Important information regarding the Programme Regulations

About this document

Last revised 7 February 2024

As a student registered with the University of London you are governed by the current General Regulations and Programme Regulations associated with your programme of study.

These regulations are referred to as the 'New Regulations' to differentiate from the 'Old Regulations', as the New Regulations apply to the redeveloped Business Administration programme that launched in 2019.

The Programme Regulations are designed and developed by Royal Holloway which is responsible for the academic direction of the programme. The Programme Regulations take account of any associated arrangements at Royal Holloway. Programme Regulations, together with the Programme Handbook, will provide the detailed rules and guidance for your programme of study.

In addition to Programme Regulations, you will have to abide by the General Regulations. These regulations apply to all students registered for a programme of study with the University of London and provide the rules governing registration and assessment on all programmes; they also indicate what you may expect on completion of your programme of study and how you may pursue a complaint, should that be necessary. Programme Regulations should be read in conjunction with the General Regulations.

The relevant General Regulations and the Programme Regulations relating to your registration with us are for the current year and not the year in which you initially registered.

On all matters where the regulations are to be interpreted, or are silent, our decision will be final.

Further information about your programme of study is outlined in the Programme Specification which is available on the relevant Courses page of the website. The Programme Specification gives a broad overview of the structure and content of the programme as well as the learning outcomes students will achieve as they progress.

Terminology

The following terms ar

Attendance requirements:

Students who first register on the programme in 2021–2022 and thereafter must attend a full- or part-time programme of instruction at a teaching centre that is recognised to teach the programme.

2020–2021 was the last year that students were able to join the programme without attending a recognised teaching centre. Students who are already registered in this way, may continue with their programme of study for the remainder of their registration period without attending a recognised teaching centre.

Changes to the BSc Business Administration Regulations 2024–2025

Programme Regulations are reviewed annually and revised if necessary. Where there are changes which may impact on continuing students, these are listed below:

- Students may not normally request a lower intermediate qualification if studying on a higher qualification (except as an exit qualification) or accumulate these qualifications as they progress from lower to higher qualifications.

Details of the minimum and maximum periods of registration can be found in the Programme Specification.

Attendance requirements

Centres recognised to teach the BSc and CertHE are listed in the Global Directory of Teaching Centres on our website.

CertHE

2.4

You must attend a full- or part-time programme of instruction at a teaching centre that is recognised to teach the programme and meet their entrance, attendance and coursework requirements.

2.5

If your attendance record is not satisfactory, or if you have not met the assessment requirements, we may refuse you permission to sit an examination.

BSc

2.6

If you first register in 2021–2022 or thereafter, you must attend a full- or part-time programme of instruction at a teaching centre that is recognised to teach the programme and meet their entrance, attendance and coursework requirements.

The only exceptions to this are in the following circumstances:

- When you are resitting an examination; or
- Where we have waived the requirement in special cases, such as on grounds of illness or any other cause acceptable to us.

Regulation 2.6 does not apply if you registered for the first time in 2020–2021 or earlier, or if you transferred from the Old Regulations and had not previously attended a recognised teaching centre. You may continue with your programme of study for the remainder of your registration period, without registering with a recognised teaching centre. You may still register with a recognised teaching centre if you would prefer.

3 Recognition of prior learning

Recognition of prior learning

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BSc

3.1

We consider applications for recognition and accreditation of prior learning for the BSc on the basis of studies successfully completed at an appropriate level.

3.2

You may apply for recognition and accreditation of prior learning for up to four Stage 1 modules and up to four Stage 2 modules. We will not recognise prior learning for Stage 3 modules.

3.3

Accreditation of prior learning from modules completed in the table on the website is awarded automatically, provided that you have obtained the qualification in the five years preceding your registration on the programme. No fee is payable for qualifications in this category.

3.4

If you wish to apply for recognition of prior learning for a qualification not included in the table on the website, details should be provided in the application form as requested. There will be an additional fee payable as indicated in the Fee Schedule.

3.5

If you wish to apply for recognition of prior learning on the basis of a qualification that you have yet to receive, we will consider your application under the rules governing prior learning at the time that you receive the earlier award .

