



Important information regarding the Programme Regulations

About this document

Last revised 27 March 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.

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 and 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

Changes to the BSc Marketing 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.

The following change has been made to the BSc Marketing Regulations 2024 2025:

Regulation 5.1 has been amended to reflect the removal of the word limit previously applied to Assessment element two.

1 Structure of the programme

[Appendix B](#) provides the module descriptions.

Qualification titles

1.1

The following named 9ten /MCID 2/Lang (en-US)5MC /7g2en /MCID B re reW* nBT/F3 10.962 Tm0 g0 G[(pro)-

Period of registration

2.2

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 and not at the time that the application for recognition of prior learning is submitted.

4 Module selection

[Appendix A](#) provides details of the programme structures and module titles.

4.1

You are permitted to register on modules up to the maximum value of **90 credits** in any given session. This can be a combination of new modules or modules that you are resitting or repeating having deferred or failed on a previous attempt. Of the 90 credits, a maximum of **60 credits** can be made up of new modules (two 30-credit modules). This will be subject to any prerequisite or progression rules.

Where you have registered on the maximum credits permitted for a session, but you are offered a resit of module/s failed in the previous session, the maximum credit value per session may be increased from 90 credits to **120 credits** in order for you to register to resit one additional 30-credit module.

5 Assessment for the programme

Assessment methods

5.1

Each module of the programme is summatively assessed by two elements of assessment:

Assessment element one: online multiple-choice question tests (MCQs)

and

Assessment element two: unseen, online examinations.

The marks achieved for the assessment elements one and two will be weighted on a 30:70 basis to calculate the overall mark for the module.

Assessment element one (MCQs) comprises four individual tests carried out at five-weekly intervals throughout the 22-week session.

Further details of the assessment methods can be found on the VLE.

5.2

The pass mark for each element of assessment is 40%.

5.3

The overall mark for assessment element one will be an average of the marks achieved for the four MCQs. If the element is passed, no further attempt may be made at individual MCQs that have not been passed or attempted.

5.4

Each module has an overall weighted pass mark of 40%.

5.5

When you register for a

6 Number of attempts permitted at any assessment element

6.1

The maximum number of attempts permitted at each assessment element is three.

Marks for individually passed MCQs cannot be carried over in the event that the overall assessment element is failed. If a second or third attempt is made, the whole element must be reattempted.

6.2

If you are awarded marks for the two assessment elements that together result in an overall mark

Resitting the assessment of a failed module

6.7

Second and third attempts at assessment can be made in two ways, either by resitting the assessment of a failed module or by repeating the

Marginal compensation

Marginal compensation applies when a student has failed a module but has attained a mark within a certain range. This will allow the module to be considered for classification purposes, subject to meeting the criteria in 6.12 and 6.13.

BSc

6.12

We will allow marginal compensation for the overall result of a module where the mark awarded for the module falls within the band 30–39%.

6.13

Marginal compensation is permitted for a maximum of 60 credits across the BSc, applied as follows:

30 credits from Stage 1;

30 credits from Stage 2;

30 credits from Stage 3.

DipHE (exit qualification)

6.14

If you are awarded the DipHE as an exit qualification, a maximum of 60 credits may be compensated.

CertHE (exit qualification)

6.15

If you are awarded the CertHE as an exit qualification, final module results will not be compensatable.

7 Progression within the programme

See [Section 4](#) for method of assessment.

Performance based admissions

The Performance based admission (PBA) route provides access to the programme for students who do not meet the academic requirements for direct entry. If you are admitted to the DipHE (exit qualification)

Interpreting management, markets and consumption [BU1520];

OR

International business and accounting [BU1540]

Where only one module is running in the session you will not be given a choice of module.

7.3

Your progression onto the full BSc programme will be permitted once you have passed 30 credits of Level 4 modules.

7.4

You must resit modules registered for, up to the maximum number of attempts. You will not be permitted to register for any new modules until you progress onto the full BSc programme.

Requirements to progress through the BSc

The attempt of a module for the purposes of progression, and as stated in the Prerequisites section, is defined as registration on the applicable module(s) in a previous session.

7.5

To progress to Stage 2 (FHEQ Level 5) you must have passed or been awarded accreditation of prior learning (APL) for a minimum of two Stage 1 (FHEQ Level 4) modules. You must also have attempted any prerequisites associated with the Stage 2 modules. See Appendix B for details of prerequisites.

7.6

To progress to Stage 3 (FHEQ Level 6), you must have passed a minimum of two Stage 2 (FHEQ Level 5) modules. You must also have passed, received a compensatable fail or been awarded accreditation of prior learning (APL) for four Stage 1 (FHEQ Level 4) modules.

