment continue, or persuading a financier to invest in a business, etc. etc.

5.12 COM004 Additional English

Depending on the precise nature of the skills it would be appropriate for those opting for this Elective to develop, delivery may take either or both of two forms:

Scenario 1:

The skill set sought is best addressed by teachers of English as a foreign language.

Specialist tutors working for Regents College's English Language School (Internexus) use diagnostic tests to assess initial ability.

Students are then assigned to small groups (3 – 10) with similar needs and dedicated materials are used to procure development. (Such English language support has been provided for Level 0 students since Sp09, when Internexus became part of Regents College.)

Scenario 2

The student's desire is more to learn and reinforce technical business English and often used jargon. In this case, the Module will be delivered in a class group the same as any other module.

5.13 QUA004 Additional Mathematics Workshop

Some students will not have performed mathematical calculations for up to two years before their induction week diagnostic test. They will therefore be 'out of practice'. The initial approach in this Module, then, is to provide a more gentle approach and allow the student time to resurrect dormant skills. A second diagnostic test therefore follows in the second week. After this test, the student may be reassigned to a different Elective.

5.14 L**001 Foreign Language (Compulsory for EBS BAIB and BAIEM Pathways)

A distinctive feature of EBS BA programmes is (and has long been) linguistic competence in – often another – foreign language. It is in fact possible for a student to study two foreign languages on the BA in International Business.

Languages available are:

Chinese, French, German, Italian, Japanese, Russian, Spanish.

Semester 2 Core Modules

5.15 BUS011 Global Perspectives (Compulsory for RBS BAGBM Pathway)

Businesses are neither separate from nor independent of either the communities in which they are based or the wider world, but constantly interact with them. An isolated business is a dead business. Businesses need customers, workers and suppliers but the full list of relationships, interdependencies and other factors to which businesses need to respond is much, much longer.

5.16 BUS012 Business Report

This Module develops the student's ability to apply learned concepts to problem situations and present solutions and conclusions both orally and, more importantly in writing. Learning relies heavily on the course text which the student is expected to procure. This presents the opportunity to practice analytical and evaluative techniques across all Core Modules

5.17 BUS013 Introduction to the City (Compulsory for EBS BAIB Pathway)

This Module aims to develop the student's understanding of what constitutes "value" and the ultimate reduction of this to monetary terms. This understanding facilitates the further learning required to comprehend financial products and services, which figure in many of the routes through EBS BAIB. The subject is explored starting from the basic concepts of consumption, wants and needs, exchange, and profit trade, moving quickly on to how this is represented in 'symbiotic' monetary systems. The effects of industrialisation and specialisation are then considered, moving into the financial sector of the modern age.

Semester 2 Elective Modules

5.18 BUS014 Introduction to Business Law

Lawyers aim to acquire a sound academic knowledge of the law, which has to do with predicting what a court might ultimately find in a particular case or type of case. Businessmen and women, on the other hand, want to understand the law for two basic reasons:

- so as not to fall foul of it by not doing what they should or doing what they should not
- to ensure that they use it as far as possible to their own advantage

5.19 QUA011 Quantitative Problem-solving

These sessions review and extend topics covered in other parts of the course. You work under supervision to consolidate your understanding of course material and to improve your problem-solving skills. The focus of this workshop series is to enhance your ability to move from descriptive problems to a numerical format, and in turn, analyse the data to make sound business decisions. The problem-skills workshop is designed to develop skills that are essential to understanding and solving everyday business problems.

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5.20 BUS015 Workplace Health, Safety & Welfare (Compulsory for the EBS BAIEM Pathway)

There is a strong temptation for entrepreneurs and businesses to find ways of doing things that are relatively cheap, especially in the short term. Health and Safety appears at first glance to be an expense – and there is no doubt that some businesses have 'cut health and safety corners' either to keep costs down, or from a failure to foresee the dangers: Bhopal, Chernobyl, and BP's operations in Texas.

