

July 25 Edition

FSB FOCUS

MAGAZINE

COVER STORY

FSB's Second Annual Research Conference
Bridges the Gap Between Academia and Practice

Page 28



FSB Expands in Leicester to Boost Accessible
Learning for Local Community

Page 16



FSB's Student Union Commended for
Steering Student Voice and Vision

Page 34



Disclaimer

The views and opinions expressed in FSB Focus magazine are solely those of the respective authors and contributors. The content published herein does not represent the official position or endorsement of FSB. Readers are advised to exercise their own discretion and critical thinking when interpreting the content provided. While every effort is made to ensure accuracy, FSB holds no liability for any inaccuracies, errors, or consequences arising from the content within this magazine.

Chief Editor: Kunal Chan Mehta
kunal.mehta@fairfield.ac

Chief Designer: Eugene Wong
eugene.wong@fairfield.ac



“ Message from the CEO

Dear Readers,

It is with great pleasure that I welcome you to this exciting edition of our magazine – an empowering showcase of the ideas, insights and individuals that shape who we are at FSB.

In these pages, you will find not just information, but inspiration. From the evolving role of language in global business (p.10) to our exciting new campus expansion in Leicester, committed to accessible education for local communities (p.16), this edition reflects our unshakable belief that education must be both inclusive and impactful.

You'll encounter rigorous inquiry on the criminalisation of poverty (p.22), while our Second Annual Research Conference (p.28) captures how we continue to bridge the gap between academic theory and professional practice.

At the heart of our campuses are our students and their voices. From the inspiring leadership of our Student Union (p.34), to personal reflections on service and growth (p.38), and our dedicated focus on student wellbeing during Mental Health Awareness Week (p.40), their stories remind us why we do what we do.

We are also proud to spotlight pioneering work in pastoral care (p.44) and forward-thinking strategies that ensure business education remains as relevant as it is rigorous (p.50).

This magazine is more than a record — it is a celebration. A celebration of our shared values, of academic integrity and of our collective journey to make higher education transformative and accessible.

Thank you to all who contributed. I hope you enjoy reading this edition as much as we have.

Warmest regards,

Mohammed Zaidi
CEO of FSB

”

IN THIS EDITION



FSB Initiates Handshake:
A Powerful Career Connection
Platform

Page 6



The Business of Language:
How ESL Learners Can Excel in
Global Markets

Page 10



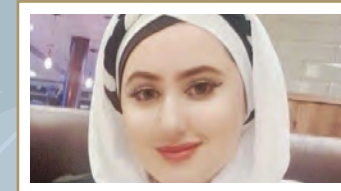
FSB Expands in Leicester to
Boost Accessible Learning for
Local Community

Page 16



FSB's Student Union
Commended for Steering
Student Voice and Vision

Page 34



Leading with Purpose — My
Experience as Vice President of
the Student Union

Page 38



Mental Health Awareness Week
2025 at Fairfield School of
Business: A Week of Support
and Connection

Page 40



The Criminalisation of Poverty –
Is it a crime to be poor?

Page 22



FSB's Second Annual Research
Conference Bridges the Gap
Between Academia and Practice

Page 28



Proactive Pastoral Support in
Higher Education: Moving from
Reactive to Preventive Models

Page 44



Strategies for enhancing the
practicality and industry
relevance of business education

Page 50

FSB Initiates Handshake: A Powerful Career Connection Platform

By Kunal Chan Mehta, PR Manager



FSB is proud to announce the launch of **Handshake** – the all-in-one solution for careers services that will revolutionise how FSB students connect with employers. This initiative will significantly enhance FSB's career services in bridging the gap between classrooms and careers.

What is Handshake?

Handshake is a comprehensive career platform designed specifically for students and recent graduates. It offers a direct and seamless connection between students and employers, allowing students to create professional profiles and gain access to tailored career opportunities.

This platform is much more than a networking tool. It empowers students by offering:

Handshake, accessible to all FSB students and recent graduates, will help students access a wide range of career opportunities and valuable resources with ease. With Handshake, students are empowered to not only find job opportunities but to gain practical experience and establish professional networks that will serve them throughout their careers.

- **Tailored job listings** – Employers can post customised opportunities based on students' interests and study areas ensuring a perfect match for every student.
- **Streamlined interviewing** – Students can schedule and conduct interviews directly through the platform saving time for both parties.
- **Career events and fairs** – Handshake integrates with FSB's career events allowing employers to increase visibility and directly engage with students at career fairs and recruitment events.

Why Employers Should Join Handshake?

Handshake is designed to be a powerful recruitment tool for employers and can take advantage of the following features:

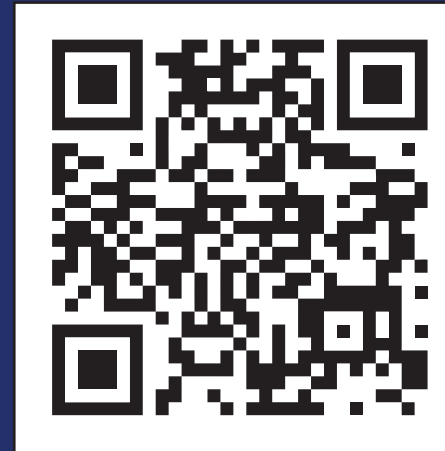
- **Access to a diverse talent pool:** FSB students come from various backgrounds and disciplines, offering fresh perspectives and skills that can drive innovation in your organisation.
- **Free platform:** Post job vacancies, internships, and placements quickly and effortlessly.
- **Stronger employer branding:** Showcase your company culture and values, strengthening your brand and attracting the right candidates.
- **Event participation:** Employers can engage with students directly at career fairs and employer events, creating lasting connections.
- **Data and insights:** Utilise real-time analytics to refine recruitment strategies and target the most suitable candidates.

In addition to the platform's practical features, Handshake also provides essential support and guidance. FSB's Careers team will visit classes to introduce students to Handshake, assist with setting up professional profiles and offer bespoke career advice to ensure students make the most of the platform.

How to Get Started?

Getting started on Handshake is easy:

- **Already on Handshake?** Simply request to connect with "Fairfield School of Business" through the platform.
- **New to Handshake?** Contact careers@fairfield.ac for support with account setup and access and our team will guide you through the onboarding process.



Visit www.joinhandshake.co.uk
to find out more and
join the Handshake platform today!

The Business of Language: How ESL Learners Can Excel in Global Markets

By Sher Ali Imtiaz, Lecturer in Business, FSB Digbeth



Image: FSB Marketing/Adobe/Adobe Firefly

“Language is the road map of a culture. It tells you where its people come from and where they are going.”

Rita Mae Brown

In today’s increasingly interconnected world, language is not just a tool for communication; it is a key to unlocking business opportunities and gaining a competitive edge. For learners of English as a Second Language (ESL), this ability to communicate in English opens up vast global markets and allows them to thrive in an increasingly multilingual business environment.

At **Fairfield School of Business**, we understand the importance of equipping our learners with the skills they need to excel in a global market. As a business school, we support learners through tailored programs that enhance their language proficiency and offer the resources necessary for navigating international business challenges. But how exactly can ESL learners use their language skills to gain a competitive edge in business? Let’s explore how being bilingual or multilingual can benefit learners in key business areas.

The Business Benefits of Being Bilingual or Multilingual

Being bilingual or multilingual is no longer just a personal asset; it is a strategic business advantage. According to a report from the *American Council on the Teaching of Foreign Languages (ACTFL)*, bilingual employees are in high demand across industries due to their ability to bridge cultural and linguistic gaps. Studies show that bilingual employees earn an average of 5-20% more per hour than their monolingual counterparts (*Forbes, 2020*).

