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Message from the CEO

Dear Readers,

Welcome to this vibrant and packed edition of FSB Focus Magazine, where we celebrate the steadfast spirit of our community. Our cover story (p. 59) captures a proud moment with Bath Spa University honouring our graduates in a ceremony defined by purpose and possibility.

This edition is rich with outstanding achievements that reflect FSB's collective momentum - from our NSS 94% Teaching Satisfaction score (p. 15), to students excelling in entrepreneurial innovation through Shark Tank (p. 35) and Marilena's inspiring product journey (p. 39).

We also explore the intellectual frontiers shaping today's academic discourse with our literary lens on burnout (p. 19), the ethics and philosophy of modern teaching (p. 22), and the imperative of securing intellectual property in an age of relentless creativity (p. 29).

Additionally, we bring fresh perspectives on urgent social themes, including trauma and learning barriers (p. 83), safeguarding and moral leadership (p. 49), the psychology of news consumption (p. 91), and the emotional complexities that shape us (p. 53).

Lastly, our research presence continues to grow, with groundbreaking work in tuberculosis studies (p. 77) and significant contributions to criminology and hate crime awareness (p. 41, p. 80).

Happy reading and thank you for joining us for another compelling edition.

Warmest regards,

Mohammed Zaidi
CEO of FSB

IN THIS EDITION

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Feedback in Higher Education:
A Multifunctional Tool

By **Henry Qian**, Academic Support Coordinator & Lecturer in Health at FSB Croydon

Henry Qian is an Academic Support Coordinator & Lecturer in Health at FSB Croydon. Photo: FSB

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> When I was doing my BA and received a grade for my very first university assignment, I felt lost. The feedback – "Needs more critical engagement"—left me unsure of what to do next. It was not until my lecturer invited me to a one-to-one feedback session that things began to shift. The lecturer did not just point out what was missing; they walked me through examples, discussed alternative interpretations of what I had written about, and asked questions that challenged my assumptions. By the end of the meeting, I was not just clearer on what to fix—I felt like a partner in my own academic development.

Feedback is commonly and popularly perceived as a critical pedagogical tool in education (Jensen et al., 2021; Zhang & Zheng, 2018). A notably growing body of literature within the field of education indicates that feedback has been gradually recognised as a crucial component of the assessment process and practice (Evans, 2013; Pereira et al., 2016; Schartel, 2012; Thomas & Arnold, 2011; Winstone & Boud, 2020).

While the perceptions and definitions vary, it is widely believed that feedback is beneficial to teaching and learning (Evans, 2013; Schartel, 2012). Thomas and Arnold (2011), for instance, argue that feedback, if implemented adequately, can assist learners in continuously attaining a higher level of performance. Given the significance of feedback in education, reviewing this concept can be useful as it would address a core element of pedagogy that might directly impact the quality of educational outcomes.

This article reviews and explores the history and development of 'feedback' as a concept and a tool to provide insights of its nature, analyse how it evolves to adapt to different education needs and philosophies, and how the findings could be beneficial to our teaching and learning in higher education context by using the example of the Socratic Method.

Defining Feedback

It is important to acknowledge that there does not seem to be a universal definition of feedback. Feedback can, for example, be a "supported sequential process" (Archer, 2010, p.101), or be seen as a piece of information provided regarding performance by an agent (e.g. teacher) (Hattie & Timperley, 2007). From reviewing relevant literature, it can be argued that the diversity in defining feedback in education is mainly an outcome of different educational contexts and various functions and purposes of feedback per se. For this article, feedback is defined in light of a number of literatures and interpretations, as the aim of the article is to discuss how the multifaceted nature of feedback can contribute to education diversely and comprehensively.

Tool for Correction

One of the most widely recognised understandings of feedback is its corrective role in reducing and closing the gap between one's current performance and a desired standard. Fundamentally and historically, teachers have long been 'correcting' students throughout the history of education before the actual systematic recognition of 'feedback' as a concept. Marking, for example, is indeed a traditional way of 'correction' (e.g. "right" or "wrong") using a certain type of information (e.g. standard/correct answers). The process of correction in this case, however, does not involve much emphasis on possibilities of further actions, or say, improvements, for either teachers or students: it is merely a rejection of wrong answers and an approval of the right ones.

Despite not originally being a pedagogical tool, the concept of "corrective feedback" was later introduced during the Industrial Revolution as an essential component of steam engines and other mechanical systems, monitoring their output and applying such information to regulate and manipulate their functioning (Boud & Molloy, 2013; Bunch & Hellemans, 2004). For instance, the governor mechanism invented by James Watt in the 18th century could automatically adjust the engine's fuel supply in response to its speed, correcting deviations to make the speed constant (Hannavy, 2022). This can be perceived as an early model of feedback, although not particularly within the context of education, where relevant information was obtained through a certain process of 'monitoring' and used to correct and improve particular aspects.

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Tool for Gap-Reduction

In the context of management, Ramaprasad (1983) defines that feedback is "information about the gap between the actual level and the reference level" (p.4). He emphasises that a piece of information can be considered as a sort of "feedback" only when it can be used to alter such gap. This understanding, prominently discussed and supported by Sadler (1989) later within the field of educational assessment, also suggests that feedback serves as a corrective tool, providing learners with specific information regarding their performance (one side of the gap) and offering instruction on improvement (approaches of moving to the other side of the gap). The gap-reduction model has significantly shaped the formative assessment practices nowadays, as many teachers are trained and advised to design and provide feedback for correcting and guiding purposes.

This gap-reduction model, however, can be critiqued for its somewhat narrow focus on merely correcting errors and providing instructions in that regard. The model might not be able to fully address the broader needs of learning, for example, encouraging critical thinking and self-motivation, both of which are considered to be crucial to promote individuals to become 'capable learners', an important goal of education in recent decades (Claxton, 2006). Hattie and Timperley (2007) do provide a similar interpretation of feedback to Ramaprasad's and Sadler's works that a major purpose of feedback is "to reduce discrepancies between current understandings and performance and a goal" (p.86), yet they have also further expanded by identifying different levels of feedback (e.g. task level, process level etc.) that address not only immediate gap but also the process underlying learning and relevant metacognitive skills.

Tool for Self-Regulation

Hattie and Timperley's (2007) interpretation can be perceived as an extension and further development of Ramaprasad's (1983) and Sadler's (1989) gap-reduction model, where the recognition of the significance of being a capable and lifelong learner has been both directly and indirectly portrayed. While the latter is primarily concerned with immediate correction and improvement, Hattie and Timperley highlight that effective feedback must also develop the learner's ability to think critically about their own learning process and develop strategies for self-improvement. This extension of ideas represents a more comprehensive recognition of feedback as a formative tool that not only contributes to immediate effect but also to the long-term growth of autonomous, self-regulated learners.

Several popular assessment approaches have proved such shifting emphasis and recognition of feedback in education, including assessment for learning and assessment as learning (Hume & Coll, 2009; Wiliam, 2011). Ibarra-Sáiz et al. (2020) point out that a notable pattern behind these approaches is the increasing importance of "participatory modalities of assessment" (p. 138). This can be interpreted from the example of self-assessment, a powerful approach in advancing the notion of assessment as a tool for self-regulation. Within the framework of self-assessment, students are encouraged to reflect critically on their performance, identify their own areas for improvement, and make autonomous adjustments accordingly. This approach evidently diverges from the traditional hierarchy of assessment, in which feedback is externally provided by teachers, normally without encouraging students to engage meaningfully with the assessment process.

It can be further argued that students have become active participants rather than passive recipients in the assessment process under self-assessment, and on this basis, it is likely that they will shift their mindset and learning patterns as well from being dependent on external validation to becoming self-directed learners capable of monitoring and adjusting their own process. Feedback in this case is provided by both teachers and students themselves, which becomes more than merely an external intervention but a mechanism that students can internalise and use to guide their own learning and hence can be considered as a tool for self-regulation.

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Tool for Knowledge Co-Construction

Unlike traditional perceptions that consider feedback in education merely as a process of information transmission from teacher to student, feedback might be able to not only facilitate (and be) a dialogue as previously argued, but also promote knowledge sharing and collaboration, that is, serve as a tool for knowledge co-construction.

This interpretation can be traced back to the concept of Zone of Proximal Development (ZPD) by Vygotsky (Gredler, 2012). The concept portrays a space between what a learner can accomplish independently and with guidance. The guidance under the framework, often understood and delivered as feedback, provides scaffolding that supports learners in progressing toward higher levels of autonomy and understanding of certain knowledge (Wood et al., 1976).

ZPD evidently encourages learners to engage in tasks beyond their immediate capabilities through interaction with another individual with more knowledge, for instance, a teacher. Say, assuming there is an English literature teacher working with a student struggling with literary analysis of poems. Instead of directly providing the standard interpretations, the teachers might ask the guiding questions like "Can you identify any words or phrases that seem particularly important?", and after the student responds, the teacher might adjust the questions to scaffold further, for example, "Why do you think the poet chose these specific words or phrases?". In this case, feedback serves as a dialogic tool that is both dynamic and interactive, encouraging the student to arrive at a deeper understanding while engaging in dialogue that lies within their ZPD through scaffolded questions.

Despite the previous critique on the limited focus of Sadler's (1989) gap-reduction model of feedback, it is evident that the model also emphasises the significance of making feedback as an interactive process, which engages both the teacher and the student in a continuous exchange with the objective of bridging the gap. According to Sadler, feedback is most effective when students not only receive information regarding their progress but also actively engage with it to understand where and how to develop.

A similar interpretation and use of feedback practices can be seen in later works within the field of education. Mercer et al. (1999), for instance, expand further based on Vygotsky's work and introduce the concept of "exploratory talk". The concept illustrates a dialogue between the instructor (teacher) and the learner (student) that is open-ended and designed to enhance understanding of certain knowledge. With the empirical evidence of a teaching programme

integrated with exploratory talk, Mercer et al. highlight that learners are more likely to internalise new concepts when they are encouraged to express their reasoning through dialogues and questions – the understanding of learners in this case is not only directed by the instructors in this process but also autonomously fostered. Both scholarly works reflect the understanding that feedback can be applied as a tool for co-constructing knowledge, where its effectiveness and impact is enhanced through discussion and questioning.

The previously discussed model by Hattie and Timperley (2007) also reflects and echoes the perception of feedback as a knowledge co-construction tool. The model shows the categorisation of feedback into four different levels, while each level encourages different types of dialogue and cognitive engagement, supporting either immediate development or the development of metacognitive skills. Process-level feedback, in particular, is alignment with Mercer et al.'s concept of exploratory talk, as it emphasises the development of the learner's strategies and approaches of learning rather than the provision of direct answers. This level of feedback improves learners' skills to self-regulate and learn independently by facilitating reflective discussion on their problem-solving methods.

Feedback and Pedagogical Approaches: An Example of the Socratic Method

The application of feedback as a pedagogical tool has experienced significant evolution over time, reflecting broader developments and changes in educational philosophy, psychology, and pedagogical approaches. The history of feedback in education can be traced back to early educational practices in ancient Greece and Rome, through the emergence of behaviourism in the early 20th century, to the current focus on student-centred learning, formative assessment, and assessment for learning (AfL). In this section, I would like to share one of my favourite pedagogical approaches, 'Socratic Method', where the feedback is implemented and integrated as a powerful tool to promote students' learning and development.

In the early stages of formal education, feedback was predominantly informal and implicit, typically provided through oral instruction, rote memorisation, and correction from teachers. In ancient Greek education systems, feedback was commonly integrated into the 'Socratic Method', wherein teachers actively involved students in discussion, applying probing questioning techniques to direct them toward correct answers, adequate responses, and deeper understanding (Chesters, 2012; Knezic et al., 2010). Despite the long history, Socratic Method, particularly 'Modern Socratic Method' (named by its usage in modern days, but not invented recently), is still commonly used in nowadays, which framework is

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built upon the belief that students can continuously obtain knowledge through continuous questions from both teachers and themselves, and eventually develop stronger critical thinking and own comprehension of certain topics (Delic & Bećirović, 2016).

It can be argued from Delic and Bećirović's discussion that, with a strong flavour of flexibility, encouragement on critical thinking, and an instructive nature, the Socratic Method can indeed provide helpful implications on modern-day feedback practice. Notably, the Socratic Method highlights the significance of perceiving feedback as an interactive process that involves questioning, reflection, and discussion instead of a one-way transmission of information. This is reflected in the earlier review and discussion of the definitions of feedback in this article, with Sadler's (1989) and Hattie and Timperley's (2007) emphasis on the importance of holding dialogues between teachers and students to shape effective feedback, as well as Black and William's (1998) argument that quality feedback should be interactive and part of an ongoing conversation.

The application of the Socratic Method in higher education classrooms, from my observation and experience, can greatly contribute to the interactivity of the classroom and, therefore the engagement and academic understanding of students. At FSB, through encouraging dialogue via open-ended questions it prompts students to articulate their thoughts, challenge assumptions, and critically engage with the material. The method transforms the classroom from a passive lecture space into a dynamic forum of discussion, where students are not merely recipients of knowledge but active participants in constructing their understanding.

As the students engage with complex ideas, justify their viewpoints, and respond to their peers' perspectives, their cognitive processes are sharpened, leading to deeper academic comprehension. Furthermore, the Socratic Method nurtures an atmosphere of inquiry and intellectual curiosity, motivating students to question rather than simply accept information. This not only enhances engagement but also strengthens essential skills such as critical thinking, reasoning, and effective communication – all of which are crucial for academic success and further professional environments. Consequently, its application goes beyond content delivery, fostering a culture of reflective learning and active participation.

As educators, we must embrace and integrate feedback into our teaching practices, creating spaces where students feel empowered to think independently, question boldly and engage meaningfully with their learning.

Let us foster a teaching and learning environment that inspires curiosity through feedback and cultivates the critical thinkers of tomorrow.

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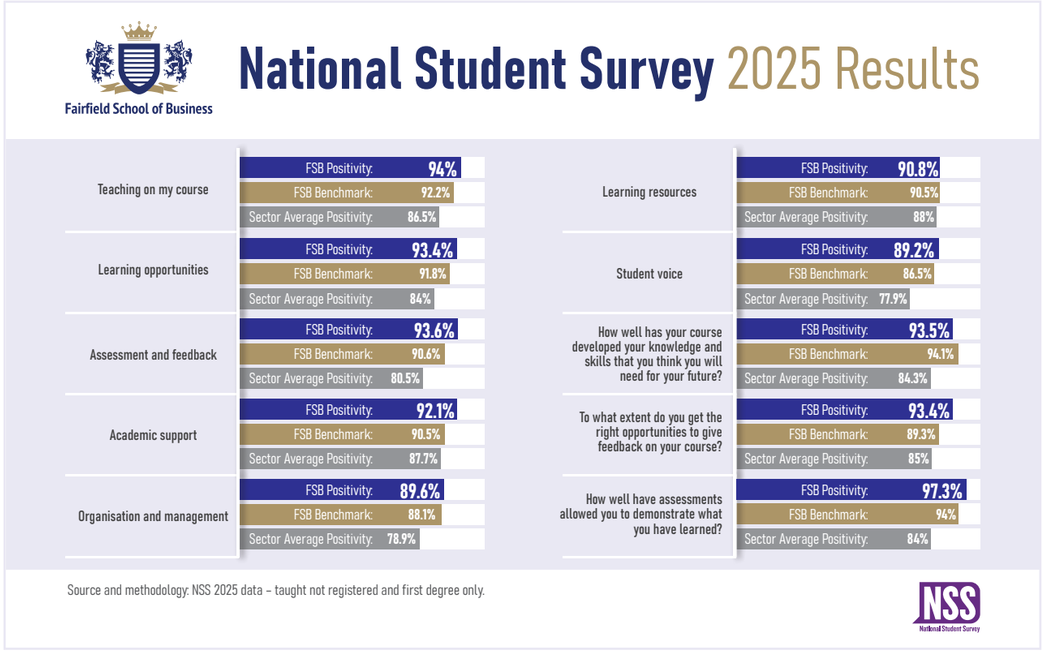
Fairfield School of Business Earns Sector Spotlight with 94% Teaching Satisfaction in NSS 2025 — Marking a Bold Chapter in Private Higher Education

By Kunal Chan Mehta, FSB's Public Relations Manager



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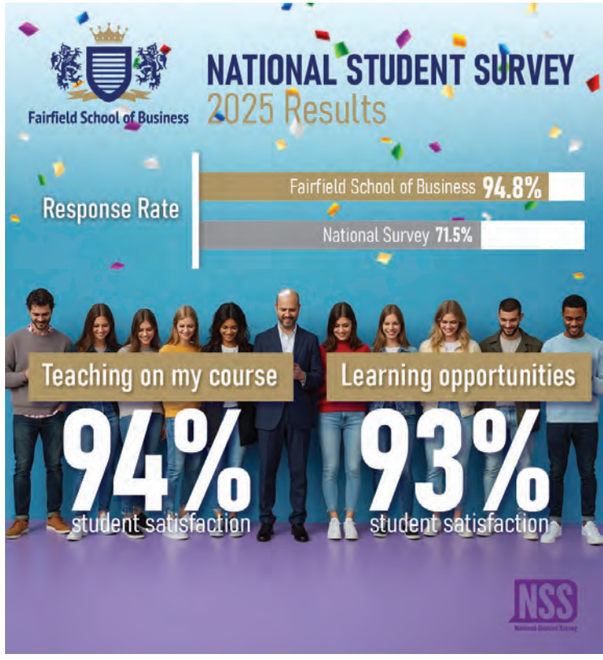
In a sector where student trust is earned rather than assumed, FSB has emerged as a formidable force in private Higher Education. In the 2025 National Student Survey (NSS), FSB achieved a standout 94% teaching satisfaction score (with an impressive 94.8% response rate) – firmly positioning it not just as an alternative provider but as a credible and confident contributor to the national higher education landscape.