5.21 BUS016 Business & Culture

Analyse continents, countries, regions, and peoples according to their stage of economic and social development. Predict the behaviour of individuals in different national cultures using G. Hofstede's cultural dimensions. Define social culture and national culture and analyse their relations with organisational cultures. Illustrate the ability of nations at different stages of development to procure the essential ingredients of a business

5.22 BUS017 Business Environment 2

6. Academic Calendar

6.1 Autumn 2010

Week Commencing	Week	Autumn Semester 2010
06/09/2010	0	Induction and Registration Autumn 2010 New Students: 06/09/10 Returning Students: 09/09/10
13/09/2010	1	Classes commence 13/09/10
20/09/2010	2	
27/09/2010	3	
04/10/2010	4	
11/10/2010	5	
18/10/2010	6	
25/10/2010	7	Programme Committee Meeting
01/11/2010	8	
08/11/2010	9	
15/11/2010	10	Final Exam Timetable published 19/11/10
22/11/2010	11	
29/11/2010	12	Reading Week
06/12/2010	Exams	Examinations
		Results Published 31/01/2011

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6.3 Spring 2011

Week Commencing	Week	Spring Semester 2011
07/02/2011	0	Induction and Registration Spring 2011 New Students: 07/02/2011 Returning Students: 10/02/2011
14/02/2011	1	Classes commence 15/02/2011
21/02/2011	2	
28/02/2011	3	
07/03/2011	4	
14/03/2011	5	
21/03/2011	6	
28/03/2011	Break	
04/04/2011	Break	
11/04/2011	7	Programme Committee Meeting
18/04/2011	8	Final Exam Timetable published 22/04/2011
25/04/2011	9	
02/05/2011	10	
09/05/2011	11	
16/05/2011	12	Reading Week
23/05/2011	Exams	Examinations
		Results published 18/07/2011

6.4 Summer 2011

Week Commencing	Week	Summer Semester 2011
08/02/2011	0	Induction and Registration Spring 2011 New Students: 08/02/2011 Returning Students: 11/02/2011
15/02/2011	1	Classes commence 15/02/2011
22/02/2011	2	
01/03/2011	3	
08/03/2011	4	
15/03/2011	5	
22/03/2011	6	
29/03/2011	Break	
05/04/2011	Break	
12/04/2011	7	Programme Committee Meeting
19/04/2011	8	Final Exam Timetable published 13/11/2011
26/04/2011	9	
03/05/2011	10	
10/05/2011	11	
17/05/2011	12	Reading Week
24/05/2011	Exams	Examinations
		Results published

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7. Enrolment and Registration

7.1 Enrolment

Students enrol online via the student record system SITS prior to Registration Day. This allows students to check personal details, and confirm payment of fees in advance using the SITS systems web-based functionality.

7.2 Registration

Official Registration Day

The Faculty of Business and Management has an official Registration Day at the start of each semester. Registration Day is normally the Thursday prior to the Monday that classes are scheduled to commence. This allows students two days to settle in, collect results, have access to their online timetables (and have them amended if necessary), and ensure that they are prepared to start classes promptly on the following Monday.

Late Registration

Students should not make any arrangements such as work placements, holidays, etc. which will cause them to be late for the beginning of teaching.

Students may not register after Week 2 of any semester.

7.3 Timetables

Students are issued with personal timetables that show the times and room numbers of their classes. Timetables are issued at the end of induction week.

Timetabled periods are one hour, and start on the hour (you may have two or three consecutive periods for the session). A class will be expected to finish 10 minutes before the end of a session to allow for transit between classes.

All enquiries concerning timetables should be made to the Faculty Registry situated in Tuke 008 (ground floor).

7.4 Attendance

For information regarding the Attendance Policy please refer to the College Student Handbook.

7.5 In-class assessment and end of semester examinations

Students must attend all in-class assessments and end of semester examinations. There are three periods of examinations (December; May / June and August) and no resit examinations. Examinations are subject to the Faculty Invigilation Regulations.

7.6 Deferral of Studies

Students seeking to take a break in studies should notify the Faculty Registry. This process requires the approval of the Programme Director.

Breaks in study are approved on a semester by semester basis. Normally, students cannot take a break of studies for more than two consecutive semesters.

It should be noted that students are subject to the refund policy (see Fees and Financial Assistance section in the College Student Handbook).

Deferrals are granted on a per semester basis (from the end of one semester to the end of the next) and are limited to a maximum of two consecutive semesters i.e. one year. Deferrals put the student's results and progress to date on hold.

8.0 Admissions - Entry Requirements

8.1 Foundation Entry Requirements

The minimum entry requirement for Foundation students is 5 GCSEs (including English and maths) at grade A-C or equivalent or IELTS 5.5, or TOEFL 74 (internet-based test), Cambridge Advanced Certificate, or international equivalent. You may be exempt from these English requirements if for at least two of the last three years you have attended an institution where English is the language of instruction.

8.2 Failure to provide original transcripts from previous studies

Students failing to provide the Admissions Officer with original transcripts from their previous studies by the end of Week 5 of their first semester may be required to withdraw from the programme.