For ESL learners, language proficiency does more than just open the door to new job opportunities; it can be a game changer in the global business arena. Here's how:

1. Marketing: Connecting with a Global Audience

In the business world, knowing how to effectively market products or services to a global audience is crucial. Companies are increasingly looking for marketers who can speak to customers in their own language. For example, marketing campaigns that are tailored to specific cultural contexts or that use native language terms resonate better with international consumers. ESL learners who speak multiple languages can easily adapt marketing strategies to target different demographics and build stronger, more authentic connections with customers.

Effective communication in a customer's native language builds trust. According to Common Sense Advisory (CSA Research), 75% of consumers are more likely to purchase a product if the information is provided in their native language, highlighting the value of language skills in marketing.

2. International Trade: Facilitating Global Business Deals

In international trade, language proficiency is an invaluable tool for negotiating contracts, communicating with overseas partners, and expanding business operations globally. ESL learners who can speak the language of the target market are more likely to understand cultural nuances, avoid miscommunications, and build stronger relationships with international clients. Being able to converse in the language of your business partners fosters trust and respect, which are crucial for long-term business success.

Furthermore, knowledge of more than one language allows learners to participate in negotiations with greater confidence, understanding both the verbal and non-verbal aspects of communication, which is key in global trade.

3. Customer Relations: Enhancing Client Communication

In a world where customer satisfaction is paramount, companies are eager to employ staff who can communicate effectively with clients across borders. Language skills allow ESL learners to offer more personalized and effective customer support. Whether it's answering inquiries, resolving complaints, or offering tailored solutions, being able to speak to customers in their native language can significantly improve customer satisfaction and loyalty.

Multilingual customer service teams are more effective at handling a diverse client base, which is crucial as businesses expand into new markets. In fact, a Harvard Business Review article found that companies with multilingual customer support teams see a 30% higher customer retention rate compared to those without.

The Future of Business Belongs to the Multilingual

In conclusion, as businesses continue to expand globally, the ability to communicate in multiple languages is increasingly becoming a non-negotiable skill. ESL learners have the potential to stand out in the global business landscape by leveraging their language skills in areas like marketing, international trade, and customer relations.

At Fairfield School of Business, we are committed to supporting our learners in mastering the business of language. We believe that language proficiency is more than just a tool – it is a bridge to success in the global business world. Whether you're negotiating deals or building relationships with international clients, language is the key to unlocking new opportunities.

How Fairfield School of Business supports learners in mastering the business language:

Industry Connections and Networking

At Fairfield School of Business (FSB), we recognize that hands-on experience is crucial for building a successful career. That's why FSB provides a variety of opportunities for students to connect with industry professionals, such as job fairs and networking events. These events not only allow students to put their language skills to work in real-world settings but also help them gain a competitive edge when entering the job market. Job fairs, in particular, give students the chance to meet potential employers and professionals from different industries, providing them with valuable insights and career connections. Whether it's interacting with business leaders or collaborating on projects, FSB ensures that students can apply and enhance their language skills in global business environments.

Tailored Language Support and Workshops

FSB is dedicated to supporting students as they develop their language skills, both inside and outside the classroom. We have a team of English academic tutors who work closely with academic support staff to offer specialized workshops aimed at improving students' business language skills. These workshops focus on a variety of areas, including writing, speaking, and comprehension, all tailored to a business context.

The tutors are equipped to address the specific language needs of business students, helping them build confidence in both academic and professional communication. Additionally, our lecturers receive ongoing training to better incorporate business English into their courses. Through various teaching methods like MFP (Meaning, Form, and Pronunciation), drilling, role-playing, and task-based learning, FSB ensures that students not only gain proficiency in business terminology but also feel confident applying it in real-world situations, such as presentations, negotiations, and professional writing.

Diverse Staff and Global Support

I'm proud to be part of a team at FSB that brings diverse backgrounds and experiences to our work. The faculty and staff here come from a variety of cultural and professional backgrounds, which creates a rich and inclusive learning environment for students from all over the world. This diversity helps us provide tailored support that meets the unique linguistic and cultural needs of our students. With our team's expertise in both business practices and language, students are equipped with the knowledge and skills to navigate the global business landscape effectively.

References

Brown, R.M., 1989. Venus Envy. New York: Bantam Books.

Common Sense Advisory (CSA Research), 2020. Can't Read, Won't Buy: The Influence of Language on Purchasing Decisions. [online] Available at: <https://csa-research.com/> [Accessed 16 February 2025].

Forbes, 2020. The Business Case for Bilingual Employees. [online] Available at: <https://www.forbes.com/sites/forbeshumanresourcescouncil/2020/02/14/the-business-case-for-bilingual-employees/> [Accessed 19 February 2025].

Harvard Business Review, 2018. The Benefits of Multilingual Customer Service. [online] Available at: <https://hbr.org/2018/04/the-benefits-of-multilingual-customer-service> [Accessed 19 February 2025].

OpenAI, 2025. A professional, modern business environment with diverse individuals communicating across languages. [image] Available at: <https://openai.com> [Accessed 23 February 2025].

Fairfield School of Business, 2025. FSB Croydon hosts Gatwick Jobs Fair with over 1000 jobs from over 30 employers. [online] Available at: <https://fsb.ac.uk/fsb-croydon-hosts-gatwick-jobs-fair-with-over-1000-jobs-from-over-30-employers/> [Accessed 14 March 2025].

FSB Expands in Leicester to Boost Accessible Learning for Local Community

By Kunal Chan Mehta, PR Manager



Peter Soulsby, City Mayor for Leicester, officially opens FSB's new Leicester campus with Dr Zahra Fatima, Associate Dean at FSB Leicester. Photo: FSB.

FSB has expanded its education offer for underprivileged students from diverse backgrounds in Leicester. The relocation to a larger, purpose- designed campus in the heart of the city marks a bold new chapter for accessible and high-quality education in the region.

FSB's new home at Peat House, 1 Waterloo Way, Leicester, brings advanced facilities, enhanced learning experiences and increased employment opportunities to Leicester and its surrounding areas. Occupying the entire top floor of the landmark building, the new campus spans over 10,750 square feet. It features modern classrooms, collaborative learning spaces and state-of-the-art digital infrastructure to support various business and health-focused degree programmes.



Peter Soulsby, City Mayor for Leicester, discusses how FSB's culture aligns with the city's plans to upskill its diverse demographic of communities. Photo: FSB



FSB Leicester staff assemble at the grand opening of Peat House, Leicester. Photo: FSB.

In under two years, FSB's first Leicester campus has become a catalyst for opportunity, supporting residents in their educational aspirations while also contributing to the regional economy. The campus has already recruited 41 academic and professional staff and the relocation to Peat House will generate at least 20 additional jobs across teaching, student support and administration.

"The expansion responds to rising demand and FSB's continued commitment to delivering flexible, inclusive education tailored to local needs,"

"Since opening our first Leicester campus in September 2023, we have quickly established ourselves as a community-driven higher education provider, working in close partnership with leading UK universities to deliver industry-relevant and career-focused courses in Leicester."

Mr Mohammed Zaidi, FSB's CEO

Supporting Leicester's Growth Ambitions

The decision to expand was informed by significant growth in student numbers and strong local demand for flexible higher education. In 2024, FSB began working with Invest in Leicester, the city's inward investment team, to identify a suitable location for its next phase of development.