Yet it is not simply the numbers that draw attention. It is the story behind them. Where many institutions focus on headline-grabbing singular metrics, FSB's NSS 2025 results paint a more consistent picture of academic quality and student support, with **an overall positivity score of 92.2%**, significantly higher than both the national average of 82.7% and many top-ranking universities.

From assessment and feedback (93.6%) to learning opportunities (93.4%) and academic support (92.1%), FSB's outstanding positivity performance suggests more than short-term satisfaction – it reflects a cultivated culture where teaching quality, organisational rigour and responsiveness to student voice operate in equilibrium.

"Too often, conversations around higher education become polarised — Russell Group v everyone else or public v private. Our results indicate that integrity, rather than institutional type, determines quality," reflects **Mr Mohammed Zaidi**, FSB's CEO. "At FSB, our students are neither passive recipients nor statistics on a dashboard; they are our partners in a shared academic journey."



The FSB Model

A central pillar of FSB's approach is structured accessibility. In contrast to models driven purely by scale or expansion, FSB has purposefully prioritised student support structures, course coherence and transparent assessment frameworks.

That deliberate strategy is evident in sector-beating scores such as **97.3% positivity in the question: "How well have assessments allowed you to demonstrate what you have learned?"** – one of the highest recorded scores nationally in this positivity area.

Dr John Pomeroy, FSB's Principal, said: "We have never believed in excessive growth for its own sake. Quality must precede quantity. Additionally, our emphasis on clear marking criteria, prompt feedback and sustained academic support ensures FSB's students leave not just with a degree but with the confidence and skills to lead in their chosen sectors."

National Conversations and Local Commitments

In an increasingly globalised higher education market, institutions can sometimes lose sight of local responsibilities. FSB has taken a different path: maintaining strong roots in its communities while benchmarking itself against national and international standards.

Giedrius Zilionis, FSB's Vice Principal, comments: "What truly matters is sustained evidence – not slogans. Our NSS 2025 results show that our students trust us because we earn that trust daily: through fair recruitment, transparent teaching practices and constant improvement. As we grow, our challenge is not merely maintaining these standards but raising them further."

The National Student Survey (NSS) captures the views of final-year undergraduate students regarding the quality of their academic experience. The 2025 survey was independently conducted by Ipsos, commissioned by the Office for Students (OfS), to ensure impartiality and sector-wide reliability.

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FSB Student Voices

While teaching satisfaction headlines attract attention, student engagement is where long-term credibility is forged. FSB's 89.2% score in the 'Student Voice' category reveals a student body that feels heard and valued.

Georgiana Camelia, FSB's Student Union President, explains: "It's not just about having a say, it's about seeing that say turn into action. Whether it's refining learning services or introducing new support services, our students know their feedback is central to the institution's thinking. That's what makes these NSS results authentic – they weren't achieved by chance – and our Student Union works diligently to ensure this"

FSB's leadership remains focused not on complacency but on continuous reinvention. Plans are already in motion for enhanced AI learning platforms, expanded student wellbeing initiatives and further learning and teaching innovation.

"We see ourselves as custodians of student ambition," adds **Katarzyna Czech**, Trainee Dean of Learning and Teaching. "That requires humility, listening and consistent delivery. Our NSS 2025 results affirm we are on the right path – but the work never stops."

With national attention now turning towards private and alternative providers and their role in shaping the future of UK higher education, FSB presents a national model that is at once ambitious and grounded – proving that structured, ethical and student-driven learning can thrive outside of traditional university walls.

Georgiana Camelia, FSB's Student Union President at Croydon Campus, celebrates FSB's NSS 2025 results. Photo: FSB

Balzac and Burnout: Reassessing Academic Culture Through a Literary Lens

By **Ana-Maria Babuta,** Course Coordinator for Business Level 3 and Level 4, FSB Croydon

"80% of university students report high stress levels, with over 40% showing signs of burnout."
Aristovnik et al., 2020

Burnout in academia is no longer rare, it is fast becoming a defining feature of both student and staff experience. While commitment is often celebrated, the cost is frequently ignored. Many of us in higher education feel that being endlessly available and productive is simply expected. But at what cost?

One literary figure, Honoré de Balzac, offers a surprisingly relevant reflection. The 19th-century French novelist was famous for writing up to 18 hours a day, driven by an excessive coffee habit and fierce ambition (Robb, 1994). While his dedication resulted in a vast literary legacy, it also contributed to his deteriorating health and early death at age 51. Balzac's extreme lifestyle serves as a mirror for today's academic world, where relentless productivity often overshadows wellbeing.

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Balzac's work resonates today not just for its content but for the pressure-filled context in which it was

Lecturers: Balance Over Burnout

- Set clear boundaries around availability and avoid glorifying after-hours work. Modelling balance reinforces a healthier academic culture.
- Demonstrate prioritisation and self-care so students understand that effective learning includes managing wellbeing.
- Encourage open dialogue about workload, deadlines, and capacity. Transparency supports trust and prevents burnout.

Students: Structure for Success

- Don't equate busyness with productivity. Focus on meaningful progress, not just staying occupied.
- Break tasks into smaller goals and consider using techniques like the Pomodoro Method: work for 25 minutes, then take a 5-minute break. This can improve concentration and reduce cognitive fatigue.
- Ask for help when needed. Growth requires support, not suffering. No one thrives in isolation.

Time management models such as the **Eisenhower Matrix** or Macan's (1994) time management theory can assist in distinguishing urgent tasks from important ones, enabling strategic planning and reducing panic. These approaches aren't just academic tools they are survival strategies in a demanding environment.

Weekly planning, peer collaboration, and short reflective exercises helped me become more intentional with my time and energy. Using platforms like Trello, Google Calendar, and Notion empowered me to visualise deadlines and progress. The key wasn't doing more but doing better.

Academia should embrace a culture of sustainable ambition.

Our mission in education is not only to deliver knowledge, but also to model how to thrive intellectually and personally. The obsessive pursuit of perfection, while romanticised in figures like Balzac, should not become the benchmark for academic excellence.

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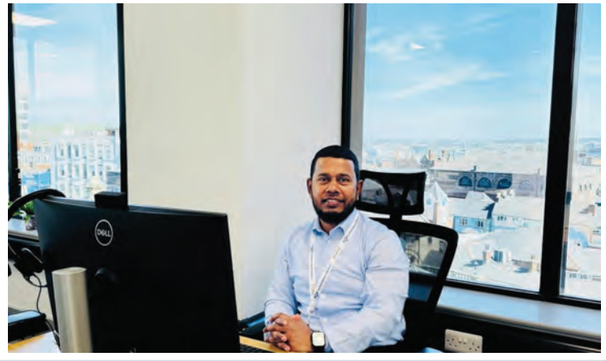
Ethics in Teaching: Philosophical Foundations & Pedagogical Imperatives

Ethics can be defined as a branch of philosophy, explores the principles that guide human behaviour, distinguishing between morally right and wrong actions. In the context of education, ethical principles provide a foundation for fostering inclusive, respectful, and socially responsible learning environments (Nguyen & Tran, 2023). Teachers, as moral agents, are expected to promote justice, duty, and virtue through their actions and relationships with students, colleagues, and the broader community.



By Masum Murtaza, Lecturer in Business, Sheffield FSB

Is Ethics Possible in Education?

Philosophical scepticism about the feasibility of ethics has historically been supported by psychological egoism—the theory that human beings are inherently self-interested and thus incapable of altruistic behaviour (Feinberg, 1978). According to this view, ethics, which often requires individuals to act against their self-interest, is fundamentally unattainable. However, contemporary research in moral psychology and educational science challenges this deterministic perspective. Studies suggest that human beings possess an innate capacity for empathy and altruism, particularly in structured social contexts like classrooms. While self-interest is undeniably part of human nature, the presence of empathy and communal concern affirms the potential for ethical behaviour in educational settings.

Moral Development

Lawrence Kohlberg's (1981) theory of moral development posits three levels and six stages through which individuals progress, culminating in principled reasoning based on universal ethical concepts such as justice, equality, and human rights. Complementing Kohlberg, Carol Gilligan (2014) introduced the ethic of care, emphasizing relational and empathetic dimensions of morality. Classical ethical perspectives also remain influential; Aristotle's virtue ethics promotes moral excellence through character formation, while Immanuel Kant's deontological ethics focuses on duty and respect for persons— "act only according to that maxim whereby you can at the same time will that it should become a universal law" (Kant, 2009). Recent educational research demonstrates that moral reasoning and sensitivity can be cultivated through pedagogical interventions, particularly those involving active learning and discussion.

Moral Dilemmas in Ethical Decision-Making

Moral dilemma is a situation in which moral reasons (norms/principles) come into conflict. Fictional illustrations such as Sophie's Choice (1982) reflect extreme instances of such conflicts. Educators frequently encounter less dramatic, but still challenging, dilemmas. A structured approach to resolving these includes:

1. Identifying relevant moral factors and consulting ethical codes,
2. Gathering all pertinent information,
3. Ranking moral values at stake,
4. Generating alternative actions,
5. Consulting with experienced colleagues, and
6. Choosing the most ethically justifiable course

In situations lacking ideal solutions, educators should aim for the most ethically satisfactory outcome possible.

Ethical Dimensions of Education and Teaching

Education extends beyond content delivery; it encompasses the holistic development of learners in intellectual, emotional, social, and moral dimensions. Dewey (1986) argued that education should represent the totality of a person's lived experience, not just formal schooling. Teaching, therefore, is an inherently moral activity that

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requires the educator to integrate diverse perspectives, including environmental, societal, and spiritual considerations (Eaton & Khan, 2023). The teacher-student relationship is dialogical and value-laden, involving questioning, listening, evaluating, and modelling ethical behaviour.

Digital Ethics and Real-World Scenarios in Contemporary Classrooms

The digital landscape of teaching is changing drastically along with the integration of digital and AI technologies. Teachers need to introduce critical ethical dilemmas to enhance the demand for reflective practice and principled responses, those are the offerings of pedagogical innovation.

Emerging Ethical Challenges in AI-Driven Classrooms

Automated grading systems and plagiarism detection software can unintentionally underpin biases, those are AI-powered tools. For example, non-native English can be reprimanded by AI platforms trained on ordinary linguistic norms, raising concerns about inclusion and fairness (Williamson & Eynon, 2023). Correspondingly, student surveillance, privacy violations, and psychological stress triggered online proctoring technologies to uphold academic integrity.

Applied Classroom Scenarios

1. **AI Misjudgment in Plagiarism Detection:** A student's work has been flagged by an AI tool. Instead of penalizing the student, the teacher can arrange a one-to-one conversation to clarify academic writing expectations—lining up formative growth over disciplinary action (Eaton & Khan, 2023).
2. **Equity in Remote Learning**: A teacher can provide recorded lectures, offline resources, and deadline extensions in response to unequal internet access, which can embody the ethic of care and offer equitable opportunities for learning (Tronto, 2020).
3. **Bias in Group Work Evaluation:** In terms of addressing unequal participation, peer assessments and individual reflections could be presented. This adjustment promotes distributive justice and accountability in collaborative learning environments.

4. **Cultural Sensitivity in Curriculum Design:** A student's critique of Eurocentric readings prompts the teacher to integrate Aboriginal and non-Western ethical perspectives—nurturing epistemic inclusivity and global awareness.

The Ethical Role and Core Responsibilities of Teachers

Teaching is a professional practice requiring not only academic expertise but also ethical integrity. It involves theoretical knowledge, technical skill, adherence to professional codes, and a sense of responsibility to students and society. The teacher's responsibilities include:

- **Subject Mastery:** Teachers must continually engage in scholarly research to ensure content relevance and academic rigor.
- **Pedagogical Competence:** Effective instruction requires planning, inclusive pedagogies, and alignment between objectives, activities, and assessments (Biggs & Tang, 2022).
- **Fair Assessment:** Evaluation processes must be transparent, consistent, and impartial to uphold academic integrity and promote trust among students. Assessments should align with learning objectives and be free from bias, ensuring that all students are evaluated based on merit and clearly communicated criteria (Biggs & Tang, 2022)
- **Professional Conduct:** Teachers are expected to be accessible to students, adhere to institutional policies, and engage collaboratively with colleagues. Such professional engagement contributes to a positive institutional culture and supports effective teaching and learning practices (Eaton & Khan, 2023).
- **Modelling Ethical Behaviour:** Educators have a critical role in modelling ethical conduct through respect, fairness, empathy, and cultural sensitivity in all interactions. Their behaviour influences students' moral development and fosters inclusive, respectful learning environments (George & Rose, 2023)

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Areas of Ethical Concern in Teaching

Ethical concerns in teaching can be broadly categorized into professionalism, instructional practices, and behavioural conduct.

- **Professionalism:** Ethical teaching demands competence, academic honesty, adherence to institutional codes, and avoidance of conflicts of interest (Eaton & Khan, 2023).
- **Instructional Practices:** Educators must ensure timely course delivery, foster open inquiry, apply fair grading practices, and remain free from bias.
- **Behavioural Conduct:** Teachers should model moral integrity and respectful communication, serving as ethical exemplars in educational settings (George & Rose, 2023).

Addressing these challenges requires a commitment to continuous ethical reflection and adherence to professional standards (George & Rose, 2023).

A Framework for Ethical Decision-Making: The ECRA Model

A systematic approach to ethical teaching can be offered by **the ECRA Framework**

- **Empathy:** It's all about understanding learners' diverse experiences.
- **Context:** It's mostly related to socio-digital environments, institutional structures, and student realities.
- **Reflection:** Applying relevant ethical principles like—virtue ethics, care ethics, and deontology in order to evaluate choices.
- **Action:** Choose interventions that uphold fairness, inclusivity, and professional integrity.

This model encourages reflective and adaptive practice in ethically ambiguous situations.

Personal best practices include co-creating classroom norms, reviewing materials for bias, hosting "digital ethics" case discussions, and modelling transparency in decision-making.

The Importance of Teaching Ethics

Ethics in teaching is crucial for the development of cognitive moral skills, including:

- **Moral Awareness:** Teachers must be able to identify ethical challenges and respond appropriately to uphold academic integrity (George & Rose, 2023).
- **Moral Reasoning and Coherence:** Teachers are required to develop consistent moral judgments, guided by evidence and fairness in their professional conduct.
- **Moral Imagination and Communication:** Teachers must creatively address ethical dilemmas and effectively communicate their ethical perspectives.

Moreover, ethical education fosters:

- **Moral Commitment and Responsibility:** Teachers should be dedicated to acting ethically and respecting the dignity of all individuals in their professional and personal interactions.
- **Tolerance and Integrity:** Valuing diversity, avoiding misuse of authority, and upholding moral principles are essential traits for educators.

Why Be Ethical?

Moral behaviour is justified across philosophical, theological, and anthropological traditions. Ethical conduct may be viewed as a divine command, a mark of individual excellence, a social necessity, or a defining characteristic of human life. In the educational context, teachers are more than instructors—they are mentors and moral exemplars. Their authentic and spontaneous demonstration of ethical values contributes significantly to the moral development of learners.

The bottom-line point is that the teachers should always remember that they are the learners' guide, guardian and preceptor. So, they should try to inculcate all possible human qualities, but they needn't do it deliberately but naturally and spontaneously. In this regard their teaching, practical life as well as their dealings with his students should always be so educative and demonstrative that the minimum human qualities can be naturally developed in them. Teachers should aim to be "orthodox subjectivists"—grounded in ethical principles while sensitive to context – rather than radical relativists who disregard shared moral standards.