Penalty for exceeding the word limit of coursework

The content within the main body of text comprises the overall word count, including in-text citations, references, footnotes, quotes, heading and sub-headings. The cover page, table of contents, executive summary, reference list and any appendices do not count towards the overall word count.

4.4

For the coursework element, you should not exceed the word limit by more than 10%. If the word

6 Progression within the programme

See Section 4 for method of assessment.

6.1

Within the limits set by the regulations and the minimum and maximum registration periods, you may decide when to be assessed, the number of modules to attempt each year and the order in which modules are assessed.

6.2

You do not have to be assessed every year. If you fail one or more modules, you must make another attempt at the failed element(s) when you next choose to make an assessment entry.

6.3

You may attempt the assessment for a maximum of six modules (180 credits) in any year. These modules can include:

- new registrations up to a maximum of four modules (120 credits), or five modules (150 credits) in the event that you only need to pass five new modules to finish your degree;
- modules that you are retaking having failed one or both of the assessment elements.
- modules that you registered for in a previous session but for which you were absent from the examination.

Requirements to progress to the next

Progra

Transfer from the CertHE to the BSc Business Administration

See the Student guide for instructions on how to apply to transfer. You should specify the pathway of the BSc you wish to study in your application:

Business Administration

Business Administration with Marketing

Business Administration with Human Resource Management

Business Administration with International Business

For entrance requirements, see the Requirements tab on the Business Administration programme page.

6.10

If you are registered on the CertHE you may apply to the BSc degree provided you meet the following criteria:

- You have passed a minimum of three modules with a mark of 40% or above.
- You satisfy all other applicable entrance requirements listed on the website.

Students may not normally request a lower intermediate qualification if studying on a higher qualification (except as an exit qualification) or accumulate these qualifications as they progress from lower to higher qualifications.

6.11

If transfer to the BSc is granted, you will proceed with the remaining Stage 1 module (if applicable) and Stage 2 (FHEQ Level 5) of the programme, in line with the progression rules (6.4 and 6.5).

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7.9

CertHE classification will be determined by the following scale:

Final average	Classification
40% or above	Pass
39% and below	Fail

Exit awards

CertHE Business Administration and DipHE Business Administration

7.10

We may award the CertHE Business Administration as an exit award to students registered on the BSc Business Administration if you do not complete Stage 2 of the programme but do pass modules to the value of 120 credits.

7.11

We may award the DipHE Business Administration as an exit award to students registered on the BSc Business Administration if you do not complete Stage 3 of the programme but meet the criteria below:

- You have passed modules to the value of 240 credits; or
- you have passed modules to the value of 210 credits plus a condonable fail to the value of 30 credits.

7.12

The CertHE and DipHE are classified on a Pass/Fail basis, are awarded at the discretion of the Board of Examiners and are subject to the Board being satisfied that the award represents a coherent programme of study.

7.13

All assessments are marked and graded according to the assessment criteria for the BSc Business Administration.

7.14

If we award you the CertHE or DipHE Business Administration as an exit award you may not subsequently be awarded the BSc Business Administration or any of the three specialist programme pathways.

Appendix A – Structure of the programmes

A detailed outline of each module syllabus is provided on the

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Stage 3, FHEQ Level 6

Three mandatory Stage 3 modules (each worth 30 credits):

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One optional Stage 3 module (worth 30 credits) chosen from:

Stage 3, FHEQ Level 6

Three mandatory Stage 3 modules (each worth 30 credits):

Stage 3, FHEQ Level 6

Three mandatory Stage 3

Progra

Operations management and marketing strategy [BA2530] (30 credits)

The module examines operations management and marketing strategy. The first part to this module provides the student with a grounding into the tools and techniques used in the development of operational systems and the factors that affect the choice of operating methods.

The module examines the different approaches to the planning cycle (operating system and facility design) regarding the strategic aims of the organisation. It also looks at the many different production control techniques: capacity planning, push and the Japanese perfected pull (just-in-time) systems and their effect on the effectiveness and efficiency of the organisation.