You must also have attempted any prerequisites associated with the Stage 3 modules. See Appendix B for details of prerequisites.

Prerequisites

7.7

We will not permit you to register for any module that has a prerequisite unless you have registered for the prerequisite module in a previous session.

The exception to this is where you have had prior learning recognised and accredited at both Stages 1 and 2, subject to approval by the Programme Director. See [Appendix B](#) of these regulations for information on which modules have prerequisites.

Where a module has a prerequisite which you have failed, you will still be able to be assessed in the module. We allow you to do this so that you do not have to wait before taking the module. However we advise you to think carefully about how well you will do if you have already failed the prerequisite.

See Section 5 for information on [Deferring an assessment](#).



8.2

To achieve a pass for a module, you must achieve a weighted average of 40% or above for the assessment elements. If you fail then pass an assessment in a subsequent attempt you will not receive a mark greater than 40% for that module, unless there are accepted extenuating circumstances.

8.3

A final average mark will be calculated from the marks obtained in Stage 2 (FHEQ Level 5) and Stage 3 (FHEQ Level 6), weighted in the ratio 1:2. Marks obtained in Stage 1 (FHEQ Level 4) will not contribute towards the final average. In addition, APL towards the final classification.

8.4

Degree classification will be determined by the following scale:

Final average	Classification
70% or above	First Class Honours
60% - 69%	Second Class Honours (Upper Division)
50% - 59%	Second Class Honours (Lower Division)
40% - 49%	Third Class Honours
35% - 39%	Pass without Honours

8.5

Your degree classification will be considered for raising into the next class if:

your final average falls 2% or less below one of the classification boundaries given above in 8.4; and

marks from two Stage 3 modules are in or above the higher class.

Candidates who satisfy the above criteria shall be raised automatically into the next class.

Exit qualifications**CertHE Business Administration and DipHE Business Administration****8.6**

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

8.7

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

8.8

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.

8.9

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

8.10

If we award you the CertHE or DipHE Business Administration as an exit qualification you may not subsequently be awarded the BSc Marketing.

Appendix B Module Descriptions

Note

Details of prerequisites modules (which students must be registered on before certain Stage 2 or Stage 3 modules may be attempted) are given under the relevant module descriptions.

Stage 1: Compulsory modules (FHEQ Level 4)

Foundations of quantitative methods for sustainable organisations [BU1510] (30 credits)

The module aims to familiarise students with quantitative studies and how they are and can be employed in management, economics and for sustainable business. In the first part to the module, central issues include how quantitative studies relate to differences, associations and relationships in groups and populations? Furthermore, the module will develop student understanding of a wide variety of statistical techniques. More generally, the module seeks to improve cognitive skills, effective problem solving and the ability to interpret quantitative studies.

The second part to this module introduces students to the main interconnected economic, social, ecological and governance factors that determine the long-term sustainability of organisations. It examines how these factors influence each other in sometimes very complex ways to provide the context within which small and large businesses, public service organisations and third sector organisations operate. 10

Assessment: four multiple choice question tests (30%b oi998 5e(s)-1095 oi998 5e(s)-1095 3.993 (ce TT1 3



Prerequisites or specific entry requirements:

Any two modules (60 credits) from Stage 1 (FHEQ Level 4)

Strategic management and accounting [BU2520] (30 credits)

This module introduces strategy and the use of accounting information by managers in organisations. In the first part to the module we examine strategy, assessing the principal theories of strategic management, setting these in the context of key developments in which contemporary business operates, including political and regulatory developments, technological change, financialisatio

concepts and debates in the theory of corporate and business strategy; the changing context in which the corporate strategy is formulated and implemented; and how theoretical debates can be

The first part to this module seeks to develop critical understandings of branding that will hold relevance both inside and outside the domain of marketing practice. This module is best suited to those students who are open to new ideas, who are self-motivated, willing to read extensively and contribute widely to online discussions and who are curious about the nature of contemporary consumption, markets and culture.

The second part to this module aims to provide students with a strategic perspective on contemporary marketing communication management within an international context. It draws together theoretical and practitioner traditions from diverse literatures to focus not only on issues of advertising and brand management but also on the cultural role and ethical standing of advertising. It seeks to offer an integrated understanding of advertising and promotion from both a managerial and a cultural perspective.