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Understanding Intellectual Property:
Why Your Ideas Deserve Legal Protection

By, Eduardo Napoli Lecturer in Criminology – FSB Croydon

OpenAI (2025) AI-generated image of a philosopher thinking [Digital image]. Created using ChatGPT's image generation tool on 17 July 2025.

In today's knowledge-driven economy, **intellectual property (IP)** serves as the lifeblood of competitive advantage. **For business leaders and entrepreneurs, correctly understanding and managing IP rights isn't just a matter of legal compliance**; it's a strategic imperative that can significantly impact market position, revenue streams, and long-term viability. Whether protecting innovative products, distinctive brands, or creative content, IP rights transform intangible ideas into valuable business assets. The most critical forms of IP protection – including patents, trademarks, copyrights, design rights, and geographical indications – each serve as specialised tools to safeguard different manifestations of intellectual capital. These legal frameworks don't merely protect creations; they enable businesses to capitalise on their innovation investments while preventing unauthorised exploitation by competitors.

The World Intellectual Property Organisation1, a specialised agency of the United Nations with 193 member states, was created to advance global intellectual property development. It defines intellectual property2 (IP) as creations of the mind,

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OpenAI. (2025). Digital illustration of intellectual property rights, including patent, trademark, secret, copyright, industrial, and infringement. Generated using ChatGPT's DALL·E tool on 17 July 2025. [Digital image]

including inventions, literary and artistic works, designs, symbols, names, and images used commercially. Creators can be granted rights to prevent others from using their inventions, designs, or other creations. These rights are commonly referred to as intellectual property rights.

OpenAI. (2025). Digital illustration of intellectual property rights, including patent, trademark, secret, copyright, industrial, and infringement. Generated using ChatGPT's DALL·E tool on 17 July 2025. [Digital image]

Intellectual property protections are established by law to ensure creators of patents, copyrights, designs, or trademarks can earn financial rewards for their work (Landes & Posner, 2003). However, it's crucial to remember that such protections require a formal application and registration process. This legal step helps prevent others from using the invention without permission. It allows the original creator, who has invested time, effort, and personal ideas, to benefit financially from their creative work (Merges, 2011).

It also applies to a company that hires scientists, engineers, and professionals from various fields to develop a product under its name, aiming to explore this product in the market for up to 20 years of patent protection (sometimes plus an additional 5 years of

invention monopoly). The patent owner is the individual registered as the proprietor. Employees often create inventions, and in such cases, the employer is typically the proprietor, even though the patent will list the invention under the employee's name. (Bainbridge, 2012)

If an employee's creation provides a significant benefit to the employer, the employee may be eligible for compensation under Article 40(1) of the UK Patents Act3 1977, particularly when the invention belongs to the employer. Although intellectual property rights protect creators and grant them exclusive use for several years, they also act as a barrier by preventing others from exploring or utilising the product without permission from the rights holder (Bently & Sherman, 2014). No one can commercially exploit the creation without approval.

OpenAI. (2025). Engineer working in a lab on patent-related invention [AI-generated image]. Created using ChatGPT (DALL·E tool) on 17 July 2025

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UK Intellectual Property Laws

In the United Kingdom, various legal instruments regulate intellectual property rights, including the Copyright, Designs and Patents Act 1988; the Patents Act 1977; the Registered Designs Act 1986; the Trademarks Act 1994; the Public Leading Rights Act 1979; and the Plant Varieties Act 1997, among others. Under the UK Patents Act 19774 Article 1 (1) of the UK legislation, which governs this type of intellectual property rights, describes a patent as follows:

1.-(1) A patent may be granted only for an invention in respect of which the following conditions are satisfied, that is to say –

(a) the invention is new;

(b) it involves an inventive step;

(c) it is capable of industrial application;

(d) the grant of a patent for it is not excluded by subsections (2) and (3) or section 4A below; and references in this Act to a patentable invention shall be construed accordingly.

The UK Patents Act 1977 also stipulates that not all inventions can be patented. To be granted, pursuant to article 1 (3)5, a patent will not be granted if it is not according to the public police or morality:

'(3) A patent shall not be granted for an invention the commercial exploitation of which would be contrary to public policy or morality.'

As previously mentioned, the employee's right to receive compensation for their work, particularly when their invention or creation significantly benefits the employer (such as a pharmaceutical company), is also incorporated in the UK Patents Act 1977, pursuant to article 40 (1)6 and article 41 (1)7 (a) (b), which states that:

40.-(1) Where it appears to the court or the comptroller on an application made by an employee within the prescribed period that –

(a) the employee has made an invention belonging to the employer for which a patent has been granted,

(b) having regard among other things to the size and nature of the employer's undertaking, the invention or the patent for it (or the combination of both) is of outstanding benefit to the employer, and

(c) by reason of those facts it is just that the employee should be awarded compensation to be paid by the employer, the court or the comptroller may award him such compensation of an amount determined under section 41 below.

41.-(1) An award of compensation to an employee under section 40(1) or (2) above shall be such as will secure for the employee a fair share (having regard to all the circumstances) of the benefit which the employer has derived, or may reasonably be expected to derive, from any of the following –

(a) the invention in question;

(b) the patent for the invention;

The legal provisions under the UK Patents Act 19778 guarantee that the intangible property created, once legally registered pursuant to its articles 14, 15, and 16, is protected by law and can be the subject of an action for infringement in the event of a violation.

Robust intellectual property protections serve as a critical foundation for innovation by ensuring that creators can secure the economic returns on their investments, particularly in high-stakes industries like pharmaceuticals, where decades of research and millions of dollars in development costs hinge on legal safeguards (Bently & Sherman, 2014; Davis, 2022). Without these protections, competitors might exploit original innovations without contributing, which could undermine motivation for future breakthroughs and distort market competition (Landes & Posner, 2003b; Merges, 2011b).

Ultimately, IP rights not only reward individual creativity but also support an ecosystem that encourages long-term investment in knowledge and innovation. This balance between private incentives and societal progress is crucial. A well-designed IP system promotes innovation and public benefit, playing a vital role in fostering economic growth, cultural development, and technological progress in a world that increasingly depends on knowledge.

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FSB Students Excel at Shark Tank Business Competition

By Kunal Chan Mehta, FSB's Public Relations Manager

In a showcase of entrepreneurial ambition and student ingenuity, campuses across FSB came together for a Shark Tank themed competition – a high-impact initiative designed to elevate and empower the next generation of FSB business leaders.

From concept to pitch, this year's competition invited students to submit original business ideas with the chance to win substantial cash prizes and earn recognition from academic leaders and industry professionals alike. Campus heats saw over 50 students pitch their proposals to their respective Deans, with one standout finalist chosen to represent each site in the grand final.

The final, buzzing with energy and ideas, brought together the top student entrepreneurs before a panel of judges: Dr John Pomeroy, FSB's Principal; Dr Shabnam Quazi, Programme Manager; and Olga Pytlos, FSB Marketing Co-ordinator. Each judge praised the outstanding quality of ideas, delivery, and determination on display.

Marilena Viorica Manolescu (third from left) and Adrian Misu (fourth from left) pictured alongside FSB staff following the Shark Tank Grand Final. Photo: FSB.

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"I was astounded by the calibre of business concepts presented,"
said Dr Pomeroy.
"Our students demonstrated real-world problem-solving with confidence and originality. These are not just pitches – they're great start-ups with tangible societal impact."

From socially conscious baby food brands to innovative garage services, the finalists impressed with their strategic thinking and market insight:

- **Adrian Misu – DIY Autocentre Ltd**
  FSB Digbeth – BSc (Hons) Business Management – accredited by Bath Spa University
  A self-service vehicle maintenance hub designed for affordability and independence.

- **Henrich Pristiak – Europe Dog Care Centrum**
  FSB Leicester – BA (Hons) Business Management – accredited by Ravensbourne University London
  A high-quality and trusted care service for pets.

- **Marilena Viorica Manolescu – Pedi-Flex – Comfort in Every Step**
  FSB Sheffield – BA (Hons) Business – accredited by Ravensbourne University London
  Footwear focused on comfort, health and inclusivity.

- **Tihomira Pencheva – Green Baby Bites**
  FSB Croydon – BSc (Hons) Business Management – accredited by Bath Spa University
  An organic baby food brand championing nutrition and sustainability.

Following a spirited final, the judging panel faced the challenging task of selecting the winners from a group of equally impressive candidates:

- **1st Place (£1,000): Adrian Misu – DIY Autocentre Ltd**
- **2nd Place (£750): Henrich Pristiak – Europe Dog Care Centrum**
- **3rd Place (£500): Marilena Viorica Manolescu – Pedi-Flex – Comfort in Every Step**
- **Finalist: Tihomira Pencheva – Green Baby Bites**

"What stands out is the astonishing depth of preparation and the courage it takes to present these ideas in such a professional forum,"
said Mr Mohammed Zaidi, FSB's CEO.
"This competition reflects the spirit of FSB – forward-looking, fearless and filled with promise."

The competition provided students with the opportunity to develop key employability skills, including pitching and persuasion, as well as building confidence under pressure. For many, it was their first experience presenting to a panel, and the challenge pushed them far beyond classroom learning.

Dr Pomeroy added:
"This isn't just about business plans. It's about personal growth, communication and taking managed risks. Every participant showed us what passion and vision can achieve when nurtured with the right support."

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Commending the winners, Giedrius Zilionis, Vice Principal of FSB, said:
"Well done to all the candidates who participated and gave their best. Your creativity and commitment were inspiring. Competitions like this show the incredible talent we have among our students. Whether you left with a prize or not, you gained something more lasting – courage, insight and belief in your ideas. I'm extremely proud of each and every one of you."

The competition marks not only a celebration of innovation but the beginning of a powerful tradition at FSB – one where student voices and visionary ideas take centre stage. With future editions already being planned, the competition has firmly established itself as a launchpad for tomorrow's business trailblazers at FSB.

From Pitch to Product:
Marilena's Journey Through FSB's SharkTank

By Tanhim Shamit, Marketing Coordinator, FSB Sheffield

In June 2025, Fairfield School of Business (FSB) Sheffield campus proudly hosted its first SharkTank competition – an event was designed to spark entrepreneurial ambition and shine a light on the next generation of business talent. Students were invited to pitch their business ideas to a panel of expert judges, competing for funding and the chance to represent Sheffield in the national final against other FSB campuses in London.

Marilena, third from left, with FSB Sheffield faculty members and Dean

The judging panel featured FSB Lecturer Muhammad Haroon, Campus Dean Katarzyna Czech, and guest panellist Ruth Haigh, a respected Sheffield entrepreneur and Director of **The Treehouse Board Game Café**. Together, they brought a valuable blend of academic insight and real-world business experience to the event.

Ruth's presence brought a unique and valuable perspective to the panel. Drawing from her experience of identifying a gap in the local market and transforming a bold concept into The Treehouse Board Game Café, a thriving community space. Ruth offered students a powerful example of entrepreneurship in action. Her message was both clear and inspiring: channel your passion into something real, take risks, and back yourself.

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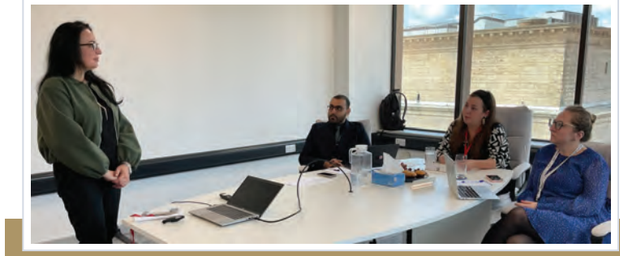
"We'd rather try and fail than never give it a go"
she shared – a reminder that some of the most successful ventures begin with courage and conviction.

Ruth's experience in nurturing a start up from concept to success resonated deeply with the students, especially within the context of Sheffield's vibrant local economy.



Marilena receiving feedback from the judges at FSB Sheffield, judges from left Muhammad Haroon, Katarzyna Czech, Ruth Haigh

Meet Marilena Viorica Manolescu – a sharp thinker with a passion for innovation.

With over 15 years of experience in the supply chain sector, Marilena brought more than just a product to SharkTank. She brought a strong business idea shaped by insight, customer understanding, and thoughtful planning. Her brand, Pedi Flex, was created to offer high quality insoles that focus on comfort and daily wellbeing.

Since launching Pedi Flex on Amazon nearly a year ago, Marilena has built her brand from the ground up. She has combined her industry experience with a clear sense of what customers need. What started as a simple product soon became a growing business with purpose and potential.

Her pitch didn't just impress the judges – it inspired them.

Marilena was named the winner of FSB Sheffield's SharkTank, earning her a place at the final event in FSB Croydon. There, she competed against some of the most promising student entrepreneurs from across the country and proudly secured third place in the national competition.

Under the supervision of FSB mentors, with fresh investment and a growing confidence, Marilena is looking to expand the brand beyond insoles, working on new shoe designs that combine comfort with style.

Marilena's story shows what is possible when education, experience, and ambition come together. It offers a powerful message to other students: with the right mindset and support, even a simple idea can go far.

FSB Croydon Lecturer Awarded

National Recognition for Groundbreaking Work in Hate Crime Awareness

By Kunal Chan Mehta, FSB's Public Relations Manager

FSB is delighted to celebrate the outstanding achievement of **Mr Moslem Boushehrian**, Lecturer in Criminology at FSB Croydon, who has been honoured with the prestigious **Sophie and Sylvia Lancaster Prize** by the British Society of Criminology Hate Crime Network.

Moslem Boushehrian, Lecturer in Criminology at FSB Croydon. Photo: FSB.

This distinguished national accolade recognises exceptional contributions to public understanding of hate crime. Mr Boushehrian earned the award for his thought-provoking podcast series Community Hour – Hate Crime Mis-perceptions, which has reached diverse audiences through **Awaaz FM**, **Fiesta FM**, and **Spotify.**

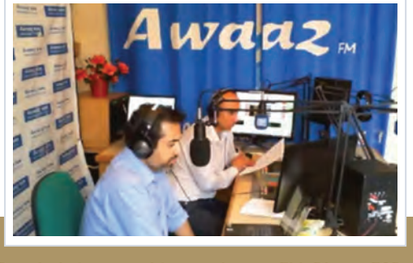
The judging panel commended the series for its innovative, accessible, and community-centred approach to education. Through a compelling blend of expert insight and lived experience, the podcast engages listeners in crucial conversations around the societal and legal dimensions of hate crime, including misperception, underreporting, and the silencing of marginalised voices.

"I am deeply honoured to receive this award," said Mr Boushehrian. "I wish to thank the British Society of Criminology, the Hate Crime Network, and the many inspiring individuals and communities who made Community Hour possible. I dedicate this recognition to ***Dr Nevill Lawrence*** *and* ***Alison Vincent****, whose lifelong dedication to hate crime awareness continues to guide and inspire this work."*

Dr Nevill Lawrence's tireless pursuit of justice following the racist murder of his son, Stephen Lawrence, led to the 1999 Macpherson Report – a watershed moment that exposed institutional racism and introduced the perception-based definition of hate crime. His advocacy redefined national policy, placing victims at the centre of the hate crime framework.

Alison Vincent, Chief Executive of the Sophie Lancaster Foundation, has expanded the definition of hate crime through her pioneering work on alternative subculture hostility. Under her leadership, Greater Manchester Police became the first force to record such incidents, setting a precedent now gaining national traction. Her advocacy continues to influence law enforcement and education alike.

Together, their legacies have reshaped the UK's legal and cultural response to hate – building a more inclusive, responsive, and victim-focused system.



Moslem Boushehrian speaking on Awaaz FM. Photo: FSB.

Mr Mohammed Zaidi, FSB's CEO, praised the achievement, stating: *"This award is a testament to Mr Boushehrian's academic rigour and social vision. At FSB, we nurture bold academics who are unafraid to challenge injustice and this recognition exemplifies our values in action. His work empowers communities, amplifies unheard voices and delivers real-world impact – the very definition of meaningful academia."*

Dr Ben Abudawood, Associate Dean at FSB Croydon, added: *"Moslem's dedication extends far beyond the classroom. His commitment to using education as a force for social justice is evident in every episode of Community Hour. We are incredibly proud of his contribution to hate crime awareness, and this national honour is richly deserved."*

FSB warmly congratulates Mr Boushehrian on this outstanding achievement and looks forward to the continued growth and influence of Community Hour as an educational and community platform.

You can scan the QR code to listen to the podcast

Community Hour – Hate Crime Mis-perceptions

Lenient Knife Crime Sentences: Encouraging More Violence?