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9.0 Academic Assessment

9.1 Introduction

The purpose of assessment is to enable students to demonstrate that they have fulfilled the objectives of the Faculty of Business and Management Foundation Programme. The assessment regulations reflect the achievement of the individual student in fulfilling these objectives. They have been formulated in such a way as to assure all internal and external stakeholders that they are fair, consistent, offer every opportunity for student development and endorse Regents College's 'Equal Opportunities Policy', contained in the College Quality Handbook. At the same time, they have been designed to ensure that they appropriately reflect the desired outcomes of the School's assessment strategy and thus positively enhance the progressive development of the student from a supervised to an autonomous learner.

9.2 Rationale and Philosophy: Assessment Regulations and Design

Programme Goals

The goals of the Foundation Programme are:

1. To provide experiences through which the student may achieve the learning required for pass grades at GCE Advanced Level (A2).
2. To cater for a range of learning and assessment preferences by providing both academic and vocational routes to qualification for higher education.
3. To provide breadth of opportunity for business related learning.
4. To prepare the student for study at degree level.

Progression

The student's best interests are served by an appropriate course of study. Certain combinations of grades will entitle the student to progress to a first degree after one semester. It is important that a student so progressing should indeed be able to cope with the academic pressures of higher education. Distinction and Merit grades should be awarded only where in the assessor's reasonable opinion the student will be able to cope academically.

Mode of Assessment

Foundation performance is assessed through:

- a) end of semester examinations for each module; and,
- b) mid-semester examinations; and,
- c) two integrated assignments. Both assignments centre on case studies, which require responses to a number of discrete tasks.

End of Semester and Mid-Semester Examinations

Written examinations vary in length between 1½ hours and 3 hours. The precise specification of each examination for each module is a matter for the Module Tutor(s), subject to the supervision of the Programme Director and Programme Committee. Student opinion on the form of assessment is solicited and taken into account when approving assignments or examinations.

Integrated Assignments

The first assignment will require you to undertake a combination of practical and academic tasks and provide finished items (such as a plan, flow diagram, account, or advertising campaign). The second assignment will require module-specific written responses as to how a pre-issued case-study problem or situation should be solved or handled at examination.

'Integrated' means that learning from all modules is assessed in the assignments.

Grading

The final grade boundaries, representing the average of the three highest grades out of four expressed as percentages are:

Grade	Percentage
Distinction	More than 69
Merit	56 - 69
Pass Semester 1; (Semester 2)	40 - 55; (50 - 55)
Referral Semester 1; (Semester 2)	30 - 39; (30 - 49)
Refer Semester	20 - 29
Fail	Less than 20

26 Assessment

Referral

If a student's average semester percentage is 30 - 39 (30 - 49)%, then it will be because s/he has attained less than 40% (Sem.1) or less than 50% (Sem.2) in assignment or at examination. In such instance, subject to the further conditions below, the student may submit a second version of his/her assignment(s) or, as the case may be, retake the examination(s) in the next semester.

Assignments

1. In the case of an assignment, the student will be required to submit a second version of the discrete task(s) for which s/he attained a grade of 20 - 39 (20 - 49)% of the total marks available for that discrete task. Second versions submitted in satisfaction of discrete tasks in an integrated assignment cannot score more than the minimum pass grade. 2. Where more than two discrete tasks have each scored less than 40% (Sem.1) or 50% (Sem.2), the student will be required to submit a second version of the whole assignment. "Resubmission" in this way cannot score more than the minimum pass grade.

Examinations

For practical reasons, there is no opportunity to resit or retake examinations, regardless of whether the reason for failure was unavoidable absence or poor performance, except when the relevant, or a comparable assessment is next scheduled

Consequences of overall pass grades

A Distinction or high Merit in all assignments and examinations normally assures progression to first degree after one semester (Fast-Track). Serious difficulties could, however, conceivably render progression inadvisable in the student's best interests.

More than 40% in Semester 1 ensures progression to Semester 2. More than 50% in Semester 2 ensures progression to an appropriate Regent's College B.A. programme.

Extenuating Circumstances

For information on Extenuating Circumstances please refer to the College Student Handbook.

9.3 Submitting Module Work for Assessment

Unless otherwise specified in module documentation, module assessments must be handed in to the Registry office by the date indicated by the module tutor.

Should the Registry office be closed (ie. after 5pm), module assessments should be submitted through the letterbox situated near the office entrance door with the appropriate coversheet attached to the front of the assessment.

All module assessments submitted when the Registry office is closed, via the letterbox, are collected when the first person arrives on the morning of the next working day (this time varies, and is not necessarily 9am when the office officially opens); these assessments are date stamped as submitted on the previous working day.