Secondly, the module aims to equip students with the necessary knowledge and skills to be able to evaluate marketing strategies in a variety of industry settings, through a systematic consideration of the key concepts; the competitive environment, customer insight, market information systems, business models, enterprise competencies, control, evaluation and innovation, the elements of the

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In the second part to this module a comparative study of multinational business in the Asia Pacific, their worldwide operations and their impact on Europe is undertaken. The main aims are to encourage and stimulate your interest in the Asia Pacific, to provide you with a firm grounding in the contemporary economic, political, and cultural contexts of the Asia Pacific nations, and to enable you to recognise and appreciate the degree of diversity of the business environments and business practices in the region. You will be introduced to the characteristics of business organisation and management in several countries in the Asia Pacific, locating business practice in the context of political economy, institutional environment, and cultural background. The module also examines the impact of foreign direct investment by Asia Pacific companies in Europe, including the activities of firms from Korea, China, Taiwan, Hong Kong and Japan.

Assessment: one two-hour unseen written examination (60%) one individual 2500-word report (40%)

Prerequisites or specific entry requirements:

All Stage 1 (FHEQ Level 4) modules **plus** any one module (30 credits) from Stage 2 (FHEQ Level 5)

European business and international competition [BA3570] (30 credits)

The first part to this module examines European business within the European Union (EU) and in the greater global context. Attention is paid to key institutions, policies and processes involved in the widening and deepening of the union, including the theories explaining its development. The implications for European businesses and for consumers of these are assessed. The interaction between policy-makers and businesses through lobbying and the implications for external relations will also be covered. Journal and news articles and case studies will be used to raise and explore key issues.

In the second part to the module the topics and issues are broadened out to examine international competition. Issues include cluster theory, global value chains, examining how SMEs can become internationally competitive. Empirical evidence is drawn upon from both developed/established countries and emerging countries.

Assessment: one two-hour unseen written examination (60%) one individual 2500-word essay (40%)

Prerequisites or specific entry requirements:

All Stage 1 (FHEQ Level 4) modules **plus** BA2560

Appendix C – Recognition of prior learning (RPL)

Appendix C should be read with Section 3 of the General Regulations and Section 3 of these Programme Regulations.

We will consider granting credit for up to four Stage 1 and four Stage 2 modules (120 cr

Progra

Class	Mark range	Understanding & argument	Structure & focus	Range of knowledge	Writing style
Third class	42, 45, 48	Satisfactory description and suitable approach in answering the set question. Satisfactory use of suitable theoretical and conceptual issues in the answer.	Satisfactory flow and clarity in argument. Logical ordering of ideas, concepts and materials is satisfactory.	Satisfactory broad knowledge of suitable ideas and concepts. Recall of key author work, subtleties and ambiguities in the literature is satisfactory.	Satisfactory fluency in writing style. Attention to spelling, punctuation and/or grammar is satisfactory.
Fail	35	Weak description and suitable approach in answering the set question. Weak use of suitable theoretical and conceptual issues in the answer.	Weak flow and clarity in argument. Logical ordering of ideas, concepts and materials is weak.	Weak broad knowledge of suitable ideas and concepts. Recall of key author work, subtleties and ambiguities in the literature is weak.	Weak fluency in writing style. Attention to spelling, punctuation and/or grammar is weak.
Fail	25	Poor description and suitable approach in answering the set question. Poor use of suitable theoretical and conceptual issues in the answer.	Poor flow and clarity in argument. Logical ordering of ideas, concepts and materials is poor.	Poor broad knowledge of suitable ideas and concepts. Recall of key author work, subtleties and ambiguities in the literature is poor.	Poor fluency in writing style. Attention to spelling, punctuation and/or grammar is poor.
Fail	15	Little to no description and suitable approach in answering the set question. Little or no use of suitable theoretical and conceptual issues in the answer.	Little to no flow and clarity in argument. Logical ordering of ideas, concepts and materials are missing.	Little to no broad knowledge of suitable ideas and concepts. Recall of key author work, subtleties and ambiguities in the literature is non-existent.	Little to no fluency in writing style. Attention to spelling, punctuation and/or grammar is absent.
Fail	0	No description or suitable approach in answering the set question. No use of suitable theoretical and	No flow and clarity in argument. No logical ordering of ideas, concepts	No broad knowledge of suitable ideas and concepts. No recall of key author work,	No fluency in writing style. No attention to spelling,

Class	Mark range	Understanding & argument	Structure & focus	Range of knowledge	Writing style
		conceptual issues in the answer.	and materials are missing.	subtleties and ambiguities in the literature.	punctuation and/or grammar.