By Eduardo Napoli, Lecturer in Criminology, FSB Croydon

Knife crime has increasingly become a serious issue in the UK, especially in London, with official data indicating a troubling increase in incidents over the last ten years. Although **gun-related crimes usually lead to strict mandatory sentences, punishments for knife offences can differ significantly**, occasionally resulting in surprisingly brief prison stays or suspended sentences. This disparity in sentencing prompts an important question: Does the apparent leniency in punishing knife crime lead to its increase? As discussions about policing and judicial responses grow broader, it is crucial to analyse the data and impacts of existing sentencing policies. This helps determine whether harsher measures might prevent offenders or if other approaches are necessary to tackle the underlying causes of violence.

Eduardo Napoli, Lecturer in Criminology

Knife crime in London has reached record highs, with the total number of knife and offensive weapon offences handled by the Criminal Justice System **increasing from 19,996 in 2023 to 20,422 in 2024** (Ministry of Justice, 2025). Shockingly, **4 in 10 offenders convicted of carrying a knife avoid immediate jail time**, often receiving suspended sentences or community orders. **In contrast, mandatory minimum sentences for gun crimes start at 5 years** under the Firearms Act 1968[1], while statistics show that the average immediate custodial sentence length received by offenders sentenced for convictions under Section 315 of the Sentencing Act 2020 was 7.9 months in the year ending December 2024 (Ministry of Justice, 2025b). This glaring disparity in sentencing raises an urgent question:

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Is London's knife crime crisis being exacerbated by lenient punishments?

With hospital admissions for stab injuries soaring 55% in a decade (NHS England)[2] as youth violence dominates headlines, critics argue that short prison terms fail to deter offenders. Yet others insist harsher sentencing alone won't address poverty, policing cuts, or gang recruitment driving the violence. UK politicians consider possible solutions, but one fact remains clear: the current system fails to reduce the violence. But will increasing the length of sentences actually break the cycle, or just lead to more crowded prisons?

The escalating knife crime crisis in the UK, particularly in London, demands urgent and multifaceted solutions. The current sentencing framework, which allows **40% of knife offenders to avoid immediate custody** (Ministry of Justice, 2023), appears insufficient to deter violent crime, especially when compared to the stricter penalties for firearm offences under the Firearms Act 1968 (UK Parliament, 1968). While harsher sentences may seem like a logical deterrent, evidence suggests that poverty, social exclusion, and gang influence play a more significant role in driving youth violence (Centre for Social Justice, 2024). The 55% rise in hospital admissions for stab injuries over a decade underscores the human cost of this epidemic. Simply increasing prison terms, as outlined in the Offensive Weapons Act 2019 (UK Parliament, 2019), may not address the underlying issues, such as policing shortages and lack of youth services (Mayor of London's Office for Policing and Crime, 2023). A balanced approach, combining targeted policing, **community intervention, and rehabilitation programs, may prove more effective in reducing violence than punitive measures alone** (Prison Reform Trust, 2023).

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Ultimately, addressing the issue requires more than just harsher sentences; it involves preventative strategies that reduce deprivation, enhance education, and offer feasible alternatives to gang involvement (Social Mobility Commission, 2023). Without systemic changes, the cycle of violence is likely to continue, regardless of reforms in sentencing. Tonry, M. (2018) argues that while longer sentences may meet public desires for punishment, they often do not decrease recidivism rates. He recommends targeted incapacitation – focusing on high-risk offenders- as a more effective approach than simply increasing sentence durations. Nonetheless, political pressures tend to favour punitive policies over evidence-based solutions.

Reitz, K.R. (2020) examines how mandatory minimum sentences reduce judicial discretion, leading to excessively harsh punishments. He suggests that risk assessment tools might allow for more tailored sentencing based on offender risk levels. Nonetheless, such reforms often face opposition from lawmakers who equate harsh penalties with increased public safety. Van Zyl Smit, D. and Appleton, C. (2019) criticise the expansion of life imprisonment, highlighting its limited deterrent effect and high financial costs. They recommend setting sentence length caps in line with international human rights standards. Alternative approaches, such as restorative justice, could more effectively address the underlying causes of crime.

Enns, P.K. (2016) explores how the public's misunderstandings of crime rates influence calls for stricter sentencing. His findings show that truth-in-sentencing laws, which require serving the whole sentence, increase prison populations but do not reduce crime rates. Policymakers should base their decisions on evidence rather than populist rhetoric. Petersilia, J. (2017) points out that long-term imprisonment strains budgets without clear public safety benefits. She advocates for shorter sentences combined with post-release supervision to cut costs and prevent reoffending. Investing in rehabilitation programmes typically yields better results than lengthy incarceration.

The debate over whether longer prison sentences or more effective rehabilitation programs better reduce knife crime remains unresolved. Supporters of stricter sentencing believe that harsher penalties act as deterrents and demonstrate zero tolerance, especially given the concerning rise in knife-related violence (Metropolitan Police, 2023). Short prison sentences frequently undermine communities instead of rehabilitating offenders, because they overlook broader systemic issues like poverty and inadequate education (Clear 2007). Evidence indicates that rehabilitation strategies- such as education, mental health care, and job training- may be more successful in breaking the cycle of violence than punishment alone (Prison Reform Trust, 2023).

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The ongoing conflict between punitive justice and rehabilitative strategies influences criminal justice policy. Although the public frequently calls for stricter sentences, data from the Ministry of Justice (2023) shows a 15% decrease in reoffending rates when rehabilitation programs are adequately funded. The recent prohibition of ninja swords (effective 1 August 2025) exemplifies this dichotomy – a measure simultaneously addressing public safety concerns while raising questions about proportionate responses to weapon-related crime.

This ban, which makes manufacturing, importing, selling, and possessing these weapons illegal without exemptions, reflects more than just a weapons policy; it embodies the broader justice discussion. Research emphasises the economic case for rehabilitation: the Prison Reform Trust (2023) estimates that every £1 spent on community programs results in a £4 saving from reduced incarceration costs and lower crime rates.

The best approach probably combines firm deterrence with meaningful intervention: strict measures for violent offenders alongside diversionary programmes for first-time or low-risk cases. As knife crime statistics reveal a worrying rise among youth offenders (ONS, 2024), we need to consider whether our resources are better spent on building prison cells or on rebuilding lives through education, mental health support, and vocational training.

Ultimately, this is not merely a policy issue but a test of societal values. The success of the ninja sword ban will rely not only on enforcement but also on whether it is supported by social programs that target the root causes of weapon carrying.

I pose here another question: Does leniency genuinely encourage UK offenders, or does it serve as a scapegoat for deeper systemic problems?

The argument that leniency emboldens offenders in the UK is overly simplistic. While punitive rhetoric dominates political discourse, empirical studies show that sentencing severity has minimal impact on deterrence compared to the certainty of arrest and prosecution (Webster, 2021). The UK's reoffending rate remains stubbornly high at 25% (Ministry of Justice, 2024), suggesting systemic failures, not leniency, are the main factor contributing to repeat offences.

Research indicates that underfunded rehabilitation programs, poor prison conditions, and post-release instability contribute far more to reoffending than sentence length (HM Inspectorate of Prisons, 2023). Moreover, austerity cuts to policing and social services have eroded early intervention, exacerbating root causes like poverty and addiction (The Centre for Social Justice, 2023).

Criminologists argue that focusing on punitive measures ignores evidence-based solutions, such as diversion schemes and community sentencing (Robinson & Crow, 2022). The decision between retributive justice and restorative approaches will shape whether we focus solely on punishing offenders or on preventing future crimes.

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Safeguarding in Higher Education: Institutional Leadership, Survivor Support, and the Moral Imperative to Act

By Uzma Gilani

"The standard you walk past is the standard you accept."

Lieutenant General David Morrison

By Uzma Gilani, Lecturer in Health & Social Care Management, Module Leader, PAT Coordinator, and Designated Safeguarding Lead. FSB Digbeth

In the evolving landscape of higher education, safeguarding is no longer a background consideration it is a frontline responsibility, central to the ethical and educational mission of any institution. Universities and colleges are not merely sites of academic development; they are human environments where safety, dignity, and trust must be actively protected.

Safeguarding in this context spans far more than policy documents or compliance checklists. It includes preventing and addressing **harassment, sexual misconduct, bullying, discrimination, mental health crises, domestic abuse, and online exploitation** issues that can deeply impact student welfare and undermine the integrity of the learning environment.

At FSB, we believe safeguarding is a matter of institutional integrity and leadership. It demands visible, coordinated action that places student wellbeing at the heart of decision-making. This means going beyond minimum obligations to foster a culture where inappropriate behaviour is never normalised, and where survivors are met not with scepticism or silence but with compassion, action, and justice.

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From Policy to Practice: Taking Safeguarding Seriously

We understand that the true measure of safeguarding is not in policy statements, but in the everyday experiences of students and staff. Our safeguarding framework is embedded across the institution from governance structures and reporting systems to staff development and student support pathways.

Recently, all Designated Safeguarding Leads (DSLs) at FSB underwent specialist training on **supporting survivors of harassment and sexual misconduct**.

This training reinforced the need for trauma-informed, survivor-centred responses and approaches that acknowledge the emotional and psychological impact of such experiences, and provide clear pathways to support and protection.

We are committed to making sure our safeguarding leads are not only trained in procedure, but also prepared to respond with empathy, clarity, and resolve.

A Culture That Empowers and Protects

Safeguarding is not just a reactive responsibility, it is a proactive culture. It requires that staff can recognise early warning signs, that students feel confident and safe in speaking up, and that institutional leadership is courageous enough to challenge silence, stigma, and outdated norms.

It also requires an intersectional lens recognising that vulnerabilities may be intensified by factors such as gender, race, sexuality, disability, and socio-economic status. We are committed to tailoring support in ways that are inclusive, respectful, and equitable for all students.

Ethical Leadership in Action

This work is grounded not only in professional ethics but in law. Statutory frameworks such as the **Equality Act 2010** and the **Human Rights Act 1998** provide strong legal backing for our safeguarding work but the real power lies in how we bring these values to life, every day.

We see safeguarding not just as a regulatory duty but as a moral imperative, a standard that defines our credibility as educators and our integrity as a community. It is about institutional courage: the willingness to challenge what is tolerated, to protect those who may feel voiceless, and to create an academic culture where harm has no place to hide.

The Way Forward

We are under no illusion that safeguarding work is ever 'complete'. It is a continuous, evolving effort that requires listening, leadership, and learning. We will continue to review our policies, invest in staff development, and strengthen our reporting and response mechanisms to ensure that our institution remains not only compliant but caring, ethical, and safe.

Let us lead with principle. Let us build spaces where dignity is non-negotiable, where protection is proactive, and where silence is never mistaken for safety.

Because safeguarding is not just everyone's responsibility — it is everyone's right.

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Understanding Suppression and Repression: The Emotional Blocks That Shape Us

By Gloria Cavicchioli, Course Coordinator in Health, FSB Croydon

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Have you ever experienced emotional exhaustion without understanding the cause?
Have you found yourself dismissing difficult thoughts merely to navigate through the day?

You may be experiencing emotional suppression or repression, two significant psychological mechanisms that influence our behaviours and mental health, often without our awareness.

Repression and Suppression: Contrasting Defences

While often used interchangeably, repression and suppression are distinct psychological mechanisms that operate at different levels of consciousness. Understanding the difference between the two is essential for recognising how we manage emotional experiences consciously or unconsciously.

Repression, as described by Sigmund Freud, is an unconscious defence mechanism where the mind instinctively removes distressing thoughts or desires from awareness to protect against anxiety or internal conflict. As Freud wrote, "The essence of repression lies simply in the function of rejecting and keeping something out of consciousness" (Freud, 1915, p. 147).

In contrast, suppression is a conscious, deliberate effort to avoid or delay confronting uncomfortable emotions or ideas, such as a student intentionally setting aside anxiety to concentrate on an exam. While both mechanisms can help individuals cope in the short term, habitual reliance particularly on suppression may carry emotional and psychological consequences over time.

Why Does This Matter to Students?

Students encounter a confluence of emotional pressures, academic obligations, financial duties, personal relationships, and work-life equilibrium. In such contexts, suppression may appear to be an effective coping mechanism. Research indicates that prolonged emotional suppression correlates with negative health consequences, including heightened mortality risk (Chapman et al., 2013).

Repression, however less apparent, can influence concentration, mood, and resilience. For students in health, counselling, or social care programs, comprehending these systems is crucial not just for providing care to others but also for efficiently managing their emotional well-being.

Strategies to Address Repression and Suppression of Emotions

Promoting emotional well-being and resilience in students necessitates a strategy that facilitates self-exploration and social engagement. An effective initial approach is the implementation of mindfulness and reflective journaling.

These methods can assist students in becoming more aware of their own emotional states, enabling previously repressed ideas and feelings to emerge in a secure, intimate environment. Consistent self-reflection enhances emotional literacy (self-awareness, social awareness, and self-management) and enables students to identify patterns in their behaviours and reactions.

Alongside self-directed approaches, access to therapy services is essential for fostering emotional well-being. Qualified mental health specialists can assist clients in navigating the intricate process of recognising and addressing repressed emotions that may affect their daily functioning. Counselling offers a confidential and organised setting for students to examine challenging events and acquire psychological understanding.

Peer-led conversations and secure, inclusive environments within the academic community are equally significant. When students perceive the capacity to express vulnerability without judgement, it diminishes emotional avoidance and cultivates a culture of empathy. These group settings not only normalise emotional expression but also offer reciprocal support, enabling individuals to feel acknowledged, comprehended, and less isolated in their experiences.

Final Thoughts

Suppression and repression are natural, sometimes necessary, but when overused, they can hinder emotional growth, academic performance, and overall well-being. By recognising and addressing these emotional patterns, students can develop healthier coping mechanisms and thrive both personally and professionally.

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From FSB Business Student to Founder - My Journey

By Andrei Bejan, Business Student at FSB Luton

Balancing a business degree, full-time work and launching my natural wellness brand hasn't been easy – but I've never been one to back down from a challenge.

I'm Andrei Bejan, a Business Management (accredited by Bath Spa University) student at FSB Luton and this is the story of how I turned a personal passion into a growing enterprise.

One of the many amazing products on offer at AMB Import & Export Ltd. Photo: AMB Import & Export Ltd

Photos: AMB Import & Export Ltd

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Entrepreneurship, for me, isn't just a career goal. It's something deeper – a calling. I've always been drawn to natural living and over time that interest evolved into something far more ambitious: a vision to create ethical, eco-conscious products that improve people's lives without harming the planet.

That vision became **AMB Import & Export Ltd**, a business I founded to develop natural soaps, cosmetics, and supplements. From sourcing pure ingredients to personally designing the packaging, I've built every detail to reflect the kind of brand I believe the world needs — honest, sustainable, and deeply connected to nature. As I always say: "*Our mission is to bring people closer to nature, with products that are both beautiful and beneficial.*"

FSB has been instrumental in shaping my path. The academic structure there pushed me to think strategically and analytically. It wasn't just theory — I applied what I learned in real-time to my business, and that practical insight has been powerful. The tutors didn't just teach — they empowered me. I want to especially thank Dr Mahua Biswas, Senior Lecturer in Business and Course Coordinator at FSB Luton Campus, whose encouragement and support have meant a great deal to me since day one.

FSB taught me discipline and systems thinking – two core principles I rely on every day as a business owner. And perhaps just as importantly, it taught me that your degree, your network, and your ambition don't have to compete – they can work together.

My advice to other FSB student entrepreneurs? Here are my top 5 lessons:

- Don't wait for the 'perfect' time – progress matters more than perfection.
- Use your coursework as a toolkit – apply it to real problems.
- Let your values shape your brand – people buy authenticity.
- Your tutors, classmates, and even your part-time jobs can be valuable resources.
- See every challenge as growth. You'll never evolve if you're never tested.

"To anyone out there thinking of starting something – do it. You'll never be fully ready, but if it matters to you, you'll figure it out. One decision, one step, one product at a time."

Discover more via: www.ambimportexportltd.com

Fairfield School of Business and Bath Spa University Honour Outstanding Graduates in Landmark Ceremony

By Kunal Chan Mehta, FSB's Public Relations Manager

It is a day filled with pride and promise at the FSB and Bath Spa University Graduation 2025: Photo: FSB.

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With splendour, Fairfield School of Business (FSB), in proud partnership with Bath Spa University, held a graduation ceremony that honoured the extraordinary achievements of its latest graduating cohort. This momentous milestone, brimming with graduate ambition, aspiration and accomplishment, represented far more than a ceremony: it was a celebration of courage, character and commitment that defined the very essence of FSB's student body.