Giedrius Zilionis, FSB's Vice Principal, with Dr Zahra Fatima, Associate Dean at FSB Leicester, at the grand opening of Peat House. Photo: FSB.

"This move represents more than just a change of address – it's a long-term investment in the people of Leicester,"

"Our purpose is to make education more accessible, more relevant and more empowering for learners from all walks of life. Leicester has welcomed us warmly, and we're proud to deepen our roots in this dynamic, diverse city."

Giedrius Zilionis, FSB's Vice Principal

Championing Community and Careers



Dr Zahra Fatima, Associate Dean at FSB Leicester, welcomes FSB Leicester stakeholders at the grand opening. Photo: FSB.

"We're so excited to announce the grand opening of FSB's new Leicester campus. Our new campus is more than just a place of learning — it's a commitment to strengthening ties with the local community,"

Dr Zahra Fatima, Associate Dean at FSB Leicester

With its new expanded home, FSB is set to welcome even more learners through its doors while reinforcing Leicester's status as a thriving centre for educational excellence.

FSB's new Leicester campus will continue to focus on widening participation, offering part-time, online, and executive study options designed to suit students balancing work, family, or other commitments. The campus also plays an active role in addressing local skills gaps by working with employers, councils and community partners to shape course offerings that meet real-world needs.

Beyond the lecture rooms, FSB serves as a hub for enterprise. Aspiring entrepreneurs can access business support, mentorship and career resources through the school's entrepreneurship services – initiatives that have already helped several student-led startups launch across the Midlands.

"FSB's expansion into Leicester represents a significant opportunity to enhance the educational offer, drive economic growth and contribute to the development of future business leaders. This expansion underlines FSB's commitment to providing world-class education and fostering strong partnerships within the Leicester community."

"It's been fascinating to see the growth of FSB over the last couple of years, bringing more skilled jobs. We are fortunate to have such an ambitious organisation within the city centre, with more growth planned and we look forward to our continued working relationship."

Mike Denby, Director of Inward Investment and Place Marketing



Traditional FSB cake cutting by Giedrius Zilionis, FSB's Vice Principal and Dr Zahra Fatima, Associate Dean at FSB Leicester. Photo: FSB

The Criminalisation of Poverty

Is it a crime to be poor?

By Jennifer Kent, Counselling Lecturer, FSB Leicester



Image: Kunal Mehta, FSB's PR Manager, using Adobe and Adobe Firefly

In the United Kingdom, 2 in 10 adults are in poverty, with 126,040 households considered homeless in England (Joseph Rowntree Foundation, 2025; Shelter, 2025). Monetary sanctions and the fines and fees that disproportionately target the poor challenge the notion of fairness and equality. The criminalisation of poverty is a tireless social issue, where criminal prosecution disproportionately affects impoverished people (Edelman, 2018).

The historical roots of targeting the poor were codified within the Vagrancy Act 1824 and are something we still encounter today, with fines such as unpaid TV licenses, parking tickets, and the attachment of criminal sanctions to situations which inevitably result in unequal punishment of the poor (Behan and Stark, 2023). These fees seek to continually criminalise the disadvantaged for their inability to meet financial obligations that wealthier individuals view as minor inconveniences. This article will discuss the historical relevance of the Vagrancy Act, its implementation today and the ongoing impact of policies that criminalise poverty.

Historical Context: The Criminalisation of Poverty

The roots of criminalising poverty stretch back to medieval Europe, where the homeless and unemployed were punished harshly. The "Poor Laws" of 16th-century England exemplified this, imposing penalties such as whipping or imprisonment for those unable to find work (Davies, 1966). The poor were viewed as dangerous to public order rather than victims of economic misfortune, resulting in this mentality becoming enshrined in laws that conflated poverty with criminality, some of which are still in place today.

One of the most significant legacies of this era is the **Vagrancy Act of 1824**, a British law aimed at controlling the poor. Passed during a time of social upheaval, the Act made it a criminal offense to beg, sleep in public places, or wander without visible means of subsistence (*Vagrancy Act, 1824*). The law allowed authorities to arrest people merely for being poor or homeless, further marginalising an already vulnerable population. Astonishingly, some sections of the Vagrancy Act remain in effect in parts of the UK today, enabling the criminalisation of behaviours that stem from poverty.

The Vagrancy Act of 1824: A Law Still in Effect

Despite being nearly two centuries old, the Vagrancy Act remains part of the legal framework in the UK. Although large parts of the Act have been repealed, there are still sections which remain on the statute book for England, Wales and Northern Ireland. One of these sections states:

‘Every person wandering abroad, or placing himself or herself in any public place, street, highway, court, or passage, to beg or gather alms, or causing or procuring or encouraging any child or children so to do; shall be deemed an idle and disorderly person within the true intent and meaning of this Act [...](Vagrancy Act, 1824)’

The law allows authorities to arrest individuals for “vagrancy” or “being in a public place to beg,” which disproportionately impacts the homeless. While there have been calls for its repeal in recent years, the Act’s continued presence underscores the lingering stigma against the poor in legal systems. Although reforms have reduced the severity of the Act’s application, the idea that the poor and homeless represent a social threat continues to shape policing practices, especially in urban areas. Instead of addressing the root causes of poverty and homelessness, such laws entrench them further by creating additional legal and financial barriers for those struggling to survive.

Modern-Day Criminalisation: The Perpetuation of Inequality

In the modern era, the criminalisation of poverty manifests in subtler ways, yet the impact on low-income individuals remains substantial. Two significant examples of how poverty is criminalised in contemporary society are **parking fines** and **TV licensing fees**. The inability to pay small parking fines can have catastrophic consequences such as escalating penalties, license suspensions and, sometimes, arrest warrants. Those in a lower socioeconomic class, who are unable to pay such fines, often find themselves trapped in the perpetual cycle of mounting debt and legal consequences.

TV licensing fees are another example of how the criminalisation of poverty persists in the modern day. In the UK, failing to pay for a TV license – a mandatory fee for watching live television or BBC programs – can result

in fines and, in some cases, legal action. When lower-income households fall behind on their payments, they face fines and court appearances that can deepen financial distress. In 2022, there were 44,245 prosecutions and 40,654 convictions for TV Licence evasion (Zayed, 2024).

Both parking fines and TV licensing fees illustrate the broader problem of how fines and fees are used to extract money from those least able to pay. These penalties needlessly affect low-income individuals, creating a system that perpetuates inequality. What starts as a small financial penalty can escalate into a cycle of debt, leading to further legal consequences, such as arrest warrants or incarceration.

BA (Hons) Criminology

with foundation year

in partnership with



Discover Criminology at Newman University – where you’ll explore crime, justice, and social change through interactive classes, court visits, and inspiring guest speakers. Join a vibrant community passionate about making a real difference!