9.4.1 Penalties for late submission of modulework / assessment

In the event of a late submission of modulework / assessment without justification, the following penalty will be applied:

" If the assignment achieves a pass mark or above, it will be capped at 40%.

In the absence of submitting a request for extenuating circumstances, no modulework / assessment will be accepted for marking beyond two weeks after the submission date.

9.5 Assessment Boards

All assessment for the Foundation Programme goes through a rigorous procedure. Initially the appropriate tutor assesses academic course work. At institutional level, structured assessment boards are in place, then the examiners moderate and approve overall marking. The Final Assessment Board alone has the power to confer awards.

Verification of Results

The results of each student in each assessment are verified to confirm passes and failures in modules, and to consider any documented cases for extenuating circumstances submitted to the Programme Director prior to the Internal Profiling Meeting.

28 Appeals

Academic Appeals

Academic appeals are governed by the conditions laid down by both the Faculty and the Open University Validation Services. Students may appeal against any decision of the Final Assessment Board on the grounds of procedure, but not academic judgement. Exceptionally, the Appeals Board may require the Final Assessment Board to reconsider its decision:

" If a candidate requests such a reconsideration and establishes to the satisfaction of the Appeals Board that his or her performance was adversely affected by illness or other factors which he or she was unable or, for valid reasons, unwilling to divulge before the Final Assessment Board reached its decision. The candidate's request must be supported by medical certificates or other documentary evidence acceptable to the Appeals Board;

" If the Appeals Board is satisfied on evidence produced by a candidate that there has been a material administrative error; or that the assessments were not conducted in accordance with the current regulations for the programme, or that some other material irregularity relevant to the assessments has occurred.

To be considered, any appeal must be submitted in writing to the Deputy Faculty Registrar not more than two weeks after the publication of the results from any assessment period. The Academic Appeal form is available in the BaM registry. (Tuke 008)

If after reconsideration, in the circumstances detailed in the second criteria above, the Final Assessment Board does not modify its decision, the case will be referred to the Senate. The Senate may annul the decision of the Final Assessment Board if in its opinion due and proper account has not been taken of the relevant factors as specified in the second criteria above.

Note that the Appeals Board is not empowered to alter a recommendation for an award. Only the Final Assessment Board (or the Senate in some cases of the second criteria above) may alter a recommendation.

When internal procedures are exhausted, the 'OUVS Formal Appeals and Complaints Procedures for Students' shall apply, a copy of which is available from the Faculty Registry.

Examinations/tests

Once a student commences an examination or test, they have deemed themselves fit to take the examination or test, and cannot subsequently make a retrospective claim for extenuating circumstances.

10.0 Exclusion

10.1 Exclusion

Academic decisions on Exclusion are made by the Board of Examiners

10.2 Academic Integrity and Academic Misconduct

For information on Academic Integrity and Academic Misconduct please refer to the College Student Handbook.

30 Student Support Services

11. Student Support Services

Regent's College wishes to ensure that effective support systems are in place for you during your studies. The Head of Student Support, Academic Advisors, Programme Directors, Faculty Registry, the Student Centre, Student Representatives, and various support services are available to provide you with support and advice on a variety of issues.

11.1 Programme Directors

Each programme has a designated Programme Director who, with the support of colleagues, is available to offer support to students on a wide range of matters.

11.2 Head of Student Support

Pastoral Care

If you encounter any difficulties during your studies or have personal problems which are interfering or may interfere with your work or attendance, the Head of Student Support will be able to provide you with support and advice within a confidential setting.

Disabilities

The College Disability Officer is available to advise students who have disclosed a disability. Contact details: Philippa Goldsmith, Room: Pilcher 01, tel 0207 487 7863, email goldsmithp@regents.ac.uk

General

The Head of Student Support liaises with the Student Council and Student Representatives on a regular basis concerning general queries and/or concerns students may have. The Head of Student Support is a member of the Programme Committee

Contact details:

Pam Taylor

Head of Student Support

Room: Tuke 201

Telephone: 020 7487 7593

Email: taylorp@regents.ac.uk

Glossary

The Open University Validation Services is an organisation which offers a quality assurance and validation service to higher educational institutions which do not have their own degree awarding powers.

Outcomes-Based Learning is an approach to teaching and learning which help students to understand the teaching and learning methods that enable the outcomes to be achieved; the assessment methods that enable achievement to be demonstrated; and the relationship of the programme and its study elements to the qualifications framework.

The Quality Assurance Agency is an independent body funded by subscriptions from universities and colleges of higher education, which safeguards the public interest in sound standards of higher education qualifications and encourages continuous improvement in the management of the quality of higher education.

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