In an occasion imbued with both gravitas and joy, degrees were conferred across a distinguished portfolio of Bath Spa University-accredited programmes designed to cultivate student leadership, ingenuity and empathy:

- **MA Business and Management**
- **BA (Hons) Business and Management with Foundation Year**
- **BSc (Hons) Health and Social Care Management with Foundation Year**

Professor Simon Haslett, Pro-Vice-Chancellor at Bath Spa University, commends FSB Croydon graduands as beacons of positive change as they conclude one chapter and begin another. Photo: FSB

Mr Mohammed Zaidi, FSB's CEO, reflected on FSB's institutional ethos.

"Today we celebrate not only the achievements of our graduates but also the ethos of FSB itself – to nurture talent and unlock opportunity. Our partnership with Bath Spa University represents a steadfast commitment to delivering excellence in higher education and to supporting our graduates as they shape the future with courage and conviction."

Proud FSB student graduands waiting to collect their degree certificates. Photo: FSB.

The hall reverberated with applause as families, faculty and distinguished guests witnessed the symbolic transformation of graduands into graduates and aspirants into alumni.

Dr John Pomeroy, Principal of FSB, encapsulated the spirit of the day at the event.

"We are incredibly proud of our graduates. Completing a degree – whether MA, BA (Hons) or BSc (Hons) – is a tremendous accomplishment and you should all take great pride in your achievements – something that no one can take away from you. On behalf of everyone at FSB, we wish you the very best as you move forward into the next stage of your careers."

Dr John Pomeroy, Principal of FSB, addresses FSB Croydon graduates. Photo: FSB.

A proud moment (l-r). Professor Simon Haslett, Pro-Vice-Chancellor at Bath Spa University, with Ewelina Piasecka, Health and Social Care graduate, FSB Croydon, and Dr John Pomeroy, FSB Principal.

A surge of smiles and satisfaction. (l-r) Professor Simon Haslett, Pro-Vice-Chancellor at Bath Spa University, with Nabil Hegazi-Bachelor, Business graduate, FSB Croydon, and Dr John Pomeroy, FSB Principal.

A moment to cherish forever. (l-r) Professor Simon Haslett, Pro-Vice-Chancellor at Bath Spa University, with Diana Robles Ortiz, Health and Social Care graduate, FSB Croydon, and Dr John Pomeroy, FSB Principal.

Representatives from Bath Spa University, including Professor Simon Haslett, Pro Vice-Chancellor, and Lucy Arnold Courtney, Associate Pro Vice-Chancellor, extended their warmest congratulations, commending the partnership's ability to provide FSB students with a truly world-class academic experience.

"Their presence reinforced the collaborative commitment that unites the two institutions in shaping tomorrow's leaders," commented Dr Ben Abudawood, Associate Dean at FSB Croydon.

Dr Ben Abudawood, Associate Dean at FSB Croydon, addresses FSB Croydon graduands. Photo: FSB.

Dr Ben Abudawood, Associate Dean at FSB Croydon, urged graduates to view this milestone as both an ending and a beginning.

"This moment marks a major achievement but it is not the end. Always stay humble, stay driven and never stop learning. Your success today is the foundation for even greater accomplishments in the future," he remarked.

Professor Simon Haslett, Pro-Vice-Chancellor at Bath Spa University, outlines the importance of graduates acting as civic community champions. Photo: FSB.

Professor Simon Haslett, Pro-Vice-Chancellor at Bath Spa University, and FSB staff applaud FSB graduates for their commitment and perseverance. Photo: FSB.

Student graduands at the graduation ceremony 2025 – a celebration of everything they have achieved and the promising future ahead.

FSB offers its heartfelt congratulations to the graduates of 2025, whose determination, intellect and integrity will resonate across industries and communities. As they step boldly from the ceremony hall to the boardroom, from classroom to community, they embody the enduring spirit of FSB – to serve, to succeed and to inspire.

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Shaping Scholarship and Standards: Trevor Garriock Joins Fairfield School of Business as Dean of School

By Kunal Chan Mehta, FSB's Public Relations Manager

FSB is delighted to announce the appointment of Trevor Garriock as Dean of School, a strategic appointment that consolidates FSB's commitment to rigorous pedagogy, employer-engaged courses and widening participation. Trevor's arrival marks a deliberate step to align FSB's academic ambitions with the exigencies of contemporary professional practice and the evolving expectations of students, employers and regulators.

"Trevor's appointment comes at an exciting time when we continue to strengthen our academic leadership and enhance the student experience across all campuses,"

said Mr Mohammed Zaidi, FSB's CEO.

"With a wealth of experience in higher education and a proven track record of academic excellence, Trevor will play a pivotal role in shaping the future of FSB, supporting our staff and inspiring our students to achieve their very best."

Trevor Garriock joins FSB as Dean of School. Photo: FSB.

Trevor Garriock arrives with more than fifteen years' experience spanning professional education, regulatory partnerships and higher education leadership. His early career was dedicated to professional training, where he designed and delivered apprenticeship programmes and taught thousands of accountancy trainees in collaboration with many of the UK's leading professional services firms.

In 2020, he transitioned into higher education and progressed rapidly – from Head of Programmes to Director of Programmes, to Deputy Dean – within a large business school serving in excess of 15,000 learners across a broad disciplinary portfolio. At every stage, his priorities have been consistent: educational excellence, student experience and employability.

"Joining FSB presents a compelling opportunity to fuse practice with pedagogy,"

said Trevor Garriock,
FSB's newly appointed Dean of School.

"I am committed to championing our excellent courses that are academically robust and demonstrably relevant to contemporary workplace practice. Together with colleagues and our partners, I intend to deepen experiential learning, broaden access and secure outcomes that matter to our students and employers."

Trevor's professional credentials are underpinned by a substantive career as a chartered accountant in both Big Four and mid-tier firms. Those employer roots have sustained enduring links to the profession and provide the experiential intelligence necessary to design programmes that produce career-ready graduates. Complementing this domestic experience, Trevor spent two years with the Association of Chartered Certified Accountants (ACCA), where he led international capacity-building projects to bolster standards of accountancy education in developing economies – an engagement that both broadened his international perspective and reinforced his commitment to professionalisation and quality assurance.

What Trevor can do for FSB's future is pragmatic and far-reaching. His immediate priorities will be to lead key initiatives to realise FSB's ambition to gain Degree Awarding Powers, develop its own degree programmes and maintain and build on FSB's excellent metrics with an eye on the next iteration of the Teaching Excellence Framework. Trevor is also expected to invigorate pedagogic scholarship and staff development, building a culture in which teaching excellence is robustly supported by evaluation and the dissemination of best practice.

Additionally, Trevor's remit will encompass widening participation and student success. He brings a proven interest in inclusive access and in designing authentic learning experiences that support progression,

retention and graduate outcomes. Under his leadership, FSB will sharpen interventions that mitigate barriers to success and expand routes into higher education for underrepresented cohorts.

"FSB welcomes Trevor and his appointment will accelerate FSB's trajectory toward an integrated model of outstanding leadership in practice,"

said Giedrius Zilionis, FSB's Vice Principal.

"His combination of practitioner insight, programme leadership and international perspective offers FSB a substantive platform from which to refine its academic offer and deliver measurable improvements in student experience and employability."

Please join FSB's community in extending a warm welcome to Trevor Garriock as he assumes the deanship. His tenure will be defined by a clear, purposeful mandate: to advance pedagogy, professional relevance and opportunities for all learners across FSB's campuses.

Fairfield School of Business Annual Summit 2025 – where staff reflect, reconnect and renew

By Kunal Chan Mehta, FSB's Public Relations Manager

Mr Mohammed Zaidi, FSB's CEO, opens FSB's Summit 2024-2025. Photo: FSB.

Mr Mohammed Zaidi said:

"FSB's Annual Summit is not just a reflection of past achievements but our joint declaration of intent for the future. Our steady expansion across campuses represents far more than growth in numbers – it is a conscious investment in people, places and potential. At FSB, our true measure of success lies in how effectively we empower students to transform their ambitions into achievements and their education into impact. While our ***NSS Teaching Satisfaction stands strongly at 94%****, our Annual Summit reaffirms our commitment, with our staff, to remain a catalyst for opportunity and a standard-bearer of excellence in higher education."*

Fairfield School of Business gathered its staff and external partners for its Annual Summit (5 September 2025) – a concise and impactful event to reflect on the 2024–25 academic year, share strategic priorities for 2025–26, celebrate achievements – and strengthen links between teaching, research and industry.

Led by Mr Mohammed Zaidi, FSB's CEO, the summit combined brief and focused sessions with networking opportunities. Highlights included a video montage and milestone review of the past year; a strategic update on FSB's priorities and vision; an empowering awards ceremony recognising excellence among staff and commendations on outstanding practice to set the tone for the year ahead.

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Celebrating achievement

An awards ceremony honoured performance, partnerships and academic excellence – reinforcing FSB's focus on student experiences. The event further highlighted FSB's ongoing commitment to recognising talent across its campuses.

(l-r) Mr Mohammed Zaidi, FSB's CEO, Mr Giedrius Zilionis, FSB's Vice Principal and Trevor Garriock, FSB's Dean of School, announce FSB's partnership awards. Photo: FSB.

Giedrius Zilionis, Vice Principal of FSB, speaking at the event, said:

"Our staff awards are a testament to the dedication and resilience of our colleagues across every campus. Behind every student success story at FSB is a lecturer, a tutor or a member of support staff who has gone the extra mile. Their hard work underpins the progress we celebrate at this Summit. I am deeply proud of the commitment shown by our staff, whose efforts continue to define the very character of FSB."

"Since joining FSB, I have been struck by the dedication of its leadership and staff,"

commented **Trevor Garriock**, FSB's Dean of School, at the event.

"FSB's Summit showcased the hard work behind delivering exceptional education and student success. The passion for each campus and the spirit of collaboration across teams provide a powerful foundation for future growth."

Campus Awards 2025

Campus of the Year
Croydon

Highest Academic Performance
Digbeth

Campus Growth & Development
Sheffield

Campus Transformation
Leicester

FSB Partnership Awards 2025

Excellence in Sustained Partnership
Bath Spa University

Excellence in Academic Collaboration
Ravensbourne University London

Stronger Together in Education
Birmingham Newman University

Departments Contribution Award 2025

PGCert in Higher Education Team

Quality & Assurance Team

Recruitment

Admissions

Operations

FSB Croydon wins the coveted Campus of the Year 2025 award. Photo: FSB.

FSB Leicester wins the prestigious Campus Transformation award. Photo: FSB.

FSB Digbeth receives the Highest Academic Performance award. Photo: FSB.

FSB Sheffield wins the cherished Campus Growth and Development award. Photo: FSB.

Outstanding Performance

Artemis Popllo
Trainee HR Officer, Memo / Croydon

Ben Abudawood
Associate Dean, Croydon

Sibte Abbas
Project Coordinator, Memo

Savita Nutan
Program Manager, Memo

Gloria Cavicchioli
Course Coordinator BSU Health, Croydon

Mmesoma Precious Samuel
Lecturer in Health, Croydon

Henry Qian
Academic Support Coordinator & Lecturer in Business, Croydon

Jennifer Kent
Lecturer in Health, Leicester

Anabel Mwagalanyi
Lecturer in Business, Leicester

Uzma Gilani
Lecturer in Health / PAT Coordinator, Digbeth

Valentin Neagu
Library Tutor, Digbeth

Dr. Jonathan Banahene
Lecturer in Business, Digbeth

Bulent Sun Security, Sheffield

Rajas Ali Data Officer, Memo

Aishah Ghannam
Quality Officer, Memo

Zameem Haider
Operations Officer, Sheffield

Zerka Sahak
Trainee Course Co-Ordinator, Croydon

Eugene Wong
Graphic Designer, Memo

Andrei Bogdan
Senior IT Support, Digbeth

Neve Booley
Admissions & Widening Participation Representative (Team Leader), Leicester

Zahra Fatima
Associate Dean, Leicester

Adbul Rashid
Financial Manager, Memo

Five Years of Service

Nicole Balu – Lecturer in Criminology

Maryluz Carvajal – Programme Manager for Professional Qualifications & Post-graduate Studies

Iulian Mardari – Assistant Registrar

Hatmane Kastrati – Senior Student Support Officer

Tshihey Mandella - Cleaner

Reflecting on a year of momentum

The Summit opened with a retrospective featuring a video montage and a summary of key milestones from 2024–25. The review highlighted FSB's quality not quantity focused growth across urban campuses and its progress in enhancing both student experience and academic delivery. FSB's multi-campus model and its strong civic and community engagement were reaffirmed as central to the institution's strategic direction.

Research and practice

The Summit highlighted applied scholarship and translational research as key to academic relevance and employer engagement. This continues a recent trend at FSB of hosting events that bridge academic inquiry and professional practice – a theme also confirmed at FSB's recent research conference and in the editorial series published in *FSB Focus*.

(l-r) Mr Mohammed Zaidi, FSB's CEO, presents Mike Hill, Head of Academic Partnerships at Birmingham Newman University, with the Stronger Together in Education award. Photo: FSB.

(l-r) Zahra Fatima, Associate Dean at FSB Leicester, Alina Iorga, Associate Dean at FSB Digbeth, Trevor Garriock, FSB's Dean of School, Katarzyna Czech, Trainee Dean of Learning and Teaching and Associate Dean at FSB Sheffield and Ben Abudawood, Associate Dean at FSB Croydon. Photo: FSB.

"Our Research Centre is an engine of innovation that brings together research experts to shape our shared future,"

added **Mr Mohammed Zaidi**, FSB's CEO, regarding the institution's active research initiatives.

Planning Ahead

The summit's strategic segment outlined three interrelated priorities for the upcoming year:

1. enhance employer-linked modules and placement pathways to improve employability
2. expand short courses and CPD offerings to meet local skills demands; and
3. strengthen research-informed teaching that enhances student opportunities and regional partnerships.

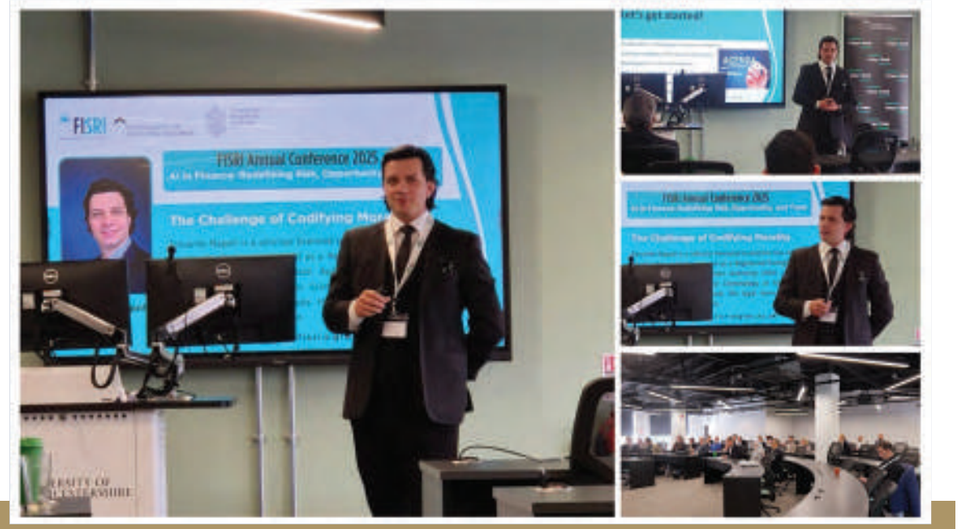
These objectives build on recent institutional successes and student-focused enhancements across FSB.

What this means for FSB students

- Clear progression – where students can expect more industry-facing opportunities, short courses and career routes designed to translate learning into career-ready skills.
- Research-informed teaching – where FSB will continue to incorporate applied research and case-based learning across modules, so classroom content reflects sector practice.
- Stronger local partnerships – where greater collaboration with regional employers and community stakeholders aims to create opportunities that directly benefit students and local economies

At the Forefront of AI and Finance:
FSB Croydon Lecturer Represents FSB at Global Conference

By Kunal Chan Mehta, FSB's Public Relations Manager



Eduardo Napoli, FSB Croydon Lecturer in Business, at the Finance in Society Research Institute (FISRI) Annual Conference 2025, hosted by the University of Gloucestershire. Photo: FSB.

FSB FOCUS MAGAZINE

Fairfield School of Business (FSB) is proud to announce that Mr Eduardo Napoli, Lecturer in Business at our Croydon campus, represented the institution at the Finance in Society Research Institute (FISRI) Annual Conference 2025, hosted by the University of Gloucestershire.

Exploring the Role of AI in Finance

This year's theme – *AI in Finance: Redefining Risk, Opportunity, and Trust* – spoke directly to today's most urgent academic debates. The conference brought together leading academics, policymakers, and technology pioneers to explore how AI is revolutionising finance – not only in efficiency and scale, but also in fairness and trust.

