



A. Course Information			
Final award title(s)	Business Foundation Year		
Intermediate exit award title(s)			
UCAS Code	tba	Course Code(s)	5730
	London South Bank University		
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input checked="" type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS		
Division	Business & Enterprise		
Course Director	Chris Matthews		
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify		
Mode(s) of delivery	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify		
Length of course/start and finish dates	Mode	Length years	Start - month
	Full time	One year	September
			June
Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire Yes <input checked="" type="checkbox"/> No Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.		
Approval dates:	Course(s) validated / Subject to validation	2020	
	Course specification last updated and signed off	2016	
Professional, Statutory & Regulatory Body accreditation	None		
Reference points:	Internal	<ul style="list-style-type: none"> • Corporate Strategy 2020-2025 • Academic Quality and Enhancement Manual • School Strategy • LSBU Academic Regulations 	

	External	<ul style="list-style-type: none"> • QAA Quality Code for Higher Education 2018 • Framework for Higher Education Qualifications 2014 • Subject Benchmark Statement: Business and Management 2019 • Competitions and Markets Authority • SEEC Level Descriptors 2016
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B. Course Aims and Features

Distinctive features of course	<ul style="list-style-type: none"> ❖ Access - with clear progression routes - to a range of undergraduate degrees in the Business School, which in turn lead to professional qualifications or postgraduate study; ❖ Delivered in a university setting which allows us to acculturate the students into our academic ethos from the outset; ❖ Development of student social and cultural capital via a strong extra-curricular programme and alumni; ❖ Embedded Personal Development Planning and a recognised coaching qualification; ❖ Located in the heart of one of the most vibrant and diverse capital cities in the world; ❖ Focus on enterprise, real world project work in a business, enterprise, voluntary or community organisation; ❖ A suite of current and relevant core modules; ❖ Students who pass the course may progress onto any of the following: 		
	BA (Hons) Business Management (FT)	BA (Hons) Business Management (with Placement) (FT)	BA (Hons) Business Management (PT)
	BA (Hons) Business Management with Accounting (FT)	BA (Hons) Business Management with Accounting (with Placement) (FT)	
	BA (Hons) Business Management with Digital Innovation & Entrepreneurship (FT)	BA (Hons) Business Management with Digital Innovation & Entrepreneurship (with Placement) (FT)	
	BA (Hons) Business Management with Finance (FT)	BA (Hons) Business Management with Finance (with Placement) (FT)	
	BA (Hons) Business Management with HRM (FT)	BA (Hons) Business Management with HRM (with Placement) (FT)	
	BA (Hons) Business Management with Marketing (FT)	BA (Hons) Business Management with Marketing (with Placement) (FT)	
	BA (Hons) Business Management with	BA (Hons) Business Management with	

	Project Management (FT)	Project Management (with Placement) (FT)	
	BA (Hons) Marketing with Advertising & Digital Communications (FT)	BA (Hons) Marketing with Advertising & Digital Communications (with Placement) (FT)	
	BSc (Hons) Marketing with Digital (FT)	BSc (Hons) Marketing with Digital (with Placement) (FT)	
	BSc (Hons) Economics (FT)	BSc (Hons) Economics (with Placement) (FT)	
	BSc (Hons) Economics with Business Strategy (FT)	BSc (Hons) Economics with Business Strategy (with Placement) (FT)	
	BSc (Hons) Economics with Finance (FT)	BSc (Hons) Economics with Finance (with Placement) (FT)	
Course Aims	<p>The overarching vision of the Foundation Year is the creation of a high -quality academic programme providing a solid academic and experiential springboard for students from all social and ethnic backgrounds, and to be able to embark on an LSBU Business School undergraduate degree. Furthermore, to thrive on these degrees having undertaken this bespoke foundation year as it facilitates a process of acculturation into the ethos and exigencies of a university degree.</p> <p>The aims are to:</p> <ol style="list-style-type: none"> 1. Develop academically confident “level 4 ready” students through the provision of a supportive learning environment at Foundation Level that nurtures the development of the theoretical knowledge, and, academic and practical skills necessary to successfully study an LSBU Business School course at undergraduate level. 2. Introduce the student to critical reflection, analytical and problem solving and strategic thinking in a broad context at Foundation Level. Providing support for them to develop entrepreneurial spirit, curiosity, and creativity in preparation for future study on a relevant degree the School of Business. 3. Enhance student employability through the embedding of a cohesive blend of professional and academic skills whilst simultaneously providing explicit career support and making available opportunities for project based learning opportunities in the local community, volunteering, networking and engaging in extra-curricular activities at university and beyond. 		