These assessment criteria apply to examinations at Stage 2:

Class	Mark range	Understanding & argument	Structure & focus	Range of

Class	Mark range	Understanding & argument	Structure & focus	Range of knowledge	Writing style
		answering the set question. Good use of appropriate theoretical and conceptual issues in the answer.	Methodical ordering of ideas, concepts and materials is good.	ideas and WeaET	

Class	Mark range	Understanding & argument	Structure & focus	Range of knowledge	Writing style

Class	Mark range	Understanding & argument	Structure & focus	Range of knowledge	Writing style
Upper second	62, 65, 68	Very good critical analysis and relevant approach in answering the set question. Very good use of relevant theoretical and conceptual issues in the answer.	Very good balance and clarity in argument. Systematic ordering of ideas, concepts and materials is very good.	Very good comprehensive knowledge of relevant ideas and concepts. Critical analysis of key author work, subtleties and ambiguities in the literature is very good.	Very good academic writing style. Attention to spelling, punctuation and/or grammar is very good.
Lower second	52, 55, 58	Good critical analysis and relevant approach in answering the set question. Good use of relevant theoretical and conceptual issues in the answer.	Good balance and clarity in argument. Systematic ordering of ideas, concepts and materials is good.	Good comprehensive knowledge of relevant ideas and concepts. Critical analysis of key author work, subtleties and ambiguities in the literature is good.	Good academic writing style. Attention to spelling, punctuation and/or grammar is good.
Third class	42, 45, 48	Satisfactory critical analysis and relevant approach in answering the set question. Satisfactory use of relevant theoretical and conceptual issues in the answer.	Satisfactory balance and clarity in argument. Systematic ordering of ideas, concepts and materials is satisfactory.	Satisfactory comprehensive knowledge of relevant ideas and concepts. Critical analysis of key author work, subtleties and ambiguities in the literature is satisfactory.	Satisfactory academic writing style. Attention to spelling, punctuation and/or grammar is satisfactory.
Fail	35	Weak critical analysis and relevant approach in answering the set question. Weak use of relevant theoretical and conceptual issues in the answer.	Weak balance and clarity in argument. Systematic ordering of ideas, concepts and materials is weak.	Weak comprehensive knowledge of relevant ideas and concepts. Critical analysis of key author work, subtleties and ambiguities in the literature is weak.	Weak academic writing style. Attention to spelling, punctuation and/or grammar is weak.

Class	Mark range	Understanding & argument	Structure & focus	Range of knowledge	Writing style
Fail	25	Poor critical analysis and relevant approach in answering the set question. Poor use of relevant theoretical and conceptual issues in the answer.	Poor balance and clarity in argument. Systematic ordering of ideas, concepts and materials is poor.	Poor comprehensive knowledge of relevant ideas and concepts. Critical analysis of key author work, subtleties and ambiguities in the literature is poor.	Poor academic writing style. Attention to spelling, punctuation and/or grammar is poor.
Fail	15	Little to no critical analysis and relevant approach in answering the set question. Little or no use of relevant theoretical and conceptual issues in the answer.	Little to no balance and clarity in argument. Systematic ordering of ideas, concepts and materials is missing.	Little to no comprehensive knowledge of relevant ideas and concepts. Critical analysis of key author work, subtleties and ambiguities in the literature is non-existent.	Little to no academic writing style. Attention to spelling, punctuation and/or grammar is absent.
Fail	0	No critical analysis or inappropriate approach in answering the set question. No use of relevant theoretical and conceptual issues in the answer.	No balance and clarity in argument. No systematic ordering of ideas. Concepts and materials are missing.	No comprehensive knowledge of relevant ideas and concepts. No critical analysis of key author work, subtleties and ambiguities in the literature.	No academic writing style. No attention to spelling, punctuation and/or grammar.