"Our students are stepping into a world shaped by AI at a pace never seen in human history. We want them to leave FSB not just with accredited degrees, but with the courage to ask difficult questions, challenge assumptions, and lead with integrity. Mr Napoli's contribution at FISRI epitomises that mission."

Mr Mohammed Zaidi, FSB's CEO, said:

A Powerful Presence

FSB was honoured to be part of this prestigious gathering, which combined academic excellence with a palpable sense of purpose. **Mr Napoli's** lecture, *The Challenge of Codifying Morality*, captured the attention of both academics and industry leaders:

"This is not merely a technical challenge. It is a philosophical journey into the values we want embedded within the financial systems of tomorrow. When algorithms make life-changing decisions, from granting credit to moderating speech, whose morality are they enacting? Whose responsibility is it when things go wrong?"

His words resonated powerfully, reminding all present that the future of finance is not only about numbers, but about people – in the era of AI.

Lessons for the Future

For FSB students, the lessons from this conference are clear: AI is not just a buzzword – it is rewriting the rules of the workplace. Sessions explored everything from building bespoke AI language models to democratise financial literacy, to safeguarding vulnerable customers from algorithmic exclusion.

These debates matter because today's students will be tomorrow's innovators, entrepreneurs, and regulators. The skills they learn now – from digital literacy and critical thinking to ethical leadership – will decide not only their careers but also the kind of society we live in.

"This conference demonstrated that the most powerful conversations about AI are not just technical, but moral. We are immensely proud that our lecturer stood among global experts, championing the values we hold dear: inclusion, curiosity and responsibility. For our students, the message is simple – your voice matters in shaping the future of finance."

Dr Ben Abudawood, Associate Dean of FSB Croydon, noted:

"The stakes extend beyond rare edge cases. AI has the power to entrench bias or dismantle it, to exclude communities or empower them. Students must recognise that they are not passive recipients of this change – they are its architects."

Mr Napoli added:

Shaping the Future of Finance

The FISRI conference made clear that AI integration is not a distant horizon – it is here, now. From autonomous vehicles to algorithmic credit scoring, AI systems are increasingly making decisions with profound social consequences. As Mr Napoli argued, the challenge lies not only in building smarter machines but in aligning them with human values.

FSB recognises this as a turning point in history. Our commitment is to prepare students who are not only technically skilled but also ethically aware – capable of thriving in industries where AI is both a tool and a test of values.

Because the future of finance will not just be about managing money – it will be about managing morality.

For media enquiries or to arrange an interview with **Mr Napoli**, please contact: kunal.mehta@fairfield.ac

We Trust you found FSB News engaging and informative. Step into our academic realm to unlock boundless avenues for personal and professional development at: www.fsb.ac.uk/courses or via admissions@fairfield.ac

Embrace the possibilities at FSB and commence your transformative educational journey today.

FSB Birmingham Lecturer Presents Groundbreaking Tuberculosis Research at British Sociological Association Conference

By Kunal Chan Mehta, FSB's Public Relations Manager

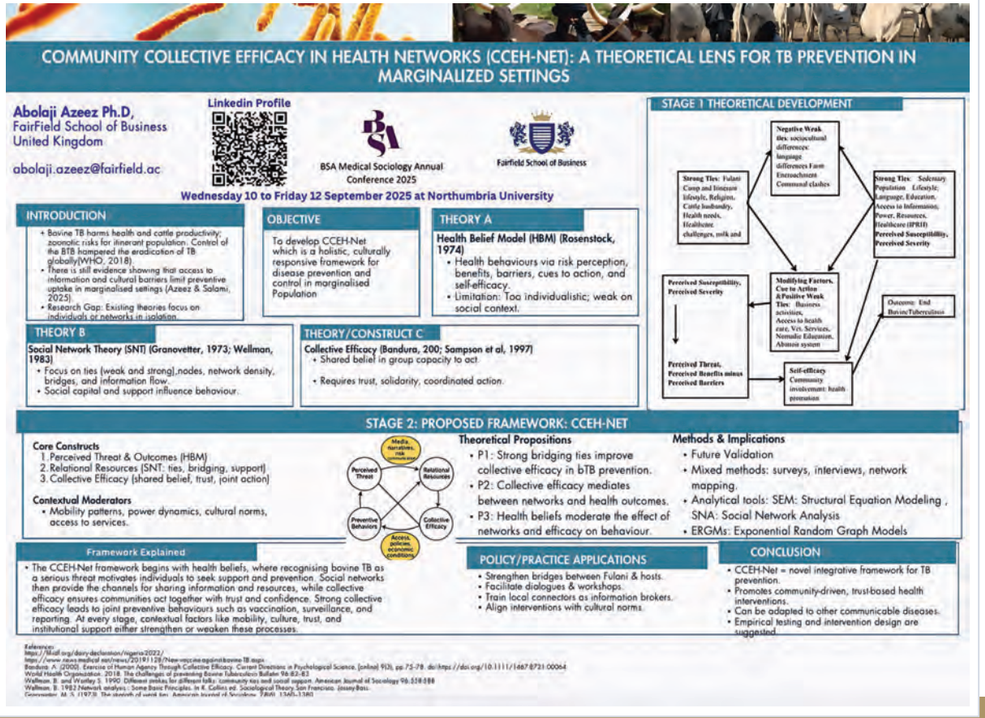
Dr Abolaji Azeez, a Trainee Course Coordinator and CODESRIA African Diaspora Visiting Scholar at FSB, shared his acclaimed Tuberculosis (TB) research at the British Sociological Association (BSA) Medical Sociology Annual Conference 2025 (10–12 September) at Northumbria University.

The international conference welcomed scholars from across the world to debate pressing issues in health and society, with key themes including health inequalities and global health challenges.

Dr Azeez presented a research poster entitled *"Community Collective Efficacy in Health Networks (CCEH-Net): A Theoretical Lens for TB Prevention in Marginalized Settings."* His presentation highlighted how community trust and shared responsibilities can play a vital role in tackling tuberculosis in marginalised settings – generating considerable discussion among delegates.

At its heart, Dr Azeez's research is about the simple but powerful idea that communities are stronger together. Instead of leaving individuals to fight TB on their own, his work shows how trust, teamwork and shared knowledge can transform prevention. When neighbours support one another and act collectively, they create a safety net that makes it easier for everyone to stay healthy. In essence, his research demonstrates that stopping TB is not just a medical challenge but a community mission – proving that collaboration can be as important as medicine in protecting lives.

Dr Abolaji Azeez, Trainee Course Coordinator and CODESRIA African Diaspora Visiting Scholar at FSB Birmingham, shares his research at the prestigious British Sociological Association (BSA) Medical Sociology Annual Conference 2025. Photo: FSB.



Dr Azeez's research poster. Image: FSB.

In addition to presenting his work, Dr Azeez was appointed to chair two key academic sessions, where he facilitated presentations and ensured dynamic scholarly engagement. He also built valuable links with international researchers and practitioners, further strengthening FSB's presence on the global academic stage.

Reflecting on the experience, **Dr Azeez** said:

"Participating in the conference was both rewarding and inspiring. My presentation generated thoughtful questions and constructive feedback, while chairing sessions enabled me to contribute directly to scholarly dialogue. I particularly valued the opportunity to network with colleagues from diverse backgrounds – which, in turn, reinforces the importance of collaborative and culturally responsive frameworks for addressing global health challenges."

Mr Mohammed Zaidi, FSB's CEO, commended Dr Azeez's achievement, saying:

"We are immensely proud of Dr Azeez for representing FSB at this internationally renowned conference. His contribution highlights the quality and commitment of our academic staff and his success is a testament to FSB's ethos to combine academic excellence with real-world impact."

Giedrius Zilionis, Vice Principal of FSB, added:

"By championing interdisciplinary dialogue and showcasing actionable solutions to one of the world's most pressing health issues, Dr Azeez has not only elevated his own research but also reinforced FSB's reputation as a hub for impactful scholarship and international collaboration."

FSB FOCUS MAGAZINE

Detective Superintendent Ron Lock Brings Frontline Insights to FSB Croydon Criminology Classroom

By Kunal Chan Mehta, FSB's Public Relations Manager

Fairfield School of Business (FSB) Croydon was privileged to host Detective Superintendent Ron Lock of Surrey Police, who delivered an inspiring and thought-provoking session for students on the accredited BA (Hons) Criminology, offered in partnership with Birmingham Newman University. The visit illustrated FSB's mission to enrich all academic study with authentic professional perspectives, allowing FSB students to engage directly with a senior practitioner whose career has been dedicated to justice, public service and community trust.

Mr Mohammed Zaidi,
FSB's Chief Executive, said:

"This session encapsulates the very essence of our mission at FSB. By bringing leaders from public service into direct dialogue with our students, we not only enhance academic learning but also instil civic responsibility and professional aspiration. I am proud that our Croydon campus continues to exemplify the values of access, ambition and applied education. This is how we inspire futures."

(l-r) Moslem Boushehrian, Lecturer in Criminology at FSB Croydon, Dr Ben Abudawood, Associate Dean at FSB Croydon, Detective Superintendent Ron Lock, Surrey Police, Ali Ahsan, Operations Manager at FSB Croydon, and Olga Pytlos, Marketing Co-ordinator at FSB Croydon. Photo: FSB

Detective Superintendent Lock transformed the classroom into a forum of ideas. His approach was interactive and thus encouraged FSB Criminology students to interrogate the realities of policing and test their academic knowledge against the lived complexity of frontline decision-making.

The energy of the discussion reflected the intellectual curiosity of FSB's students, who responded with "confidence and maturity to the challenges posed", said **Dr Ben Abudawood**, Associate Dean at FSB Croydon.

Reflecting on his visit, **Detective Superintendent Lock** described it as "a real privilege to spend time with criminology students at FSB." He praised the engagement, curiosity and professionalism shown by FSB students. "By creating an environment that blends academic knowledge with real-world application, FSB equips its students with the skills, values, and confidence needed to succeed in a wide range of professional careers," he explained. He also emphasised how valuable these sessions are from a policing perspective, noting that "building trust and confidence between the police and our communities is essential, and opportunities like this allow us to work directly with future leaders who are already developing critical thinking, empathy and analytical skills."

His remarks emphasised the wider civic role of FSB in building public and community-level trust and equipping FSB graduates with the moral and intellectual compass to contribute meaningfully to society.

Inspiring futures: Detective Superintendent Ron Lock, Surrey Police, stands with FSB Criminology students. Photo: FSB.

The significance of the visit was further highlighted by **Dr Ben Abudawood**, Associate Dean at FSB Croydon:

"Bringing senior professionals from industry and public service into the classroom enriches the student experience immeasurably. It enables our students to contextualise their learning, develop professional confidence, and see the tangible impact of their studies on society. We are immensely grateful to Detective Superintendent Lock for his generosity of time and spirit, and for the inspiration he has given to our cohort."

Dr Ben Abudawood, Associate Dean at FSB Croydon, presents Detective Superintendent Ron Lock, Surrey Police, with a certificate of appreciation. Photo: FSB.

The event provided a profound connection between the theories they encountered in their studies and the operational realities of policing. Concepts such as procedural justice, legitimacy, discretion and professional ethics were animated through concrete examples, illuminating the pathways by which criminological ideas inform day-to-day practice. Students in attendance described the session as a highlight of their academic year, offering not only a clearer sense of potential careers in policing and allied services but also a renewed motivation to pursue their studies with vigour and purpose.

Academically, the visit showcased several high-impact teaching practices. The seminar functioned as:

- **Situated learning** – FSB students observed expert practice in context and were invited to participate in legitimate peripheral participation — a recognised route to professional competence.
- **Reflective practice** – through prompted debriefs and guided questioning, learners were encouraged to translate experience into conceptual understanding (reflective abstraction).
- **Assessment-adjacent learning** – the session produced artefacts of learning (inquiry, evidence-based argumentation and applied problem solving) that map directly onto employability metrics and outcomes.

FSB's practice of embedding practitioners into taught modules not only deepens student cognition but also accelerates professional socialisation — a crucial component of degree-level vocational education. This approach mirrors FSB's wider institutional practice of connecting scholarship and sector and is consistent with the FSB's record of employer engagement and partnership working.

*Editor's note: Special thanks to **Dr Ben Abudawood**, Associate Dean at FSB Croydon, for providing core event information for the above news.*

Unlocking Learning Barriers: The Hidden Effects of Trauma

By Iliana Razhankova, Academic Support Tutor, FSB Croydon.

Higher education is often seen as a time of opportunity, growth, and independence. But for many students, it is also a period shadowed by hidden struggles with trauma, mental health, and emotional wellbeing. While higher education providers are celebrated as spaces for learning and transformation, they are also places where past and present traumas can quietly shape the student experience.

What Do We Mean by Trauma?

To understand how trauma affects higher education, it is important to define what trauma is and how it manifests. Trauma refers to the long-lasting negative impact that deeply distressing experiences can have on a person's emotions, behaviour, and overall functioning. Such experiences often involve overwhelming feelings of fear, helplessness, confusion, or dissociation, disrupting an individual's sense of safety and stability (American Psychological Association, 2018).

Trauma can stem from many sources: abuse, neglect, family difficulties such as parental separation, substance misuse, incarceration, or mental health struggles (NHS, 2021; CAMHS, 2023). These adverse experiences are not left behind when students start their degrees; they travel with them, shaping academic journeys in visible and invisible ways (Campbell et al., 2022).

Iliana Razhankova, Academic Support Tutor at FSB Croydon. Photo: FSB.

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Trauma in Higher Education: A Widespread Reality

Trauma is highly prevalent among higher education students. In the UK, more than half of students report experiencing at least one adverse childhood event before arriving at campus, with many encountering multiple forms of trauma (Hamilton et al., 2024). A cross-sectional survey of 452 UK higher education students found that approximately 76% had experienced at least one traumatic event, with sexual violence and relationship abuse particularly common (Allen et al., 2024). In response to these widespread challenges, the UK government has invested in targeted mental health support for students, including funding dedicated platforms like Student Space for one-to-one support, promoting the University Mental Health Charter Programme, and improving partnerships between higher education institutions and NHS mental health services to better address student needs (GOV.UK, 2024).

Image created by Kunal Chan Mehta, PR Manager, using Adobe and Adobe Firefly and prompts for oils, light canvas, orange spotlight and padlock art.

These traumatic experiences are closely linked to broader concerns about student mental health. Surveys consistently reveal high levels of distress, often unrecognised by institutions. For example, a 2022 survey by the charity Student Minds found that 57% of students self-identified as having a mental health issue, while 27% reported a formal diagnosis (Lewis & Stiebahl, 2025; see Figure 1). For many students, these difficulties are inseparable from their trauma histories. Early exposure to abuse, neglect, family conflict, or violence can increase vulnerability to anxiety, depression, and post-traumatic stress disorder. Students carrying these burdens may struggle to form social connections, stay engaged academically, or seek support with confidence (Davies et al., 2022).

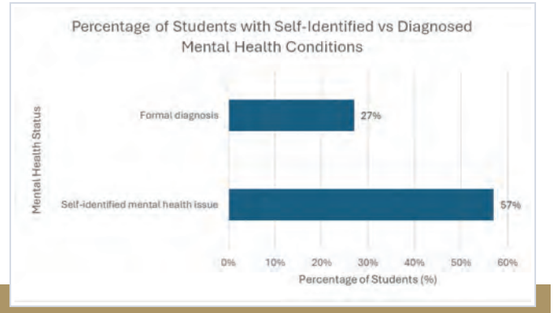

Figure 1 Percentage of higher education students who reported experiencing a mental health issue versus those who reported a formal diagnosis. Data sourced from a 2022 Student Minds survey (as cited in Lewis & Stiebahl, 2025).

It is also important to recognise that trauma is not solely an individual challenge but a global public health concern. Exposure to trauma carries substantial costs for both individuals and society, with consequences that can affect personal wellbeing, family life, communities, and institutions (Magruder et al., 2017). Within higher education, this perspective highlights that student trauma cannot be viewed in isolation: it affects not only individual learners but also the broader higher education environment, influencing academic outcomes, demand for support services, and campus culture. The consequences for students can be profound. Some experience declining academic performance, social withdrawal, or even leave the degree before completing their studies.

How Trauma Shapes the Student Experience

Trauma doesn't affect every student in the same way. Some adjust well or even thrive, demonstrating resilience and adaptability, particularly when supported by strong social networks (Allen et al., 2024; Campbell et al., 2022). However, many students face significant barriers that hinder both their learning and wellbeing.