020 8681 8305 admissions@fairfield.ac

Scan for more
information



Proposed Solutions: A Path Toward Justice

To combat the criminalisation of poverty, several steps need to be taken:

- 1. Repealing Punitive Laws:** Outdated laws such as the Vagrancy Act of 1824 should be repealed, and governments should eliminate the criminalisation of poverty-related behaviours like begging, loitering, and sleeping in public spaces. This would prevent the formal punishment of individuals for circumstances beyond their control. In 2023, a repeal of the Vagrancy Act was proposed, and the Criminal Justice Bill was introduced as its replacement. While this might seem like a step in the right direction, the Criminal Justice Bill is strikingly similar to the Vagrancy Act, allowing police to respond to begging and rough sleeping, which can lead to individuals receiving a 1-month imprisonment sentence and/or up to £2,500 fine (Watkins, 2024). As of writing this, sections of the Vagrancy Act are in force in the UK and there has been no confirmation date for the official introduction of the Criminal Justice Bill as its replacement.
- 2. Expansion of Social Services:** To address the systemic link between poverty and crime, investment in social policies that reduce inequality is essential. Social policies should seek to reduce poverty by investing in education and skill development programmes to equip individuals with the knowledge needed to gain employment and become contributing members of society. High-quality education has been positively linked with increased social mobility and opportunities, lowering the likelihood of those from lower socioeconomic backgrounds engaging in criminal activities (Jones, 2022; Mian, 2023). Expansion of other social policies related to employment, mental health, community development, and housing, as well as providing an integrated service delivery model, focused on collaboration, communication and coordination, is necessary to break the cycle of poverty and prevent the criminalisation of those who are most vulnerable.
- 3. End Imprisonment for Non-payment:** Imprisonment should be scrapped for non-payment of civil debt – i.e. TV license and parking fines. It is necessary to consider the intergenerational impact of parental imprisonment on children when contemplating the costs of sentencing. The Ministry of Justice (2024) found that an estimated 78% of the prisoner population has children below the age of 18. Research has shown that children of prisoners are at significantly more risk of negative outcomes, such as future offending, mental health issues, and educational impacts, than children not affected by parental imprisonment (Murray & Farrington, 2008). These outcomes perpetuate the cycle of inequality and criminality within society.

References:

Behan, C. and Stark, A. (2023). Who Is Punished? In *Prisons and Imprisonment: An Introduction* (pp. 51-72). Cham: Springer International Publishing.

Davies, C.S. (1966). Slavery and protector Somerset; the vagrancy act of 1547. *The Economic History Review*, 19(3), pp.533-549.

Edelman, P. (2018). The criminalization of poverty and the people who fight back. *Geo. J. on Poverty L. & Pol'y*, 26, p.213.

Jones, S.C. (2022). Education and the social mobility conundrum: An examination of the 'psychosocial and academic trust alienation theory' in the context of disadvantaged students in the UK secondary education sector. *Wiley Online Library*. 38(1), pp. 137-158.

Joseph Rowntree Foundation. (2025). *UK Poverty 2025* [Online]. Available at: UK Poverty 2025: The essential guide to understanding poverty in the UK | Joseph Rowntree Foundation [Accessed: 12 March 2025].

Mian, L. (2023) The Role of Education in Promoting Social Mobility. *Sociology and Criminology*. Open Access. 11(2).

Ministry of Justice. (2024). *Official Statistics in Development: Estimates of children with a parent in prison*. Available at: <https://www.gov.uk/government/statistics/estimates-of-children-with-a-parent-in-prison/of-ficial-statistics-in-development-estimates-of-children-with-a-parent-in-prison> (Accessed: 24th March 2025).

Murray, J. and Farrington, D.P. (2008). The effects of parental imprisonment on children. *Crime and justice*, 37(1), pp.133-206.

Shelter. (2025). *Children in temporary accommodation hits another shameful record as rough sleeping soars* [Online]. Available at: Children in TA hits another shameful record as rough sleeping soars - Shelter England [Accessed: 17 March 2025]

Vagrancy Act 1824, c. 83. Available at: <https://www.legislation.gov.uk/ukpga/Geo4/5/83/section/3>

Watkins, E. (2024) *The Criminalisation of Poverty: Past and Present*. [Online] Available at: The criminalisation of poverty: Past & Present - Is it a Crime to be Poor? [Accessed: 24th March 2025].

Zayed, Y. (2024). *TV Licence Fee Statistics* (House of Commons Library Briefing Paper 8101). CBP-8101.pdf

FSB's Second Annual Research Conference Bridges the Gap Between Academia and Practice

By Kunal Chan Mehta, PR Manager

In the United Kingdom, 2 in 10 adults are in poverty, with 126,040 households considered homeless in England (Joseph Rowntree Foundation, 2025; Shelter, 2025). Monetary sanctions and the fines and fees that disproportionately target the poor challenge the notion of fairness and equality. The criminalisation of poverty is a tireless social issue, where criminal prosecution disproportionately affects impoverished people (Edelman, 2018).

Mr Mohammed Zaidi, FSB's CEO, described FSB's Research Centre as "an engine of innovation that brings together research experts to shape our shared future." He praised the Centre's alignment of theoretical knowledge with real-world impact across numerous sectors.

The conference was co-chaired by Katarzyna Czech, Trainee Dean of Learning and Teaching and Moslem Boushehrian, Lecturer in Criminology and Acting Coordinator of FSB's Research Centre. "It's been fantastic to see so many people engaging in meaningful research," said Katarzyna. "The turnout and energy throughout the day show how much potential lies ahead. I'm confident that many more achievements will follow as we continue to grow this annual event."



Opening remarks by Mr Giedrius Zilionis, FSB Vice Principal at FSB's Second Annual Research Conference. Photo: FSB

Mr Giedrius Zilionis, FSB Vice Principal, spoke passionately about the importance of research in academia. He highlighted how FSB's strong research culture encourages both academic and professional progression. "It is always inspiring to see our students and staff contribute to meaningful conversations that link research to real-world practice," he said. "The achievements of our Research Centre demonstrate FSB's commitment to academic excellence and societal impact."

Mr Zilionis also awarded Certificates of Recognition to all presenters, honouring their contributions to knowledge and practice.

Dr Ben Abudawood, FSB Croydon Dean, acknowledged the high calibre of presentations. "I am proud of both our academics and students for presenting such unique and insightful topics," he said. "The discussions and debates have been thoughtful, engaging and reflective of the high standards we set at FSB."



Alison Vincent, Chief Executive Officer of the Sophie Lancaster Foundation, focused on important research areas such as social justice, policy advocacy and public education. Photo: FSB.

Morning Presentations

The keynote address was delivered by Alison Vincent, CEO of the Sophie Lancaster Foundation, whose emotive presentation set a powerful tone. Sharing findings from 2023 on hate crime against members of alternative subcultures, she revealed that 87% of respondents had experienced in-person harassment and 56% had been physically attacked – yet nearly three-quarters had never reported these incidents. Her compelling call underscored the need to bridge the gap between research and societal change through policy advocacy and public education.

Mr Moslem Boushehrian presented findings from his qualitative study of hate crime perception across 13 ethnic groups in England and Wales. Introducing the Integrated Hate Crime Perception Theory (IHCPT), he explored how social and legal literacy, perception of harm and cultural norms shape the reporting of hate crimes – prompting critical discussion on policy and safety.

Dr Abolaji Azeez, Trainee Course Co-ordinator at FSB Digbeth, offered a historical analysis of divorce trends in the UK, exploring gendered and legislative dimensions, including insights into both heterosexual and same-sex marriages. His findings indicated that early divorces are particularly prominent among female same-sex couples.



Dr Abolaji Azeez, Trainee Course Co-ordinator at FSB Digbeth, offered a historical analysis of divorce trends in the UK. Photo: FSB



Paulina Meisel, MSc Digital Marketing student at FSB Digbeth, investigated The Impact of Social Media Influencers on Consumer Behaviour, sparking debate about digital ethics and generational psychology. Photo: FSB.

Paulina Meisel, MSc Digital Marketing student at FSB Digbeth, presented her research on The Impact of Social Media Influencers on Consumer Behaviour. Her engaging delivery sparked debate about digital ethics, generational psychology and evolving marketing strategies.