	<p>4. Deliver a future-fit curriculum at Foundation level that is aligned to the Business School UG curriculum and is responsive to the rapidly-changing needs of the business and enterprise world</p> <p>The Business Foundation Year provides students with a solid foundation in academic skills and business-related disciplines; instilling knowledge and practical skills that will prepare them for a Business School UG degree and which can add value to any company or organization. Moreover, students can personalize their preparedness for a degree of their choice by engaging in specific activities as part of the Problem Solving for Business module, by selecting businesses, areas of business, projects, and roles in projects teams and simulations that play to their interests, and future plans.</p> <p>The new proposed structure has been specially designed to meet the School's strategic vision of developing skills, enterprise and enhancing professionalism along with improving the student experience. The teaching portfolio will also be enhanced in line with the School's Local Delivery Plan whilst simultaneously aiming to deliver economies of scale by offering four out of the six modules common to all students.</p>
<p>Course Learning Outcomes</p>	<p>By the end of this foundation year students will be able to</p> <ol style="list-style-type: none"> 1. identify the main functional areas of business, and explain their relationship with each other, and with the external business environment 2. examine the social, legal, cultural and ethical impact of business and management decisions on both the organisation and its environment; 3. explore how organisations are managed and developed to meet future needs of stakeholders in a rapidly changing business environment 4. evaluate and apply appropriate business models and frameworks to business issues and problems, identifying appropriate sources of data and conduct evidence based business research 5. develop and apply, academic and business skills including numerical and statistical methods, academic and business writing, communication and presentation skills 6. develop and apply key soft skills including team working, coaching, leadership critical thinking skills, innovation, creativity and enterprise to issues in a business context 7. be able to take ownership of their learning journey through effective time management, managing academic work and other commitments; 8. be self-aware, sensitive and open to the diversity of people, cultures, beliefs and ethical issues.
<p style="text-align: center;">C. Teaching and Learning Strategy</p> <p>The acquisition of knowledge and understanding will be delivered through a variety of strategies.</p> <p><u>In-class</u> Lectures will deliver key topic areas across the academic.</p> <p>Where possible, guest speakers from business and academia will bring specialisms and real world contextualisation.</p> <p>Interactive seminars and workshops will support the lectures and have a strong focus on small group activities to encourage the active participation of students throughout the academic year, developing</p>	

peer learning, the sharing of knowledge and support amongst the diverse student body. Students will also learn and be taught in ICT Labs where appropriate.

Examples of activities students will engage with during seminars are: question practice and case study analysis to reinforce and contextualise key lecture topics, debate and discussion. At level S there is emphasis on identification of appropriate sources and data to construct evidence base, challenging Manichean viewpoints, comparing and contrasting information and concepts, acquisition of knowledge and synthesis and introducing process thus question practice and repetition of process are key to learning.

An integrated formative and summative assessment and feedback process is a key component to a student's independent acquisition of knowledge and understanding.

Self-managed learning

Self-managed learning activities to supplement and consolidate classroom based activity include: reading texts and relevant journals, application of knowledge to additional problem based exercises, engaging in coursework, group discussion, review of key topics and examination preparation where appropriate. Many of these activities are supported by the virtual learning environment (VLE).