Research shows that trauma is linked to:

- Poor mental health – higher levels of distress, loneliness, and PTSD symptoms (Frazie et al., 2009; Allen et al., 2024).
- Difficulties with adjustment – struggles to build friendships, establish trust, or feel a sense of belonging (Banyard & Cantor, 2004).
- Academic challenges – lower persistence, disengagement from studies, and struggles with focus (Hamilton et al., 2024; Campbell et al., 2022).
- Hidden struggles – many students appear outwardly successful but wrestle privately with emotional pain (Allen et al., 2024).

Importantly, the impact of trauma may not be visible right away. Banyard and Cantor (2004) found that while trauma survivors often seem to adjust similarly to their peers in the early weeks of their degree course, the challenges often surface later, sometimes when academic pressure or isolation increases.

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What Lecturers Can Try: Helping Students Feel Safer and More Supported

Creating trauma-informed classrooms requires intentional strategies that support student well-being and academic engagement. Research indicates that trauma-informed pedagogy can significantly enhance students' sense of safety, participation, and academic success (Wells, 2023; Henshaw, 2022; Harrison et al., 2023). Key strategies include:

Establishing safety and structure – Predictable routines, clear communication, and safe spaces for discussion help students feel secure and ready to learn. According to Wells (2023), classrooms that are structured and welcoming enable students to participate without fear of judgment.

Providing flexible participation options – Offering multiple ways for students to engage (e.g., discussions, written assignments, or online forums) accommodates different learning styles and emotional needs. Harrison et al. (2023) found that flexibility helps students manage stress while remaining academically involved.

Encouraging regular check-ins and open communication – Using short "temperature checks" or anonymous feedback surveys allows educators to gauge student well-being and adjust support accordingly. Henshaw (2022) highlights that consistent, open dialogue between lecturers and students builds trust and enables timely intervention for those experiencing trauma.

Integrating mindfulness and well-being practices – Incorporating brief breathing exercises, guided reflections, or relaxation breaks can help students regulate emotions and reduce stress. Harrison et al. (2023) report that such practices improve focus, emotional control, and academic performance.

Fostering collaborative learning environments – Group projects and peer collaboration promote connection, reduce isolation, and enhance engagement. According to Henshaw (2022), social support within learning communities strengthens resilience and encourages active participation.

By adopting these strategies, lecturers and higher education institutions can create inclusive learning environments that acknowledge trauma, promote psychological safety, and empower students to thrive both academically and personally.

What Students Can Try: Ideas That Might Make a Difference

Research indicates that students who implement structured coping strategies, maintain supportive social connections, and utilise available resources are more effective at managing the challenges of higher education life while also building resilience (Straup et al., 2024; Perry and Cuellar, 2022; Oehme et al., 2019). The following strategies are designed to help students manage trauma, maintain their mental health, and thrive in the higher education environment.

Self-care routines – Maintaining regular sleep schedules, exercising, eating a balanced diet, and practising mindfulness or relaxation techniques can help strengthen resilience and regulate emotions. For example, a student might schedule a consistent bedtime, incorporate short workouts between classes, or dedicate 10 minutes daily to practising meditation or deep breathing. These habits help the body and mind recover from stress and reduce the intensity of trauma-related emotional responses (Straup et al., 2024; Oehme et al., 2019).

Time management and boundaries – Using planners or digital tools, setting realistic academic and personal goals, and avoiding overcommitting can reduce stress and prevent burnout. Students might break assignments into smaller tasks, set reminders for self-care breaks, or politely decline extra responsibilities that could overwhelm them. Establishing boundaries ensures that students can prioritise their well-being while meeting academic expectations (Straup et al., 2024).

Peer support networks – Participating in study groups or workshops organised by academic support services can help reduce feelings of isolation and foster a sense of belonging. Students can connect with peers through collaborative learning sessions, which provide emotional support, encouragement, and practical strategies to cope with academic challenges and stressful situations (Perry and Cuellar, 2022; Oehme et al., 2019).

Use of campus services – Proactively seeking help from mental health counsellors, academic advisors, or disability services can provide structured support for trauma-related challenges. For instance, a student experiencing anxiety or flashbacks could schedule regular sessions with a counsellor or request accommodations for exams. Accessing these services allows students to receive professional guidance and reduces the burden of managing trauma alone (Straup et al., 2024; Oehme et al., 2019).

Grounding and coping techniques – Practising breathing exercises, journaling, mindfulness, or sensory strategies can help students manage stress during lectures, exams, or emotionally triggering situations. For example, students might take a few deep breaths before presentations, write down their thoughts after a stressful class, or use sensory tools like stress balls to stay grounded. These techniques help students stay present and prevent trauma-related symptoms from interfering with academic performance (Perry & Cuellar, 2022).

Trauma-focused self-help interventions – Guided exercises, psychoeducation, or structured self-help programs provide a safe, structured way for students to process trauma. Research shows that these interventions can reduce PTSD, anxiety, and depressive symptoms, allowing students to regain control over their emotions. For example, a student might follow a guided journaling program or online module that teaches coping strategies and helps them work through distressing experiences in manageable steps (Siddaway et al., 2022).

Key Takeaways for Students and FSB Lecturers

Understanding and addressing trauma in the higher education context is essential for both student well-being and academic success. By implementing trauma-informed strategies, lecturers can create structured, flexible, and supportive learning environments. Meanwhile, students can utilise self-care routines, effective time management, campus resources, and coping techniques to navigate challenges and build resilience. Recognising the often-hidden impact of trauma and equipping students with practical tools empowers them to participate more fully in their education, sustain their mental health, and realise their potential. To ensure this support is systemic and sustainable, higher education institutions must embed trauma-informed principles not only into pedagogical practices but also into institutional policies and support systems. In doing so, higher education can become a space not only for learning but also for healing, equity, and transformative growth.

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"The World on Our Screens: Protecting the Mind in an Age of Relentless News" on World Mental Health Day 2025

By Kunal Chan Mehta, PR Manager and Editor of FSB Focus

This year's World Mental Health Day asks us to reflect on a quietly corrosive phenomenon – the emotional consequences of being perpetually exposed (courtesy of smart tech) to crises and conflicts through the media. Our modern world is enduring a concatenation of catastrophes: wars, surging crime and violence, economic upheavals and humanitarian distress – leaving no room for, dare I say, good news. Even for those not directly touched by media events, the constant proximity of suffering (mediated through glowing screens and ceaseless notifications on smart tech) exacts a heavy psychological toll.

Image: Created by the author on Adobe and Adobe Firefly (licensed to FSB).

For far too long, many of us have lived in an age where bad news travels faster than comprehension. Each headline carries not only information but an implicit demand for empathy, urgency and alarm that we want to share with others (note your many WhatsApp groups). We often share without fact-checking too. Indeed, without reflection, knowledge becomes noise.

Unsurprisingly, many of us feel overwhelmed, fatigued or quietly despondent. It feels like we have become witnesses to every wound, yet the agents of a few remedies. This paradox – call it *omniscience without influence* if you will – lies at the heart of what psychologists call vicarious trauma – exposure to someone else's trauma.

The human brain was never designed for omnipresence per se. Each image of suffering, each broadcast of conflict, activates our neural alarm systems. The result is a state of permanent partial alarm – the body's stress response subtly engaged, day after day, by the continuous suggestion of danger. We are constantly thinking about distressing situations and these can have a dire impact on our mental wellbeing.

Repeated exposure to distressing news doesn't simply inform us – it inhabits us. Our hearts race during shocking news reports of – well, check for yourself, whatever the headline is now. Our muscles tense at footage of the aforesaid calamities.

Research indicates that media exposure can provoke sympathetic nervous system responses similar to direct exposure in some people. Further, such reactivity has been linked to subsequent stress symptoms following mass trauma (see Kozlowska et al., 2015). Thus, the world's pain becomes our real physiological experience. Now take a moment to think about this. Think carefully about how the news you consume impacts how you feel.

This phenomenon – also known as doomscrolling – is the compulsive consumption of distressing content. Yet, behind the modern vocabulary (doomscrolling entered major dictionary recognition in 2023) lies an ancient truth: as Seneca warned, "He who suffers before it is necessary, suffers more than necessary." When we replay global tragedy in endless loops in our minds, we invite unnecessary anguish into our own interior worlds.

The Compassion Paradox

In principle, awareness of something should empower us; in practice, unfiltered awareness often immobilises. We witness so much suffering that empathy becomes exhaustion – we become immune to it even. This is the paradox of compassion fatigue – call it "too much media, too often" but, sadly, it is where we transform concern into despair.

Just as we set boundaries for our physical safety, so too must we establish boundaries for mental safety (or "media" safety if you will). Decide when and how you will consume news. Allocate specific times of day – ideally outside the fragile morning and evening hours – and avoid continuous refresh cycles. Curate your sources; fewer trusted outlets will cultivate comprehension over confusion.

Instead of endlessly scrolling, simply pause after each news story. Reflect: What does this mean? What can I do? How many news stories do I really need to read today? Even small acts – donating, volunteering, sharing credible resources – transform helplessness into helpfulness.

The digital sphere is abstract and borderless. Counter this by grounding yourself in your sensory reality. Walk, write, read, cook and converse, for example. Fundamentally, when the intangible world feels unbearable, connect with something real. After all, our mental health, like humanity itself, thrives through connection.

The task is not to look away from suffering but to look toward it with discernment and care. The human mind, much like the human heart, was never built to absorb the world's anguish in real time – but it was designed to seek balance and meaning.

This World Mental Health Day, let us practice the art of conscious awareness: to consume news with compassion but not compulsion; to stay informed, yet not inflamed. Between every headline, there must be a pause – a breath, a boundary, a beautiful moment to reclaim our sense of peace. In choosing calm over chaos, we do not withdraw from the world – we prepare ourselves to heal it.

This article discusses issues relating to mental health. If you are affected by any of the topics covered, please seek support from a trusted professional or contact ***Samaritans at 116 123 (UK)*** *or* ***samaritans.org****.*

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Fairfield School of Business Birmingham Students Attend Care Show 2025

By Kunal Chan Mehta, PR Manager and Editor of FSB Focus

Our Bath Spa University accredited BSc (Hons) Health and Social Care students at FSB Birmingham participated in the Care Show Birmingham 2025, held at the NEC (8–9 October). The event provided invaluable insights into the evolving care sector, helping students align their academic learning at FSB with real-world practice.

Care Show Birmingham is the UK's leading social care event, bringing together professionals, organisations, and suppliers to showcase innovations, regulatory developments, as well as workforce solutions. The two-day event featured expert lectures, workshops, panel discussions, and displays across a wide spectrum of topics, such as regulation by the Care Quality Commission (CQC) and emerging digital technologies in care delivery. There was also an added focus on strategies to support workforce wellbeing.

FSB students and staff at the Care Show Birmingham. Photo: FSB

With over 250 suppliers and service providers exhibiting, the event gave FSB students direct exposure to current trends, challenges and best practices across the social care sector. Students were able to:

- Engage with health and social care professionals and organisations from around the UK
- Network with industry leaders and explore potential careers or placement opportunities
- Learn about regulatory updates, technological integration and quality standards shaping the sector.

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"At FSB, we share a strong vision with Bath Spa University; we are committed to more than classroom learning – we believe in experiential exposure that prepares our health students for tomorrow's workforce,"

said **Mr Mohammed Zaidi**, FSB's CEO.

"Our participation at the Care Show Birmingham is a clear demonstration of this, enabling students to see first-hand the challenges and innovations driving the care sector today."

Alina-Mihaela Iorga, FSB Birmingham's Associate Dean, speaking at the event, said:

"FSB remains dedicated to delivering student experiences that are relevant, immersive, and aligned with industry demands in Health and Social Care. We are grateful to the organisers of Care Show Birmingham 2025 for creating a platform that supports our mission of producing informed, confident and career-ready graduates."

Dr Abolaji Azeez, a Trainee Course Coordinator and CODESRIA African Diaspora Visiting Scholar at FSB Birmingham, added:

"Our students are able to connect their academic learning with the realities of the professional care environment. Opportunities at the Care Show Birmingham help them bridge this gap, enhancing their confidence, understanding and overall readiness for the evolving world of health and social care."

FSB students and staff at the Care Show Birmingham. Photo: FSB

The Challenge of Codifying AI Morality & the Three Laws of Asimov

By Eduardo Napoli, Lecturer in Criminology and Business at FSB, Croydon Campus

We are at an unprecedented turning point in human history, marked by the swift and widespread integration of Artificial Intelligence (AI) into the very fabric of our daily lives. From algorithmic curation of news and social media feeds to autonomous vehicles navigating public roads, from diagnostic tools in healthcare to automated trading systems in finance, AI systems are increasingly entrusted with decisions that hold significant moral weight and profound consequences for individuals and society. This transition signifies a shift from tools that enhance our physical abilities to systems that actively augment, and in some cases replace, human judgment. This new era of delegated decision-making presents us with a vital and urgent question: how can we ensure that these powerful artificial agents operate in a manner consistent with human ethical principles?

Eduardo Napoli, Lecturer in Criminology and Business

The significant challenge of turning human morals into a clear, operational language for machines has become a key issue at the crossroads of computer science, philosophy, law, and ethics. The motivation for this inquiry stems from the increasing capabilities and autonomy of AI systems. Early AI mainly functioned as a passive tool, needing direct human initiation for each action. Modern machine learning has produced systems that learn independently from data, identify complex patterns invisible to the human eye, and make decisions based on probabilistic inferences that are often inscrutable even to their creators. This autonomy acts as a double-edged sword. It offers significant benefits in terms of efficiency, scalability, and the ability to solve complex problems.

According to Laudon (2001), ethics involve choosing the right options among many. Now, we face the challenge of creating systems that can make these decisions for us, but we lack a straightforward way to encode what "rightness" means in code. This task is complex, both philosophically and practically. As discussed in this paper, human morality is not a simple, unified set of rules. Instead, it is a complex landscape influenced by deontological duties (which see actions as inherently right or wrong), consequentialist views (which judge rightness based on outcomes), and virtue ethics (which focus on the character of the moral agent). Emotions, cultural contexts, and personal experiences also play a crucial role.

Morality often involves navigating "grey areas" where clear answers are hard to find, as McGrath and Gupta (2018) point out. Attempting to reduce this complex moral fabric into a set of computable rules risks oversimplification, leading to rigid systems that may be technically correct but ethically blind. Furthermore, the nature of intelligence itself is central to this challenge. As the comparative analysis in this essay will demonstrate, a fundamental chasm exists between human and AI.

Human cognition is embodied, conscious, and general, capable of transferring learning across domains and understanding the semantic meaning and emotional weight of concepts. Professor Powers (2006) offers a crucial pragmatic perspective, arguing that a simulacrum of ethical deliberation may not only be enough but also essential, as many humans themselves often fail to reach a higher standard of ethical reasoning.

Underpinning this entire investigation is a central **research question** that guides the analysis: **How can a robust framework for codifying morality into AI be developed to ensure ethical alignment?**

This question recognises that the technical challenge of codification is closely linked to its societal impact. It is not sufficient to develop an ethically aligned AI in a lab; the system must be designed to be transparent enough to earn public trust, auditable enough for government regulation, and accountable enough to define the responsibilities of the companies that implement it.

The attempt to formalise morality for AI relies on a key, often implicit, assumption: that human ethical reasoning can be sufficiently structured to be encoded into a computational process. This pursuit prompts us to revisit centuries of philosophical thought to extract practical principles. As Laudon (2001) notes, ethics primarily involves the decision-making of autonomous agents when choosing among conflicting options and goals. This perspective offers an essential starting point, positioning ethics not as a fixed set of rules but as an evolving process, a characteristic that any computational model must incorporate.

The long-standing effort to formalise behaviour has deep roots. Forsyth and O'Boyle (2011) correctly cite the Code of Hammurabi as an early example of turning moral intuitions about justice, responsibility, and consequences into clear, enforceable laws with specific punishments. This reflects a deontological approach to codification, which involves creating a set of inviolable rules ("thou shalt not steal") that an agent must follow. Such an approach offers clarity and predictability, highly valued qualities in regulatory compliance and auditability within AI systems. However, a rigid deontological framework faces the well-known problem of normative conflict. What should an agent do when two rules conflict in a new situation? A purely rule-based system risks being extremely inflexible.

This requires adding a second philosophical perspective: consequentialism. Here, the morality of an action is evaluated based on its outcomes. A consequentialist approach for an AI would involve programming it to assess the potential benefits and harms of its actions using a set of valued metrics (such as well-being, economic efficiency, and minimising harm) and to choose the option that optimises the "good." This method provides the flexibility that strict rules lack.

The initial step in codification is not selecting a single philosophy but recognising that any practical system needs a hybrid structure. It should include a deontological' constitution" with fundamental, non-negotiable prohibitions, such as' do not manipulate human autonomy', and a consequentialist' calculus" for cases where these rules are not broken but trade-offs are necessary to balance lesser harms or greater benefits.