Jiahuan (Henry) Qian, Academic Support Coordinator at FSB Croydon, presented Students' Experiences and Perceptions on Different Online Learning Platforms: The Cases of Rain Classroom and Blackboard Learn 2022. His timely research offered insight into how technology, user engagement and academic outcomes interact within the evolving digital pedagogy landscape.

Afternoon Presentations

Dr Nahanga Verter, Trainee Lecturer in Business at FSB Croydon, analysed the effects of international trade on agriculture in Nigeria, identifying both potential and peril. He cited policy inconsistencies, infrastructure gaps and the marginalisation of agriculture in favour of oil exports as key developmental challenges.

Dr Mahdi Faraji, Trainee Lecturer in Health at FSB Croydon, tackled healthcare staff shortages in high-income countries. His systematic review highlighted workforce burnout, migration and structural inefficiencies, while advocating for political commitment and global collaboration to support a multifaceted intervention strategy.

Mr Maher Fattouh, Academic Support Tutor and Librarian at FSB Croydon, shared a study on community-based mental health interventions in Southwest England. Drawing from expert interviews, he identified key barriers such as stigma and access issues and proposed culturally grounded tech-enabled solutions.



The research conference brought FSB staff together through their passion for research impact. Photo: FSB.

Ms Lucia Mocofanescu, MSc Digital Marketing student at FSB Digbeth, explored how Big Data and IoT are transforming e-commerce logistics. Her research highlighted their role in building customer trust and operational efficiency while flagging cybersecurity and legacy system challenges.

Closing Remarks

In his closing speech, Mr Zilionis, FSB's Vice Principal, commended the diversity of topics and the depth of discussion. He praised the Research Centre for cultivating a vibrant space where academic excellence meets societal impact.

It is through events such as this, and under the guiding ethos of its Research Centre, that FSB continues to bridge the academic and professional worlds, empowering its students and staff to become agents of change in an increasingly complex and interconnected global society.

Editor's note:

We would like to thank Dr Ben Abudawood, FSB Croydon Dean, for helping gather commentary from FSB staff.

FSB's Student Union Commended for Steering Student Voice and Vision

By Kunal Chan Mehta, FSB's Public Relations Manager



With appreciation, FSB celebrates its elected Student Union (SU) leadership team – a spirited and strategic ensemble set to strengthen student solidarity, stimulate shared progress and spark change across all FSB campuses. Their ascent marks not just an electoral victory but a vivid vision for an empowered, inclusive and ever-evolving academic community.

While FSB's SU operates independently, its communication with FSB is both principled and powerful – a union of ideas and ideals that magnifies student voices and multiplies opportunities for professional collaboration and growth.

"FSB's SU represent the pulse of progress in our ever-adaptive academic ecosystem,"

"The proactive engagement of our SU leaders exemplifies the leadership qualities we aim to instil in all our students. We anticipate a fruitful collaboration that will further enrich FSB's entire academic community."

Mr Mohammed Zaidi, FSB's CEO.



Georgiana Camelia Duma, FSB SU President, based at FSB Croydon, brings decades of experience in organising inclusive events and well-being activities. Photo: FSB

A SU President with Purpose

At the helm is newly appointed SU President Georgiana Camelia Duma, based at FSB Croydon, whose commitment to community care and campus cohesion is personal and professional. As a seasoned activities coordinator in healthcare and hospitality, she brings with her decades of experience in organising inclusive events and well-being activities: “My mission is to infuse joy and genuine support into every student’s journey,” Georgiana says. “Our SU must be a place where every student, regardless of background, feels bold and brave enough to be heard.”

Georgiana is also focusing on mental health workshops and accessible peer mentoring programmes — all delivered with her trademark of compassion and creativity.

Visionary Vice Presidents and Voices for Every FSB Student

Fatme-Aicha Jelilati, Sheffield SU Vice President, leads from the frontlines and is a resolute advocate for representation, rights and respect. “I believe every FSB student deserves a seat at the table,” Fatme-Aicha affirms. “My role is to elevate unheard voices and build bonds across cultures whilst creating an inclusive and inspiring place to study.”

From her time as a class representative, Fatme-Aicha has already built trust among peers and now channels that momentum into greater mental health advocacy through workshops and in-class visits.

At FSB Croydon, Ana-Maria Kerekes, FSB’s Croydon SU Vice President, brings the precision of a quality auditor

and the empathy of a healthcare specialist to her new role. Ana-Maria is dedicated to strengthening student services and championing culture: “Our diversity is our strength. I aim to co-create a campus life that reflects every student’s identity and imagination,” she shares.

Manav Singh Sandhu, SU Vice President at FSB Digbeth, with an extensive background in operations and security, promises a future of safe, seamless and student-led experiences. Calm under pressure and confident in coordination, Manav is focused on planning, safeguarding and strategic improvements in student engagement. “Success starts with safety and support,” Manav notes. “I’m here to help our events thrive and make our ideas take flight.”

“Leadership, to me, is about listening before leading and advocating before acting,” said Zohra Parveezi, SU Vice President at FSB Leicester. “I believe that with open dialogue and genuine commitment to student wellbeing, we can build a culture where every student not only belongs but thrives.”

“We are not here to simply serve — we are here to stand up, speak out and shape the future of FSB. Every student’s concern is our campaign. Every voice matters and every student counts,” added Georgiana Camelia Duma, FSB’s SU President.

“The newly elected FSB SU team embodies the ambition and resilience we value most in our student community. With leadership like this, one thing is clear — FSB’s future is not just bright, it’s brilliant.”

Katarzyna Czech,
Trainee Dean of Learning and Teaching

Leading with Purpose — My Experience as Vice President of the Student Union



Zohra Parveezi,
Vice President of FSB's Student Union

When I first stepped into the role of Vice President of the Student Union, I wasn't entirely sure what to expect. What I quickly discovered was a position full of responsibility, impact, and growth—not just for me, but for every student I represent.

Zohra Parveezi,
Vice President of FSB's Student Union

Being the Voice of the Students

My main goal as Vice President has been to ensure that every student feels heard. Whether it's through organising meetings with class reps, planning events, or advocating for improvements, I've been working to make sure student voices are not only listened to, but also acted upon.

True leadership, I've learned, isn't about being in charge—it's about being in service. It means helping others feel empowered, supported, and inspired. It's about connecting with students from all backgrounds and understanding their concerns, ideas, and aspirations.

Being Balancing SU Work with Academic Life

One of the biggest challenges has been managing my Student Union responsibilities alongside my academic work. It's a demanding balance, but also a rewarding one. I've developed stronger organisational skills, learned to prioritise effectively, and become more resilient in handling pressure. Time management has become my best friend, and I've learned that asking for help or delegating tasks is not a weakness—it's a strength.

Growth Through Service

This role has pushed me to grow in ways I never imagined. From drafting event proposals and managing budgets to solving problems and uniting teams, I've gained practical skills that will stay with me long after university. More importantly, I've learned how to lead with empathy, listen without judgment, and act with purpose.

Final Thoughts

To anyone thinking about getting involved in student leadership: go for it. You don't need to have it all figured out. Just bring your passion, your curiosity, and your willingness to make a difference. The Student Union is not just a committee—it's a community. And being part of it means being part of something bigger than yourself.

I'm proud of the work we're doing, and I'm excited for what's ahead. Together, we're shaping a student experience that's not only better—but more united, inclusive, and inspiring.

Author Bio:

Zohra Parveezi is the Vice President of the Student Union at Fairfield School of Business. She is passionate about student representation, inclusion, and building a strong campus community. Balancing leadership with her academic responsibilities, Zohra works to ensure that every student voice is heard and valued. Outside of her role, she enjoys engaging with student events and exploring new ways to support and uplift her peers.