Assessment: four multiple choice question tests (30%) unseen, online examination (70%)

Prerequisites or specific entry requirements:

All Stage 1 (FHEQ Level 4) modules **plus** two modules from Stage 2 (FHEQ Level 5) **one of which must be BU2530**

International human resource management [BU3540] (30 credits)

The world is integrating as businesses locate cross-nationally, and employees and managers move through the multinational company from one country to another. Both the firm and human resource management (HRM) are being spatially stretched. This poses important questions for the management of human resources within the firm: are local or home-based management practices, or some global set of practices, most suited to local workplaces? How do managers and employees from different countries work together? For example, are German firms in the UK practising mainly British or German employment and work practices, or some sort of novel hybrid? Do US firms in China treat workers differently from workers in the United States? Do Japanese firms in the UK become localised as managers are drawn from the local labour market and not Japan? Do multinational companies act as a law unto themselves as they move around the globe, or do local states tie them down and embed them within national rules, cultures and practices? What is the role of the European Union in regulating regional employment relations? And what is the role of global labour regulation? What are the core human resource and employment issues in international business activities? What are the difficulties in coordinating workforces that are accustomed to contrasting management styles, and with skills and competences that are constructed differently? To what extent do multinational companies act as agents of knowledge transfer in a globalising economy?

Answers to these questions are critical to the future of work, as that future comes to reflect a more regionalised if not globalised workplace, with standards and ideas about authority relations, payment systems and types of recruitment drawn from different sources and not just the nation state. We examine these issues through practical examples, case studies and the latest research.

Assessment: four multiple choice question tests (30%) unseen, online examination (70%)

Prerequisites or specific entry requirements:

All Stage 1 (FHEQ Level 4) modules **plus** two modules from Stage 2 (FHEQ Level 5) **one of which must be BU2510**

the

For each topic, the psychological and behavioural aspects are outlined; contemporary theory and empirical studies on the topic are critically evaluated; relevant methodological issues reviewed; and an overview of practice and potential interventions in these areas provided.

The second part to this module examines the impact of globalisation on work. The module introduces to the students the economic, political and institutional forces that shape the international mobility

Appendix D Assessment Criteria: Examinations

These assessment criteria apply to examinations at Stage 1:

		Understanding & argument	Structure & focus	Range of knowledge	Writing style
First class	82, 85, 88, 92, 95, 98	Outstanding description and suitable approach in answering the set question. Outstanding use of suitable theoretical and conceptual issues in the answer.	Outstanding flow and clarity in argument. Logical ordering of ideas, concepts and materials is outstanding.	Outstanding broad knowledge of suitable ideas and concepts. Recall of key author work, subtleties and ambiguities in the literature is outstanding.	

		suitable approach in answering the set question. Satisfactory use of suitable theoretical and conceptual issues in the answer.	argument. Logical ordering of ideas, concepts and materials is satisfactory.	knowledge of suitable ideas and concepts. Recall of key author work, subtleties and ambiguities in the literature is satisfactory.	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 materi in argum		

	0	No analysis or inappropriate approach in answering the set question. No use of appropriate theoretical and conceptual issues in the answer.	No continuity and clarity in argument. No methodical ordering of ideas. Concepts and materials are missing.	No extensive knowledge of appropriate ideas and concepts. No explanation of key author work, subtleties and ambiguities in the literature.	No honing in writing style. No attention to spelling, punctuation and/or grammar.
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These assessment criteria apply to examinations at Stage 3:

		Understanding & argument	Structure & focus	Range of knowledge	Writing style
First class	82, 85, 88, 92, 95, 98	Outstanding critical analysis and relevant approach in answering the set question. Outstanding use of relevant theoretical and conceptual issues in the answer.	Outstanding balance and clarity in argument. Systematic ordering of ideas, concepts and materials is outstanding.	Outstanding comprehensive knowledge of relevant ideas and concepts. Critical analysis of key author work, subtleties and ambiguities in the literature is outstanding.	Outstanding academic writing style. Attention to spelling, punctuation and/or grammar is outstanding.
	72, 75, 78	Excellent critical analysis and relevant approach in answering the set question. Outstanding use of relevant theoretical and conceptual issues in the answer.	Excellent balance and clarity in argument. Systematic ordering of ideas, concepts and materials is excellent.	Excellent comprehensive knowledge of relevant ideas and concepts. Critical analysis of key author work, subtleties and ambiguities in the literature is excellent.	Excellent academic writing style. Attention to spelling, punctuation and/or grammar is excellent.
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	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.

		issues in the answer.			
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.	

		relevant approach in answering the set question. Little or no use of relevant theoretical and conceptual issues in the answer.	in argument. Systematic ordering of ideas, concepts and materials is missing.	knowledge of relevant ideas and concepts. Critical analysis of key author work, subtleties and ambiguities in the literature is non-existent.	style. Attention to spelling, punctuation and/or grammar is absent.
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.	