A key philosophical objection to the entire project of machine ethics, as highlighted by Nath and Sah (2019), is rooted in Kantian philosophy. Immanuel Kant argued that an action only has true moral worth if a rational agent performs it out of a sense of duty and with the right intention. An automaton, merely executing code without understanding, consciousness, or genuine intentionality, cannot be regarded as "moral" in this profound sense. It can only act in accordance with duty, not out of duty. The goal is not, and perhaps cannot be, to create a genuine moral agent endowed with consciousness and free will. The aim is to create systems whose outputs are ethically sound, trustworthy, and advantageous, even if their internal workings are a complex imitation of human moral reasoning rather than a genuine one.

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The Three Laws of Robotics – Isaac Asimov

It is generally acknowledged that AI now plays a vital role in financial systems, enhancing fields like algorithmic trading, fraud detection, and risk management. Nevertheless, as AI systems become more autonomous, ethical questions about their decision-making processes have grown more urgent. Isaac Asimov's Three Laws of Robotics, introduced in his 1942 short story "Runaround", serve as a fundamental ethical framework that still influences AI regulation today, including in the financial industry (Asimov, 1950). Initially created for fictional robots, these laws have sparked ongoing debates about AI safety, responsibility, and regulation in finance (Bostrom & Yudkowsky, 2014). *Asimov's Three Laws of Robotics* are:

1. A robot may not injure a human being or, through inaction, allow a human being to come to harm.
2. A robot must obey the orders given to it by human beings, except where such orders would conflict with the First Law.
3. A robot must protect its own existence as long as such protection does not conflict with the First or Second Law. (Asimov, 1950).

These principles highlight human safety, obedience, and self-preservation, values that have been integrated into modern AI ethics (Wallach & Allen, 2008). In finance, where AI-driven choices can influence markets, investments, and consumer confidence, these laws offer a philosophical foundation for guiding AI systems to act in humanity's best interest (Brundage et al., 2018). The influence of Isaac Asimov's three laws of robotics extended to European Union Law, where his first law was reflected in the EU AI Act, specifically in Article 5, which states:

EU AI Act, article 5 – The following AI practices shall be prohibited:

(a) the placing on the market, the putting into service or the use of an AI system that deploys subliminal techniques beyond a person's consciousness or purposefully manipulative or deceptive techniques, with the objective, or the effect of materially distorting the behaviour of a person or a group of persons by appreciably impairing their ability to make an informed decision, thereby causing them to take a decision that they would not have otherwise taken in a manner that causes or is reasonably likely to cause that person, another person or group of persons significant harm;

Thus, I proceed to answer the research question: **How can a robust framework for codifying morality into AI be developed to ensure ethical alignment?**

The argument for such an answer is directly associated with developing a robust framework for codifying morality into AI, which requires a multi-faceted approach. It must integrate top-down

ethical principles, like those from the UN (United Nations) or IEEE (Institute of Electrical and Electronics Engineers), with bottom-up, context-specific learning from diverse human feedback. Technically, this involves value learning algorithms, constitutional AI, and rigorous testing for harmful bias. Crucially, the process must be iterative, transparent, and inclusive, involving global and multicultural perspectives to avoid a single cultural bias. The goal is not a static, perfect moral code, but a dynamic system that can learn, explain its reasoning, and align with evolving human values under oversight.

Importantly, this framework should be grounded in the pragmatic understanding that the goal is not to develop a conscious Kantian moral agent, which is a philosophical impossibility for an artificial entity, as Nath and Sah (2019) have argued. The focus is to engineer a functional simulant of ethical deliberation, a "moral simulant" as per Powers (2006), whose outputs are trustworthy and beneficial. This reframing is empowering; it allows us to focus on developing systems that act ethically without being hindered by the philosophical debate over whether they can be ethical.

In conclusion, the project of codifying morality is crucial for bridging the gap between the realm of human values and the realm of computational power. It is a complex but necessary undertaking. The framework proposed herein offers a pathway forward, transforming abstract ethical principles into a workable engineering blueprint. By embracing a layered approach to ethical simulation, grounded in a clear-eyed understanding of both human and AI, we can strive to create a future where AI not only performs tasks efficiently but also does so in a manner that is just, trustworthy, and aligned with our most fundamental values.

The answer to "how to codify morality" is therefore not a single algorithm, but a commitment to a continuous process of value alignment. This process will define the character of our technological civilisation for generations to come.

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Teaching with Purpose:
How to Inspire Learning and Growth

By Sher Ali Imtiaz, Mercy Oladimeji, and Maida Qutub
Lecturers in Business and Management at Fairfield School of Business, FSB Digbeth Campus

During a recent peer observation at FSB Digbeth, one small shift changed everything. A colleague invited students to share examples from their own workplaces and families to explain a concept. The room opened up. Students leaned forward, spoke confidently, and connected theory to real situations they understood. The lecture became a conversation. We left that session inspired, reminded that learning becomes meaningful when students can see themselves in it.

Left to right: Maida Qutub, Sher Ali Imtiaz, and Mercy Oladimeji Photo taken on campus at FSB Digbeth

Teaching with purpose means creating learning experiences that connect theory to students' lived realities, encourage reflection, and build the confidence to apply knowledge beyond the classroom. It is about being intentional in designing lessons that inspire understanding, growth, and curiosity in every learner (Brookfield, 2017).

Teaching with purpose also means recognising that every student's journey is different. Many of our FSB learners balance study with work, family, and community commitments. Purposeful teaching considers these contexts and adapts learning so that it feels relevant, inclusive, and achievable. When students can link academic theory to their real-world experiences, learning becomes more authentic and lasting.

For us, teaching with purpose is also about reflection, not just for students, but for lecturers too. Each lesson offers an opportunity to refine our approach, ask what worked well, and identify what could be improved. This continuous process of reflection ensures that our teaching remains responsive and meaningful.

Purposeful teaching at FSB is therefore built on three key elements:

1. Feedback that guides growth,
2. Peer observation that encourages shared learning,
3. Student questions that shape our lessons.

Together, these create a learning environment that values curiosity, confidence, and collaboration – the foundations of lifelong learning.

In this article, we explore three key practices that shape learning in our classrooms:

1. Cultivating growth through feedback
2. Learning collaboratively through peer observation
3. Shaping lessons through student questions

At FSB, teaching is more than delivering lectures or marking assignments. It is about connection, encouragement, and helping every student build the confidence to succeed. As Lecturers, we come from different teaching areas, but we share one belief: education should be inclusive, practical, and transformative. Together, we reflect on how we help our students grow and how we continue to grow as teachers.

Teaching is special because it centres on people. We work with students from many different backgrounds and experiences, and we take pride in creating a learning environment where everyone feels supported and valued. Our lessons focus on real-world learning, helping students connect academic knowledge to professional practice.

FSB's mission reminds us that education should be accessible and relevant to life beyond the classroom. This belief shapes everything we do. We make lessons flexible, inclusive, and reflective, ensuring that every student has the chance to succeed.

We chose to focus on feedback, peer observation, and student questions because they represent the heart of reflective teaching at FSB. Feedback helps students understand how to improve. Peer observation allows lecturers to learn from one another. Student questions show us what really matters to learners and where they need more clarity. Together, these practices create a continuous cycle of learning and improvement for both students and staff (Solis Trujillo et al., 2025; Tugman et al., 2025).

When we share teaching ideas, we open doors for collaboration and innovation. Each lecturer brings different experiences and perspectives, and by

sharing what works, we strengthen the whole community (Williams, 2024).

Creating Growth through Feedback

Feedback is more than commentary at the end of written work. It is an ongoing dialogue that helps students recognise progress and understand the next steps. We use formative feedback throughout modules so students can make improvements before final submissions (Solis Trujillo et al., 2025).

We also focus on constructive feedback that highlights both strengths and clear next steps. When comments are balanced and specific, students feel motivated to act on them. During office hours, we arrange one-to-one meetings where students can ask questions and talk through feedback in detail. These short discussions often make a big difference.

One student told us that discussing feedback face-to-face helped her understand how to strengthen her academic writing, and her next assignment demonstrated clear improvement. When students feel supported and guided, they are more confident to try, revise, and try again (Williams, 2024).

We also hold small group sessions to discuss common feedback themes. This encourages peer learning and helps students see that growth is a shared journey. When feedback is seen as guidance rather than criticism, it becomes a tool for empowerment and lasting improvement.

Growing Together through Peer Observation

Teaching grows stronger when it is shared. Peer observation allows us to learn from one another, reflect together, and adopt new practices that enhance the learning experience (see Tugman et al., 2025).

We invite colleagues to observe our sessions and focus on specific aspects such as clarity, pacing, or student participation. Afterwards, we discuss what worked well and explore ideas for development. These conversations are open and supportive.

One observation highlighted how students were more engaged when lessons began with real situations. Since then, we have used case studies and student experiences more deliberately. This simple adjustment has made lessons more relatable and more interactive.

Observing others also reminds us that there is no single best way to teach. We learn differently, and so do our students. Teaching improves when we are willing to share practice, reflect together, and refine continuously.

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Using Student Questions to Shape Teaching

Student questions are one of the most powerful indicators of learning. They reveal how students are thinking and what concepts need more explanation. At FSB, we encourage students to ask questions throughout our classes, during lectures, tutorials, and even by email afterwards.

To make shape teaching, we pause during lessons and invite questions. Sometimes, we ask them to discuss in pairs before sharing with the group. This approach helps quieter students gain confidence to speak.

One memorable example came from a student who asked how a leadership theory could apply to small family businesses. This made me realise that many students wanted to see how theory links to everyday situations. I redesigned my next lecture to include a case study about a local business, which sparked lively discussion and deeper understanding.

We also use anonymous online forms or paper slips at the end of sessions so students can share questions privately. Addressing these in later classes shows students that their voices are valued. Research confirms that engaging with student questioning enhances critical thinking and deep learning across disciplines (Freeman et al., 2014).

When students see that their questions shape the next lecture, they become more invested in their own learning. This shared dialogue builds confidence, curiosity, and a stronger connection between lecturer and learner.

Practical Steps for Lecturers

Purposeful teaching grows from small, consistent actions that strengthen learning and connection. Here are a few ways lecturers can embed these practices in daily teaching:

- **Create space for dialogue.** Use office hours or brief meetings to discuss feedback and guide students toward the next step in their learning.
- **Collaborate with colleagues.** Allow observations on your sessions and share insights. This encourages shared growth and new ideas.
- **Listen to student voices.** Collect questions during or after lessons and use them to shape your next class.
- **Reflect after each session.** Note one success and one improvement to carry forward. Continuous reflection builds intentional teaching habits.
- **Celebrate progress.** Recognising student effort and improvement publicly builds motivation and confidence across the group.

These simple, intentional steps help transform everyday teaching moments into meaningful opportunities for growth and reflection.

Conclusion

All three practices, feedback, peer observation, and student questioning, share a focus on communication, reflection, and growth. They create a culture of dialogue and trust that strengthens both teaching and learning.

These practices also reflect FSB's values of inclusion, reflection, and community. Feedback empowers students to improve, peer observation strengthens collaboration among staff, and student questioning encourages curiosity and engagement. Together, they show that learning is a shared journey, not a one-way process.

By sharing our experiences, we hope to encourage more colleagues across FSB to reflect on their teaching and share their own insights. Every lecturer brings unique strengths, and by learning from each other, we continue to grow as a community.

To our fellow lecturers, we say: keep reflecting, keep collaborating, and keep sharing.

To students, we say: keep asking, keep exploring, and trust yourself to grow. Every question, every challenge, every step forward matters.

Figure 1. Teaching with Purpose: The Reflective Teaching Cycle (Source: Maida, Imtiaz and Oladimeji, 2025)

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From Classroom to Career:
How Business Modules Build Real-World Skills

By Afshan Irfan, Lecturer in Business, FSB Croydon

Your classroom learning is more than just theory; it's the foundation of your career journey. As a lecturer at FSB Croydon, I am often asked by students: "How will this help me in the real world?" It's a fair question, and one I always welcome, because the truth is that every lecture, assignment, and project is designed to prepare you for your future career.

Image: FSB. Created by Kunal Chan Mehta, PR Manager, using Adobe and Adobe Firefly, with prompts for degree, class, orange paint, and vivid arts.

Your journey at FSB isn't just about passing exams; it's about developing the transferable skills that employers want, through the very modules you study.

Business Modules as a Bridge to Employability

When I teach modules like The Business Environment, I know many students see them at first as purely theoretical. However, behind the theory lies a larger purpose. By analysing political, economic, social, and technological factors, you are actually training yourself to think critically, spot risks, and solve problems, exactly the kind of mindset employers are looking for.

The same goes for Marketing Principles. You're not just memorising the 4Ps – product, price, place and promotion. You're learning how to think like a marketer, to be creative and strategic, and to put yourself in the shoes of customers. And in Professional Practice, when you prepare presentations or work in groups, you're building confidence, teamwork, and communication skills that will help you far beyond the classroom.

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I always encourage my students to see modules not only as academic requirements but as stepping stones toward their careers.

In addition, our Level 4 business modules also provide a strong foundation for employability:

Marketing and Digital Context – Students learn to interpret customer behaviour, evaluate digital channels, and make data-informed decisions. This combines creativity with analysis and prepares graduates for roles that demand digital awareness.

Fundamentals of Business Management Practice – This module focuses on applying business theories through tools such as PESTLE and SWOT analysis. Students use these frameworks not only to evaluate a company's current position but also to creatively develop recommendations for improving organisational performance and competitiveness. This mirrors real-world managerial problem-solving.

Professional Life Practice – Here, students refine skills in presentations, portfolios, and workplace communication, while also learning how to define their professional purpose, build a personal brand, and position themselves effectively in the job market. These activities develop confidence, professional voice, and employability readiness.

Image: FSB. Created by the author using Canva.

The Transferable Skills Employers Value

From my perspective as an FSB Lecturer, the most valuable outcome of your modules is the set of transferable skills you walk away with. These are the abilities that employers consistently highlight in job descriptions and interviews:

- **Critical Thinking:** developed through assignments and case studies.
- **Communication:** sharpened in class presentations and group work.
- **Adaptability:** built by working with different people on projects.
- **Problem-Solving:** strengthened every time you apply theory to a real-world example.

I see our students building these skills every term, often without realising how much progress they are making until they face a professional challenge.

A Real-World Example

One of my students once told me how a SWOT and PESTLE analysis they completed in The Business Environment module came up during a graduate job interview. They used the same framework to discuss risks and opportunities for the company, and the interviewer was impressed with their structured, analytical approach. What began as an assignment in class turned into a talking point that helped them stand out as a candidate.

That is the power of connecting classroom learning to employability.

Student Voice

"I used the SWOT/PESTLE I practised in class to structure a real company meeting about risks and opportunities—it landed me a part-time role as a business assistant while I continue my studies."
(FSB Business student – Level 4)

"Presenting in Professional Life Practice made interviews feel natural. I could explain my ideas clearly under pressure."
(FSB Business student – Level 4)

What Employers Tell Us

Employers and alumni consistently highlight four skills that matter most in the workplace:

1. **Clear communication:** concise emails, confident presentations, and active listening.
2. **Applied analysis:** turning frameworks like SWOT, PESTLE, or the 4Ps into actionable recommendations.
3. **Team contribution:** reliability, collaboration, and navigating diverse perspectives.
4. **Professional habits:** punctuality, preparation, and evidence-based decision-making.

Every assignment, project, and presentation at FSB is, in effect, practice for these expectations.

Thinking Beyond Undergraduate Study

Many students also ask me about developing postgraduate-level skills. FSB's Master's courses offer a pathway to specialise further, lead teams, and engage in advanced research. Postgraduate study not only strengthens analysis and leadership but also provides opportunities to network and innovate—helping graduates stand out in a competitive job market.

My Tips for Making the Most of Your Modules

Here are three simple practices I often recommend to my students:

1. **Keep a Skills Journal** – After each piece of coursework, reflect on what you gained: better research skills, improved teamwork, or stronger presentation abilities.
2. **Translate Tasks into CV Language** – Don't just write *"completed a project."* Instead, say *"collaborated with a diverse team to deliver a strategic marketing plan, enhancing communication and problem-solving skills."*
3. **Use the Classroom as a Practice Ground** – Treat every presentation like a job interview, every report like a professional document, and every group discussion as a chance to grow in confidence.

These steps will help you see the direct connection between your modules and your future career.

A Mindset Shift

The next time you're in class, remind yourself: you're not just studying for marks—you're preparing for your career. Each assignment, presentation, and discussion is a chance to practise skills that employers will value.

At FSB, I see the classroom as the starting point of your professional journey. The work you put in now is what will carry you forward into a successful career.

Author bio

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