Mental Health Awareness Week 2025 at Fairfield School of Business: A Week of Support and Connection

By Zerka Sahak, Student Support Coordinator, FSB Croydon

Mental Health Awareness Week 2025, observed from 12–18 May, marked a vital moment for reflection, education, and empowerment at FSB's Croydon Campus. In line with the national theme, the initiative brought together staff and students in a shared commitment to prioritising mental well-being, fostering open dialogue, and cultivating a supportive campus environment.



Miss. Tamara Austin – Student Welfare Advisor, conducting a workshop for students and staff members. Photo: FSB.

Recognising that mental health underpins both academic success and personal development, FSB embraced the week as an opportunity not only to raise awareness but also to provide practical tools and safe spaces for students and staff alike to better understand and manage their mental health.

At the heart, there was a carefully curated programme of workshops and activities designed to inform and empower. Facilitated by mental health professionals, student support specialists, and wellbeing advocates, our sessions offered participants evidence-based strategies to navigate emotional challenges and maintain balance in their academic and personal lives.

Managing Stress During Studies

This session looked at how academic pressure affects both the mind and body. Students learned easy ways to handle things like assignment deadlines, and balancing different tasks. The workshop focused on managing time well and why taking breaks and setting limits are important.



Ms. Felly Yusifu, Student Union Co-Ordinator, Miss. Tamara Austin Student Welfare Advisor, Mrs. Ana-Maria Babuta, Trainee Course Co-Ordinator – Business, Ms. Zerka Sahak, Student Support Coordinator & Trainee Lecturer in Digital Marketing, Ms. Nataliia Slobodiak, Senior Student Support Officer, Miss. Veronica Jinadu, Student Support Officer and Mr. Borice Kolley, Senior IT Support Engineer. Photo: FSB.



Miss. Tamara Austin, Student Welfare Advisor, Miss. Veronica Jinadu, Student Support Officer, Ms. Zerka Sahak, Student Support Coordinator & Trainee Lecturer in Digital Marketing, and Ms. Felly Yusifu, Student Union Co-Ordinator. Photo: FSB.

Building Emotional Resilience

In today's busy academic world, emotional resilience is more than just a helpful trait—it's a vital skill. This hands-on workshop helped students learn how to see setbacks in a more positive way, build inner strength, and face challenges with confidence. Real-life examples and group discussions made the ideas easier to understand and apply. Students were encouraged to share similar moments from their own academic journeys, which helped normalise challenges and foster a sense of community. By the end of the session, many reported feeling more capable of handling stress and more open to seeking support when needed.

Understanding Anxiety and Depression

This supportive and informative session aimed to shed light on two of the most common mental health challenges faced by students: anxiety and depression. Delivered with empathy and clarity, the workshop explored the signs and symptoms of each condition and addressed the stigma that often surrounds them. Students also learned about the different support options available, including student support and welfare services and confidential helplines. For example, students learned that anxiety can look like overthinking, feeling tense, or avoiding things like presentations or exams. Depression was described as feeling very low, having no motivation, or not wanting to be around others. The workshop encouraged students to notice these signs early and reminded them that help is available—they're not alone.

Mindfulness and Meditation

This calming session gave students a chance to slow down and focus on the present moment. They were introduced to mindfulness techniques like deep breathing, guided meditation, and grounding exercises. These activities, based on methods from cognitive behavioural therapy (CBT) and positive psychology, helped students feel more relaxed and focused.

Wellbeing Beyond the Workshops

Alongside the workshops, colouring stations and a feedback box were available all week to help students relax and share their thoughts. Another part of the session invited everyone to write on a shared board what mental health means to them. These personal notes created a sense of connection and helped open up conversations about mental wellbeing. The session encouraged self-awareness, relaxation, and reminded everyone that taking small moments to care for your mind can make a big difference.

**BA (HONS) COUNSELLING,
MENTAL HEALTH AND WELLBEING**
with foundation year

in partnership with
 Birmingham
Newman
University

Mental Health as an Ongoing Commitment

Mental Health Awareness Week at FSB was more than just a date on the calendar—it showed what the college cares about. It reminded everyone that FSB is committed to creating a safe and supportive place for students' mental health.

At the end of the week, both students and staff gave very positive feedback. Many said they want more mental health events and for wellbeing to be a regular part of campus life.

FSB is dedicated to supporting mental health every day, not just during special weeks. We know that students do better when they feel emotionally supported, connected to their community, and cared for.



**Scan for more
information**

Proactive Pastoral Support in Higher Education: Moving from Reactive to Preventive Models

By Uzma Gilani, Lecturer in Health and Social Care Management, FSB Digbeth



“Students do not care how much you know
until they know how much you care.”

John C. Maxwell

How many students must quietly unravel before we take notice?

Each academic year, behind the metrics and module grades, there are learners who silently slip through the cracks—struggling with anxiety, isolation, financial pressure, or personal loss. They disappear not with dramatic exits, but with missed lectures, delayed submissions, and fading confidence.

Yet too often, **pastoral care is triggered only when a student is already in crisis.** We call them in after failures. We offer help when disengagement is already chronic. This is not support—it is damage control.

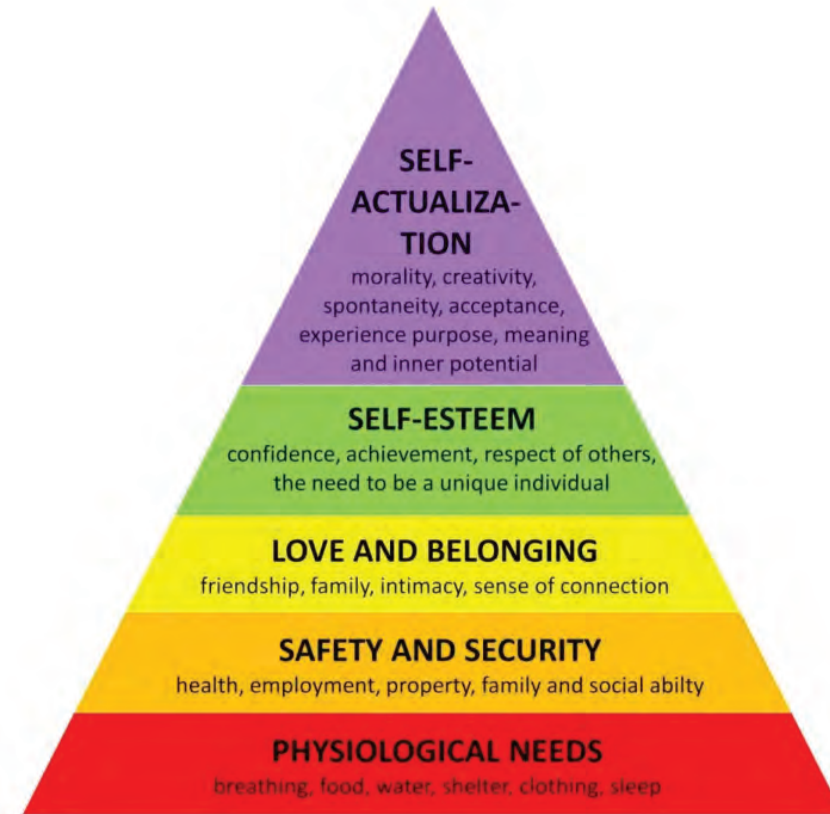
As educators, we can no longer afford to be passive responders. In an era of rising mental health concerns and widening attainment gaps, **pastoral care must become anticipatory, personalised, and deeply embedded in the academic journey.**

As a **Personal Academic Tutor (PAT) Coordinator**, I argue that it is time we fundamentally rethink our approach—shifting from reactive mechanisms to **preventive systems** built on regular dialogue, intelligent use of student data, and a culture that treats wellbeing as integral to learning, not separate from it.