The development of intellectual skills will be delivered via a structured and progressive strategy of support.

In-class

Seminars and workshops encourage student development in this area with the application of knowledge to business case studies and real life problems to develop critical evaluation of relevant information, and problem solving skills. In class debate allows the sharing of ideas amongst peers and the evaluation of opinions within a diverse student body to enable students to develop and evaluate arguments.

At level S in particular, support is given to basic cognitive skills development and student research practice via the Academic Development Modules and in the Problem Solving for Business Module.

The theories underpinning the cognitive process and elementary research techniques are delivered through lectures and supported via interactive seminars applying the theory to case study and discussion of issues arising.

As students move through their studies their ability to evaluate and synthesise information, and their problem solving skills are developed through their application to more complex case study problems through which independence of thought and practice are developed.

Research skills are introduced in the Problem Solving for Business Module.

Self-managed learning

Self-managed learning activities supplement in-class learning and will include the reading and critique of academic journals and their application to problem based exercises and peer debate. Links to core journals will be available via the VLE and on-line fora will be used to encourage debate and discussion of key issues.

Engagement with coursework and the examination preparation are also key strategies to develop these skills.

Practical skills development is delivered via lectures and interactive seminars and workshops.

In-Class

Processes and techniques are demonstrated during lectures and are then developed and applied to questions and exercises during seminars to reinforce learning. Students will especially develop practical skills in the Problem Solving for Business Module and in the Innovation and Enterprise Module but all Modules will require the learners to engage in practical tasks which will enhance their employability.

Self-managed learning

The School's Student Enterprise Strategy details the enterprise engagement opportunities that students will have made available to them which will help them develop and demonstrate innovation, creativity, and enterprise skills and these activities have been developed under the following headings.

1. Business Solutions Centre, a student led consultancy service for clients based within the University, student run start-ups and small businesses within the local area.
2. Links with societies, in particular student membership of the Institute of Directors, work as part of the Bright Futures Society, the Enterprise Society and the Student Advisory Committee.
3. Induction, the School of Business supports the Enterprise Centre in a range of activities for induction, including the fresher's fair.
4. Extra-curricular activities, the School runs a series of extra curricula activities focused around developing the entrepreneurial capability and entrepreneurial effectiveness of students.

D. Assessment

The assessment of knowledge and understanding will be through a variety of methods:

Formative

Formative assessment activities provide opportunity for developmental feedback and reflective learning and are a key feature of teaching and learning strategy to ensure students engage in a process of continuous learning.

In-class testing with peer marking and feedback is a key formative assessment method throughout the programme; this testing will be supported by additional on line tests via the VLE which provide students with automatic feedback as to performance.

As students' progress through their studies, in-class debate and discussion will provide students and staff with an understanding of the knowledge gained and areas of syllabi needing further reinforcement and delivery. This will allow staff to reflect on student performance and feed-forward into future delivery.

Summative

The summative coursework assignments used to assess knowledge and understanding are diverse and set within a wider business context.

Examples of the range of assessment types are: Business Reports, Case Study Analysis, Closed Book Exam, Multiple choice test, Individual Reflections, Essays, E-poster, Social Media Presence Development, Individual Portfolio, Excel Assignment, Coaching Diary, and Group Presentation.

Intellectual skills will be assessed via a variety of approaches:

Formative

The VLE and in-class presentations can provide formative feedback to both staff and students as to the development of key intellectual skills.

Summative

At level S, intellectual skills are mainly assessed through coursework

Elementary research skills are primarily assessed via coursework. As students progress through their studies, assessment methods will reflect the expectation that students will exhibit greater autonomy in their learning, refine their intellectual skills, and approach their work in a more evaluative manner.

Practical skills are assessed as follows:

Formative

Formative assessment via in-class tests, observation, peer review and debate can inform students and staff concerning the progress that has been made in areas of skills development.