Appendix E – Assessment Criteria: Coursework

These assessment criteria apply to coursework at Stage 1:

Class	Mark range	Intellectual qualities expressed	Structure & organisation	Level of reading	Quality of referencing	Writing style

Class	Mark range	Intellectual qualities expressed	Structure & organisation	Level of reading	Quality of referencing	Writing style
				journals and books.	bibliography format.	
Fail	0	No broad understanding and description.	No flow and clarity in argument. No logical ordering of ideas, concepts and materials is missing.	No evidence of broad and in-depth, suitable reading. No specialist academic journals and books.	No competence in presentation. No competence in Harvard referencing and bibliography format.	No fluency in writing style. No attention to spelling, punctuation and/or grammar.

These assessment criteria apply to coursework at Stage 2:

Class	Mark range	Intellectual qualities expressed	Structure & organisation	Level of reading

Class	Mark range	Intellectual qualities expressed	Structure & organisation	Level of reading	Quality of referencing	Writing style
Fail	0	No extensive understanding and analysis.	No continuity and clarity in argument. No methodical ordering of ideas, concepts and materials is absent.	No evidence of extensive and in-depth, appropriate reading. No specialist academic journals and books.	No accuracy in presentation. No accuracy in Harvard referencing and bibliography format.	No honing in writing style. No attention to spelling, punctuation and/or grammar.

These assessment criteria apply to coursework at Stage 3:

Class	Mark range	Intellectual qualities expressed	Structure & organisation	Level of reading	Quality of referencing	Writing style
First class	82, 85, 88, 92, 95, 98	Outstanding, comprehensive understanding and critical analysis.	Outstanding balance and clarity in argument. Systematic ordering of ideas, concepts and materials is outstanding.	Outstanding evidence of comprehensive and in-depth, relevant reading, including specialist academic journals and books.	Outstanding precision in presentation. Outstanding precision in Harvard referencing and bibliography format.	Outstanding academic writing style. Attention to spelling, punctuation and/or grammar is outstanding.
First class	72, 75, 78	Excellent, comprehensive understanding and critical analysis.	Excellent balance and clarity in argument. Systematic ordering of ideas, concepts and materials is excellent.	Excellent evidence of comprehensive and in-depth, relevant reading, including specialist academic journals and books.	Excellent precision in presentation. Excellent precision in Harvard referencing and bibliography format.	Excellent academic writing style. Attention to spelling, punctuation and/or grammar is excellent.
Upper second	62, 65, 68	Very good, comprehensive understanding and critical analysis.	Very good balance and clarity in argument. Systematic ordering of ideas, concepts and materials is very good.	Very good evidence of comprehensive and in-depth, relevant reading, including specialist academic	Very good precision in presentation. Very good precision in Harvard referencing and	Very good academic writing style. Attention to spelling,

Class	Mark range	Intellectual qualities expressed	Structure & organisation	Level of reading	Quality of referencing	Writing style
				journals and books.	bibliography format.	
Lower second	52, 55, 58	Good, comprehensive understanding and critical analysis.	Good balance and clarity in argument. Systematic ordering of ideas, concepts and materials is good.	Good evidence of comprehensive and in-depth, relevant reading, including specialist academic journals and books.	Good precision in presentation. Good precision in Harvard referencing and bibliography format.	Good academic writing style. Attention to spelling, punctuation and/or grammar is good.
Third class	42, 45, 48	Satisfactory, comprehensive understanding and critical analysis.	Satisfactory balance and clarity in argument. Systematic ordering of ideas, concepts and materials is satisfactory.	Satisfactory evidence of comprehensive and in-depth, relevant reading, including specialist academic journals and books.	Satisfactory precision in presentation. Satisfactory precision in Harvard referencing and bibliography format.	Satisfactory academic writing style. Attention to spelling, punctuation and/or grammar is satisfactory.

Class	Mark range	Intellectual qualities expressed	Structure & organisation