The Case for Preventive Pastoral Models

Pastoral support in higher education is traditionally seen as student-initiated. However, evidence now strongly suggests that many students, especially those from underrepresented or non-traditional backgrounds, often suffer in silence (Thomas, 2012). The **Student Mental Health Crisis** has made headlines in recent years, with the Office for Students (2023) reporting rising rates of anxiety, depression, and academic burnout among UK university students.

Proactive models of pastoral care are built on early identification and engagement rather than crisis response. They align with the principles of **Maslow's Hierarchy of Needs (1943)** — acknowledging that academic achievement is only possible when students feel emotionally safe, socially connected, and psychologically supported.



Source: Brooks and Kirk (2023)

Using Dialogue and Data to Detect Early Signs

Proactivity begins with **two vital tools: dialogue and data**.

1. Dialogue

Building trusting, ongoing relationships through regular PAT check-ins allows tutors to identify subtle signs of disengagement: poor punctuality, declining confidence, or reluctance to participate. As **Carl Rogers' Humanistic Theory (1951)** emphasises, students flourish in environments of empathy, authenticity, and unconditional positive regard.

2. Data

Academic analytics—attendance patterns, VLE engagement, formative assessment scores—provide tutors with quantifiable indicators of risk. When used ethically, this data acts as an **early warning system**, enabling timely interventions before academic decline sets in.

Hattie and Timperley (2007) note that feedback is most effective when it is timely and forward-facing. This reinforces the power of pastoral interactions that are not just reactive, but predictive and preventive.

A Proactive PAT System in Action

At FSB, we recognise that meaningful student support goes far beyond reactive check-ins. Our student demographic is richly diverse—many are first-generation learners, mature students, or international applicants navigating higher education while balancing work, family, or complex personal circumstances. In response, FSB has built a **holistic, structured, and preventive pastoral framework** that sets an example within the private HE sectors.

Key Initiatives at FSB:

1. A Dedicated Personal Academic Tutor (PAT) System

At the heart of our support model is a robust PAT system where every student is assigned a dedicated academic tutor. These relationships are not administrative; they are developmental. Students meet their PATs multiple times throughout the academic year, with sessions designed not only to review academic progress but to discuss wellbeing, career aspirations, and personal challenges.

2. Early Engagement & Risk Detection

FSB has implemented a **centralised dashboard for student engagement tracking**. Attendance, punctuality, VLE interaction, and submission patterns are monitored in real-time. When indicators show early signs of disengagement, PATs and support staff intervene promptly. This data-informed approach has been crucial in preventing academic failure and emotional isolation.

3. Staff Training in Inclusive, Trauma-Informed Support

All staff, including academic tutors, undergo training on how to provide **compassionate, non-judgemental, and culturally responsive** pastoral care. These sessions incorporate elements of **trauma-informed practice**, helping staff recognise signs of distress and respond in ways that build trust and resilience.

4. Embedded Wellbeing Services and Mental Health Referral Pathways

FSB ensures that students have access to internal and external **wellbeing and counselling services**, with seamless referral pathways. Tutors are trained to make timely and appropriate referrals while continuing to offer consistent academic mentoring.

5. Community Building through Academic and Social Initiatives

A sense of belonging is one of the most powerful protective factors in a student's journey (Thomas, 2012; Tinto, 1993). FSB fosters this through academic workshops, peer mentoring schemes, and events celebrating cultural diversity. These initiatives strengthen interpersonal bonds and reduce the stigma often associated with asking for help.

6. PAT Coordinator Oversight and Quality Assurance

The PAT system is continuously monitored and improved under the leadership of a **dedicated PAT Coordinator** (my role). Regular tutor debriefs, student feedback surveys, and data reviews ensure that our pastoral approach is both agile and responsive to student needs.

A Call to Action

It is not enough to support students when they stumble. We must **walk alongside them from the start**. We must be attentive, proactive, and holistic in our approach to student wellbeing—especially within private HE, where students may arrive with unique barriers but also remarkable potential.

Fairfield School of Business has taken critical steps, but the journey continues. As educators, coordinators, and human beings, our challenge is to champion a new standard of care—one where **no student slips through the cracks unnoticed**.

Let us reframe pastoral support not as a fallback, but as a **foundational framework for success**.

References

Brooks and Kirk (2023) *Understanding Maslow's Hierarchy of Needs in Education*. Available at: <https://brooksandkirk.co.uk/understanding-maslows-hierarchy-of-needs-in-education/> (Accessed: 25 May 2025).

Hattie, J. and Timperley, H. (2007) 'The power of feedback', *Review of Educational Research*, 77(1), pp. 81–112.

Maslow, A.H. (1943) 'A theory of human motivation', *Psychological Review*, 50(4), pp. 370–396.

Office for Students (2023) *Student mental health in higher education: A review*. Available at: <https://www.officeforstudents.org.uk> (Accessed: 26 May 2025).

Rogers, C.R. (1951) *Client-centered therapy: Its current practice, implications and theory*. Boston: Houghton Mifflin.

Thomas, L. (2012) *Building student engagement and belonging in higher education at a time of change*. London: Paul Hamlyn Foundation.

Strategies for enhancing the practicality and industry relevance of business education

By Wail Gamil, Lecturer in Business and Management, FSB Digbeth



Source: FSB Marketing/Adobe/Adobe Firefly

Introduction:

Business education stands at the forefront of shaping tomorrow's leaders, entrepreneurs, and changemakers. Across the globe, academic institutions play a critical role in developing students' analytical abilities, ethical thinking, and strategic mindset skills essential for thriving in complex, competitive environments. However, as the workplace continues to evolve, so too must the way we prepare students to enter it.

A recurring challenge faced by graduates and employers alike is the difficulty of translating academic excellence into workplace readiness. Imagine a top-performing MBA graduate stepping into their first corporate role, only to realise that success now hinges on skills like negotiation, teamwork, and adaptability competencies that are not always emphasised in traditional business curricula. While this scenario is illustrative, it represents a wider concern voiced by educators, students, and employers: how can business education evolve to better reflect the practical realities of modern industry?

Many institutions are already responding with forward-thinking solutions, from experiential learning and digital tools to stronger industry partnerships. Still, the gap between academic theory and business practice remains a significant talking point across the sector. Bridging this divide requires more than curriculum

reform, it demands collaboration, innovation, and a renewed commitment to employability.

This blog sets out to explore practical, evidence-based strategies that can help business schools transform their programmes into platforms for real world impact. By aligning learning with labour market needs, we can empower graduates not only to participate in the workforce but to shape its future.

The disconnect between industry and academics:

Despite the fact that business schools give students theoretical frameworks, many businesses contend that graduates lack practical experience and abilities that are relevant to the industry (Mintzberg, 2004). Without sufficient exposure to real-world business difficulties, the conventional lecture-based training paradigm frequently concentrates on abstract notions (Bennis & O'Toole, 2005). As a result, businesses want for graduates with both practical skills and technical understanding (Pfeffer & Fong, 2002).

Techniques to improve business education's practical learning:

1. Combining case studies with actual situations:

By analysing actual business problems, case studies help students develop their critical thinking and decision-making abilities (Yin, 2014). For instance, the Harvard Business School's case method exposes students to intricate business problems, preparing them for situations like this in the workplace (Christensen & Carlile, 2009).