Summative

Summative assessment will be via coursework, individual and group coursework through which practical skills can be demonstrated. IT skills are necessary to produce each piece of coursework.

Transferable skills

Formative

Peer and staff review on a variety of in-class activities can provide formative feedback to students on the development of their transferable skills. This will allow staff to reflect on student performance and feed forward into future delivery.

Summative

Group work based on case studies is used to assess team working, leadership, communication and reflective skills.

Written communication is developed through report writing of both academic and business genres.

Verbal communication skills are developed through presentations within modules

Numeracy skills are embedded throughout all modules but more formally in the analytics/maths modules.

Assessment Methods

Examples of the range of assessment types are: Business Reports, Case Study Analysis, Closed Book Exam, Multiple choice test, Individual Reflections, Essays, E-poster, Social Media Presence Development, Individual Portfolio, Excel Assignment, Coaching Diary, and Group Presentation.

E. Academic Regulations

The University's Academic Regulations apply for this foundation year.

F. Entry Requirements

In order to be considered for entry applicants will be required to have the following qualifications:

- A Level DD **or**:
- BTEC National Diploma MPP **or**:
- Access to HE qualifications with Pass **or**:
- Equivalent Level 3 qualifications worth 64 UCAS points.
- Applicants must hold 5 GCSEs A-C including English and Maths, or equivalent (reformed GCSEs grade 4 or above).

We welcome other equivalent qualifications.

English language qualifications for students for whom English is a second language: IELTS score of 6.0 or Cambridge Proficiency or Advanced Grade C, and/or successful completion of 12 week LSBU pre-sessional English Language Course.

G. Course structure(s)

Overview

- The year is structured around 120 credits or six 20 credit modules.
- The year is offered full time at level S pre-undergraduate degree.
- Semester 1 has no optionality
- Semester 2 has two modules that depend on the student's intended undergraduate degree progression.
- The tables below show the modules offered in each semester .

For students intending to progress to the BA Business Management suite of degrees:

	Semester 1		Semester 2	
Year 1	Apps and Applications	20	Problem-solving for business	20
	Academic Development	20	Data-handling for decision-making	20
	Business Communication and Culture	20	Introduction to Business Management	20

For students intending to progress to the BSc (Hons) Marketing with Digital and BA (Hons) Marketing with Advertising and Digital Communications degrees:

	Semester 1		Semester 2	
Year 1	Apps and Applications	20	Problem-solving for business	20
	Academic Development	20	Data-handling for decision-making	20
	Business Communication and Culture	20	Introduction to Marketing	20

For students intending to progress to the BSc Economics degree:

	Semester 1		Semester 2	
Year 1	Apps and Applications	20	Problem-solving for business	20
	Academic Development	20	Maths	20
	Business Communication and Culture	20	Introduction to Economics	20

Placements information

There is no placement opportunity on the Business Foundation Year. However, students may choose to progress to an LSBU Business School undergraduate degree that does have a placement year on completion of the Business Foundation Year

H. Course Modules

Module Title	Level	Semester	Credit value	Assessment
Apps and Applications	S	1	20	Coursework
Academic Development	S	1	20	Coursework
Business Communications and Culture	S	1	20	Coursework
Problem-solving for business	S	1	20	Coursework
Data-handling for decision-making	S	2	20	Coursework
Maths	S	2	20	Coursework
Introduction to Business Management	S	2	20	Coursework
Introduction to Marketing	S	2	20	Coursework
Introduction to Economics	S	2	20	Coursework/Exam

I. Timetable information

The Business Foundation Year is delivered over three days per week but this may be subject to change if change is needed to enhance the experience.

Outside of the standard delivery students are expected to engage in extra-curricular activity and private study.

J. Costs and financial support**Study related costs**

All notes and learning materials are provided via the VLE; however, students will be expected to purchase/borrow the core texts for each module and to supply their own stationery.