2- Hands-on learning via apprenticeships and internships:

According to Kolb (1984), internships and apprenticeships provide practical experience that helps close the gap between theory and practice. Universities must work with businesses to provide organised internship programs that let students obtain real-world experience while receiving credit (Gentry, 1990).

3- Industry cooperation and invited speakers:

Collaborations between academic institutions and business experts improve education by offering knowledge of contemporary market demands and trends (Anderson et al., 2001). Students are exposed to industry best practices and real-world difficulties through guest lectures by seasoned professionals (Brown et al., 2015).

4- Business games and simulations:

Students can apply their knowledge to real-world business scenarios in a risk-free setting via business simulations (Faria et al., 2009). Students can hone their strategic thinking and problem-solving abilities with programs such as Markstrat and Capsim (Fripp, 1997).

5- Learning via problems and projects:

Students are encouraged to engage on real-world business challenges through problem-based learning (PBL), which stimulates creativity and innovation (Savery, 2006). Students that participate in project-based learning (PjBL) work with companies to solve real-world problems (Bell, 2010).

6- Developing a curriculum based on skills:

Essential soft skills like negotiating, leadership, and flexibility must be incorporated into academic programs on a regular basis (Robles, 2012). Employers are increasingly looking for graduates who possess both interpersonal and technical abilities (Laker & Powell, 2011).

7- Utilising data analytics and digital tools:

Students can acquire highly sought-after technical skills by using digital technologies like data analytics platforms, CRM software, and ERP systems (McAfee & Brynjolfsson, 2012). To increase students' employability, business schools must include training in software such as Tableau, SAP, and Salesforce (Davenport & Harris, 2007).

8- Promoting entrepreneurship and the development of new businesses:

Students can create and start their own businesses with the help of business incubators and entrepreneurship programs (Kuratko, 2005). To encourage entrepreneurial abilities, universities could offer networking possibilities, financing opportunities, and mentorship (Neck & Greene, 2011).

9- Regulatory organisations:

Practical learning is emphasised by accrediting bodies including AACSB, AMBA, and EQUIS (Wilson & Thomas, 2012). These requirements must be incorporated into business school curricula to guarantee industry relevance and employability for graduates.



MA BUSINESS AND MANAGEMENT

- Gain a thorough grounding in current best practices and theory, enriched by real-world problem-solving.
- Benefit from access to a valuable network of industry links and opportunities for further accreditation.
- Choose a broad programme of study, or specialise in accounting, entrepreneurship, international business or marketing.

in partnership with



Scan for more
information

Conclusion:

Business education's capacity to advance beyond theory will determine its destiny. Through the integration of industrial collaborations, digital resources, and experiential learning, academic institutions may develop students into adaptable professionals who are prepared to take on real-world difficulties. But change is needed because the curriculum is not keeping up with the growing divide between boardrooms and classrooms.

Now, this is what we need to do: Demand collaboration: to guarantee that the skills taught today are applicable to the labour market of tomorrow, business schools and industry must collaborate to develop curricula. Invest in experience: internships, simulations, and real-world projects ought to be required by universities as core requirements rather than electives. Hold institutions accountable: in their assessments, accrediting organisations must give precedence to real results above theoretical rigour.

What does it cost to do nothing? Today's graduates are at a disadvantage in a workforce that values flexibility and change because they are frequently ill-equipped to lead innovation. Companies are not going to wait for school systems to catch up since they are moving quickly. In the face of constant change, we have the chance to develop a workforce that not only adjusts but thrives. The moment has come for decisive action.

References

Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., ... & Wittrock, M. C. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. Longman.

Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 83(2), 39-43.

Bennis, W., & O'Toole, J. (2005). How business schools lost their way. *Harvard Business Review*, 83(5), 96-104.

Brown, P., Lauder, H., & Ashton, D. (2015). The global auction: The broken promises of education, jobs, and incomes. Oxford University Press.

Christensen, C. M., & Carlile, P. R. (2009). Course research: Using the case method to build and teach management theory. *Academy of Management Learning & Education*, 8(2), 240-251.

Davenport, T. H., & Harris, J. G. (2007). *Competing on analytics: The new science of winning*. Harvard Business Press.

Faria, A. J., Hutchinson, D., Wellington, W. J., & Gold, S. (2009). Developments in business gaming: A review of the past 40 years. *Simulation & Gaming*, 40(4), 464-487.

Fripp, J. (1997). *Learning through simulations*. McGraw-Hill Education.

Gentry, J. W. (1990). What is experiential learning?. *Guide to Business Gaming and Experiential Learning*, 9(1), 10-20.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.

Kuratko, D. F. (2005). The emergence of entrepreneurship education: Development, trends, and challenges. *Entrepreneurship Theory and Practice*, 29(5), 577-598.

Laker, D. R., & Powell, J. L. (2011). The differences between hard and soft skills and their relative impact on training transfer. *Human Resource Development Quarterly*, 22(1), 111-122.

McAfee, A., & Brynjolfsson, E. (2012). Big data: The management revolution. *Harvard Business Review*, 90(10), 60-68.

Mintzberg, H. (2004). Managers, not MBAs: A hard look at the soft practice of managing and management development. Berrett-Koehler Publishers.

Neck, H. M., & Greene, P. G. (2011). Entrepreneurship education: Known worlds and new frontiers. *Journal of Small Business Management*, 49(1), 55-70.

Pfeffer, J., & Fong, C. T. (2002). The end of business schools? Less success than meets the eye. *Academy of Management Learning & Education*, 1(1), 78-95.

Robles, M. M. (2012). Executive perceptions of the top 10 soft skills needed in today's workplace. *Business Communication Quarterly*, 75(4), 453-465.

Savery, J. R. (2006). Overview of problem-based learning: Definitions and distinctions. *Interdisciplinary Journal of Problem-Based Learning*, 1(1), 9-20.

Wilson, T., & Thomas, H. (2012). The impact of accreditation on business schools: Reputation versus quality. *Journal of Management Development*, 31(8), 754-767.

Yin, R. K. (2014). *Case study research: Design and methods*. SAGE Publications.

Scan for all courses



Courses for the Business Minded



**BA (HONS) BUSINESS MANAGEMENT
WITH FOUNDATION YEAR**
BATH SPA UNIVERSITY



**BSc (HONS) BUSINESS MANAGEMENT
WITH FOUNDATION YEAR**
RAVENSBOURNE UNIVERSITY



**BSc (HONS) BUSINESS MANAGEMENT
WITH FOUNDATION YEAR**
BIRMINGHAM NEWMAN UNIVERSITY



**BSc (HONS) DIGITAL MARKETING
WITH FOUNDATION**
RAVENSBOURNE UNIVERSITY

Courses for the Health Minded



**BSc (HONS) HEALTH AND SOCIAL CARE MANAGEMENT
WITH FOUNDATION YEAR**
BATH SPA UNIVERSITY



**BA (HONS) COUNSELLING, MENTAL HEALTH AND WELLBEING
WITH FOUNDATION YEAR**
BIRMINGHAM NEWMAN UNIVERSITY

Postgraduate courses



**MBA LEADERSHIP
(POSTGRADUATE)**
BATH SPA UNIVERSITY



MSc DIGITAL MARKETING
RAVENSBOURNE UNIVERSITY



MA BUSINESS AND MANAGEMENT
BATH SPA UNIVERSITY

FSB Focus MAGAZINE



Fairfield School of Business

 fsb.ac.uk