The university does have IT resources in the library (PCs & laptops) which students can use, however it would be beneficial if they had their own laptop device to use both in the classroom and for private study.

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Level	Title	1	2	3	4	5	6	7	8
S	Apps and Applications	TDA					TDA	TDA	TDA
S	Academic Development	TDA				TDA	TDA	TDA	TDA
S	Business Communications and Culture	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
S	Problem-solving for business	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
S	Data-handling for decision-making	TDA	TDA	TDA	TDA	TDA			TDA
S	Maths	TDA	TDA	TDA	TDA	TDA		TDA	TDA
S	Introduction to Business Management	TDA		TDA	TDA		TDA	TDA	TDA
S	Introduction to Marketing	TDA		TDA	TDA			TDA	TDA
S	Introduction to Economics	TDA	TDA		TDA	TDA		TDA	TDA

Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 5
<p>i. Supporting the development and recognition of skills through the personal tutor system.</p>	<p>This is a compulsory process to support student's transition into Higher Education. Personal tutoring and pastoral care will be provided through a dedicated team of personal tutors. As part of the Academic Development, students will meet in groups to discuss and identify their own individual SMART objectives related to the current course of study and career objectives. From this they will then work alongside their Personal Tutor to develop the Personal Development Plan for the coming semester and to be developed in all modules and finalised in the Problem Solving for Business module. At the end of semester one beginning of Semester 2 students will meet to review their semester one results and develop their plan. In semester 2 the personal development will focus on extra curricula opportunities for students to increase student engagement and to enhance their CVs. The division will work more closely with support services and societies and the student to ensure opportunities for personal development are supported.</p>
<p>ii. Supporting the development and recognition of skills.</p>	<ul style="list-style-type: none"> • Personal Tutoring • Academic Development • Signposting to necessary support functions via module tutor, module leader and course director. Extra curricula activity programme running alongside core academic programme • Extracurricular language skills tied into assessment • Development of CV; PDP and reflection within the Academic Development module & strategic and documented development of spread sheet and presentation skills across the programme • Numeracy developed throughout the Maths or Data for Decision Making modules • Microsoft office developed throughout modules • Team work specifically embedded throughout all modules

iii. Supporting the development and recognition of skills through purpose designed modules and assessments	All modules are designed specifically to develop skills.
iv. Supporting the development and recognition of skills through research	<ul style="list-style-type: none"> • Research techniques developed; referencing, bibliography, sources of information; academic journals, structure of a research report introduced in Academic Development • Basic research areas/ideas assessed in the Problem solving for Business module coursework.
v. Supporting the development and recognition of career management skill through engagement with real life work places, Enterprise Centre and in the Locality Project	<ul style="list-style-type: none"> • Support via personal tutoring and peer mentoring system; sign posting to extra curricula activity and student societies and encouragement to apply for voluntary work and part time work. • Volunteering opportunities and other extracurricular activities provided by the Employability services. • Problem solving for business and Data handling for decision-making recognises enterprise & engagement with Entrepreneurs. • The Problem-solving for business module enables students to work with outside agencies within the local area.
vii. Supporting the development of their skills and attitudes as a basis for continuing professional development	<ul style="list-style-type: none"> • Student Support • PDP • Professional Body contact • Employability Service (which continues after the end of the course) • Alumni/ guest speakers
viii. Other approaches to PDP	<ul style="list-style-type: none"> • Alumni • Lecturers' exemplars of best practice • Industry Speakers • Professional bodies • Volunteering opportunities • Institute of Directors
ix. The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper based learning log or diary	<ul style="list-style-type: none"> • PDP/ Learning log part of the personal tutoring process • Employability Sessions embedded into module delivery throughout the course – reflection on the type of organisation they want to work in • Semester 2 Personal Tutoring will require students to reflect on performance during the academic year

Appendix C: Terminology

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
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bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social learning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions

