



## Contents

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2	Registration .....	4
3	Recognition of prior learning .....	5
4	Assessment for the programme .....	6
5	Number of attempts permitted at any assessment element.....	8
6	Progression within the programme .....	10
7	Schemes of award.....	12
	<b>Appendix A – Structure of the programmes .....</b>	<b>16</b>
	CertHE Business Administration .....	16
	BSc Business Administration.....	16
	BSc Business Administration with Marketing .....	17
	BSc Business Administration with Human Resource Management.....	18
	BSc Business Administration with International Business.....	19
	<b>Appendix B – Module Descriptions .....</b>	<b>21</b>
	Stage 1: Compulsory modules (FHEQ Level 4) .....	21
	Stage 2 modules (FHEQ Level 5).....	23

## **Important information regarding the Programme Regulations**

### **About this document**

Last revised 25/05/2023

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. 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 are specific to the Business Administration programme:

**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 2023–2024**

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

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.

1. The credits condonable fails permitted will increase from 60 to 90: 30 credits at Stage 1 (30-39%), 30 credits at Stage 2 (30-39%), 30 credits at Stage 3 (0-39%).
2. The name of BA3510 is to be updated from 'Integrating management: business, leadership and innovation' to 'Integrating management: business in context, leadership and innovation'.



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**

See the [General Regulations](#) (Section 3) and [Appendix C](#) of these Programme Regulations for more rules relating to Recognition and accreditation of prior learning.

### **BSc**

#### **3.1**

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

## **CertHE**

### 3.6

Prior learning is not recognised or accredited for the CertHE Business Administration.

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## **4 Assessment for the programme**

An examination is defined as an element of assessment that takes place in a controlled environment. You will be given details of how the courses on your programme are assessed, the specific environment or location that is permitted and the time allowed for the assessment.

You will be contacted at least 5 months prior to the assessment session with these details. All examinations are scheduled using an online delivery method. You must ensure that your device is kept up to date and complies with [University Computer Requirements](#).

Wherever they are held, all examinations take place on the same dates and at specific times in line with the published timetables. Assessment methods

See the [General Regulations](#) for information on mitigating circumstances and how to report these.

### 4.1

Each module of the programme is assessed by one two-hour unseen written examination and one item of coursework. The marks achieved for the written examination and the coursework will be weighted on a 60:40 basis to calculate the overall mark for the module.

## **Coursework element**

### 4.2

You must submit one item of coursework for each module. Your mark for the module will only be

### **4.3**

Coursework should be submitted through the VLE in the same year that you take the examination for the module.

#### **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 count is between 10% to 20% above the word limit, the coursework will receive a five-mark penalty. If the word count exceeds the word limit by more than 20% you will receive a mark of zero for your work.

Where online timed assessments are offered as an alternative to written examinations at examination centres and a word limit is given, the penalty for exceeding the word limit for coursework elements will apply.

#### **Penalties for late submission of coursework**



#### 4.9

If you are allowed to use a calculator in an examination, you must keep to the conditions listed below, unless the module description or the information provided with your admission notice tells you otherwise. Calculators must:

- be hand-held, compact and portable;
- be quiet when in use;
- be non-programmable.

#### 4.10

Where a calculator is permitted in the examination, it should **not** be capable of receiving, storing or displaying user-supplied non-numerical data.

### **Dates for examinations**

#### 4.11

Written examinations take place in May each year.

See the [General Regulations](#) rules for taking written examinations.

See the website for the [list of examination centres](#).

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## **5 Number of attempts permitted at any assessment element**

### 5.1

The maximum number of attempts permitted at any assessment element is 3.

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If the module is failed but meets the criteria for condonement in 5.10 and 5.11, then you may choose to progress with the existing condonable mark or to make a second or third attempt as applicable at the assessment element(s) that was failed. Only the assessment elements that were failed may be re-attempted.

**5.6**

If you fail and subsequently pass an assessment element at re-entry you will not receive a mark greater than 40% for that module, unless there are accepted extenuating circumstances.

**5.7**

If you receive the result Fail on a second or subsequent attempt at an assessment then the highest mark that you have achieved will take precedence.

**5.8**

If you receive the result Fail for a module you will be permitted to substitute the failed module only with another module at the same FHEQ level, subject to availability and the permission of the Programme Director. The attempt at the substituted module will be deemed a second or third attempt as appropriate and capped (except in the case of accepted extenuating circumstances, where the attempt will be uncapped).

**5.9**

If you receive the result Fail on the final attempt at the assessment element for any module then



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 a full year before taking the module. However we advise you to think carefully about how well you will do if you have already failed the prerequisite.

### **Transferring between pathways of the degree**

There are four pathways to the BSc degree: a general pathway and three specialist pathways in Marketing, Human Resource Management and International Business. If you successfully complete the general pathway, you will be awarded the BSc Business Administration. If you successfully complete a specialist pathway you will have the name of the pathway reflected in the title of the award.

Once you have selected your Stage 2 modules you will not

## **Transfer from the CertHE to the BSc Business Administration**

See the [Student guide](#) for instructions on how to apply to tr to ETEMC



## **CertHE**

### **7.6**

To be considered for the award of the CertHE you must:

have passed or been allowed\* in all four modules;

gain a final average of 40% or above.

\* The Board of Examiners may, in exceptional circumstances only, return an outcome of ‘allowed’ without a percentage mark where in their academic judgement they have enough evidence from formally assessed work to be satisfied of a student’s performance in a module, but it is their opinion that the student’s performance in the examination was compromised by illness and/or other adequately documented cause judged sufficient. A student may be granted a result of ‘allowed’ in no more than two modules.

### **7.7**

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 you have accepted extenuating circumstances.

### **7.8**

A final average mark will be calculated from the marks obtained for all four modules.

### **7.9**

CertHE classification will be determined by the following scale:

<b>Final average</b>	<b>Classification</b>
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**





## Appendix A – Structure of the programmes

A detailed outline of each module syllabus is provided on the Business Administration webpages under structure [www.london.ac.uk/courses](http://www.london.ac.uk/courses)

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**Three optional Stage 3 modules (each worth 30 credits) chosen from:**

*Consumer behaviour and global marketing [BA3520]\**

*Brands, branding and advertising [BA3530]\**

*International human resource management [BA3540]\**

*The individual at work and globalisation [BA3550]\**

*Emerging markets and Asia Pacific business [BA3560]\**

*European business and international competition [BA3570]\**

**Notes:**

The examination numbers have been appended to the module titles and these numbers should be used when completing examination entry forms.

Not all modules will necessarily be available in every year.

Modules marked with an asterisk \* have prerequisites; see Appendix B for details.

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## **BSc Business Administration with Marketing**

### **Stage 1, FHEQ Level 4**

**Four mandatory Stage 1 modules (each worth 30 credits):**

*Foundations of quantitative methods for sustainable organisations [BA1510]*

*Interpreting management, market and consumption [BA1520]*

*Information systems and organisation studies [BA1530]*

*International business and accounting [BA1540]*

### **Stage 2, FHEQ Level 5**

**Four mandatory Stage 2 modules (each worth 30 credits):**

*Employability and human resource management [BA2510]\**

*Strategic management and accounting [BA2520]\**

*Operations management and marketing strategy [BA2530]\**

*Marketing research and digital marketing [BA2550]\**

### **Stage 3, FHEQ Level 6**

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

*Integrating management: business in context, leadership and innovation [BA3510]\**

*Consumer behaviour and global marketing [BA3520]\**

*Brands, branding and advertising [BA3530]\**

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

*International human resource management [BA3540]\**

*The individual at work and globalisation [BA3550]\**

*Emerging markets and Asia Pacific business [BA3560]\**

*European business and international competition [*



**Notes:**

The examination numbers have been appended to the module titles and these numbers should be used when completing examination entry forms.

Not all modules will necessarily be available in every year.

Modules

## Appendix B – Module Descriptions

### Note

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

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### Stage 1: Compulsory modules (FHEQ Level 4)

#### **Foundations of quantitative methods for sustainable organisations [BA1510] (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.

**Assessment:** one two-hour unseen written examination (60%) one individual 2000-word report (40%)

**Prerequisites or specific entry requirements:** none

#### **Interpreting management, market and consumption [BA1520] (30 credits)**

The module introduces students to marketing in the context of interpreting management, as both an academic discipline and as practice. In the first part to the module, we explore how and why marketing has developed, and continues to develop, as an academic discipline underpins. Treating marketing as a practice includes assessing the application of marketing in various marketplaces. By various marketplaces, we mean that the discourse of marketing has penetrated all sectors of the economy (private, public, and voluntary or not-for-profit). In addition, as a signatory to the Principles for Responsible Management Education (PRME), which is based on the United Nations' Global Compact, attention is devoted to the sustainability of marketing practices in an increasingly globalized consumer society.

The second part to the module develops students' abilities to understand and engage with management concepts, theories and practices. These are the types of abilities that will be used throughout their undergraduate degree. It also equips students with a range of skills designed to begin to enhance their employability. More specifically, it covers the development content and shifting of key paradigms in management and how management knowledge can be regarded as being socially constructed. It also develops skills of critical analysis and introduces a range of issues

### Information systems and organisation studies [BA1530] (30 credits)

The module offers an introduction to information systems and organisation studies. Business organisations use information technologies and systems to achieve corporate objectives, and as a solution to a variety of business challenges and problems. To fully understand information systems, it is necessary to be aware of the broader organisational, human and information technology dimensions of systems and their power to provide solutions to challenges and problems in the business environment. The first part to this module thus deals with the behavioural as well as the technical issues surrounding the development, use, and impact of information systems used by managers and employees in the firm.

The second part of this module examines core topics and debates within the discipline organisation studies. Organisation is analysed as both a 'noun' or entity ('the organisation') and a 'verb' or process ('organisation'). Within organisation as a process, key ideas about management as an activity are introduced. The module surveys 'classical' ideas about organisation, conceived of in terms of rationalisation (bureaucracy, scientific management) and humanisation (human relations theory), whilst explaining how these two are inter-related. The way in which these classical ideas reappear in, but are also modified by, contemporary organisations is explored by attention to new organisational forms (networks, post-bureaucracy) and contemporary management techniques (culture management, emotional labour, charismatic leadership). The module gives students an analytical and theoretical vocabulary to evaluate this re-appearance and modification, examining the micro-, meso- and macro- levels of organisation studies.

**Assessment:** one two-hour unseen written examination (60%) one individual 2000-word essay (40%)

**Prerequisites or specific entry requirements:** none





**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 it d 6 Tmd (The Tw 2 (15.56 (ua) Te 0 5. 0) - Bg BDC 0. 02) Jd (0) 5. 8 (le d) -1 (5.563

implementation of successful marketing decisions. Students learn to design and produce research that is actionable and relevant to marketing decisions. The module will evolve around a conceptual framework for conducting research, drawing on the steps of the marketing research process. Both qualitative and quantitative methodologies are critically examined and then applied in the practical assignment. Finally, students learn the various components of the research report and develop the skills necessary to produce a report that has value to the decision-maker.

The second part of the module focuses on digital marketing, presenting the frameworks and models that are relevant to digital marketing practice and their supporting technologies. Digital channels are examined and evaluated for their inclusion in integrated marketing programmes and campaigns.

~~Page 42 of 110 | UoL Online Business Administration (and pathways) (BSc and CertHE) (New Regulations) | Fee 0.025 | 740566 | 17090~~

**Prerequisites or specific entry requirements:**

All Stage 1 (FHEQ Level 4) modules **plus** any two modules (60 credits) from Stage 2 (FHEQ Level 5)

**Consumer behaviour and global marketing [BA3520] (30 credits)**

This module develops a critical understanding of consume behaviour and global marketing.

Students will explore sociological, anthropological and marketing issues of consumer behaviour, seeking to develop critical understandings of consumer behaviour that will hold relevance both inside and outside the domain of marketing practice. Also, the module will provide a high level of understanding of the theory and practice of global marketing. It will enable students to develop insight into consumer behaviour into a global marketing context. Students will foster critical thinking, cultural awareness and applied decision-making in the global business setting.

**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** BA2530

**Brands, branding and advertising [BA3530] (30 credits)**

Understanding the nature of brands and branding is critical for understanding not just the marketing environment, but also the nature of the consumer society that we live in. 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:** 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** BA2530

**International human resource management [BA3540] (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 country

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?

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

## Appendix C – Accreditation of prior learning (APL)

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 credits, FHEQ Level 4 and 120 credits, FHEQ Level 5) on the basis of study that has previously been completed.

Please refer to the Recognition and Accreditation of Prior Learning on [the website](#) for a list of qualifications which allow you to apply for automatic APL. No fee is charged by us to consider automatic APL. If you have other qualifications, not listed on [the website](#), you can also apply for discretionary APL. We will consider the module outline, the level of examination performance and the equivalence of the module to the Stage 1 or Stage 2 modules for which APL is sought. If you apply for discretionary APL you are required to pay the current APL application fee. Current fees are on the website.











		issues in the answer.		literature is non-existent.	
	0	No analysis or inappropriate approach in answering the set			

**Programme Regulations 2023–2024 Business Administration (and pathways) (BSc and CertHE) (New Regulations)**

		theoretical and conceptual issues in the answer.		and ambiguities in the literature is very good.	
<b>Lower second</b>	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. Attentw 0 -1.2w 501 T5c-01 T

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.
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## Appendix E – Assessment Criteria: Coursework

These assessment criteria apply to coursework at Stage 1:

		<b>Intellectual qualities expressed</b>	<b>Structure &amp; organisation</b>	<b>Level of reading</b>	<b>Quality of referencing</b>	<b>Writing style</b>
<b>First class</b>	82, 85, 88, 92, 95, 98	Outstanding, broad understanding and description.	Outstanding flow and clarity in argument. Logical ordering of ideas, concepts and materials is outstanding.	Outstanding evidence of broad and in-depth, suitable reading, including specialist academic journals and books.	Outstanding competence in presentation. Outstanding competence in Harvard referencing and bibliography	

**Programme Regulations 2023–2024 Business Administration (and pathways) (BSc and CertHE) (New Regulations)**

			materials is good.	journals and books.	bibliography format.	grammar is good.
<b>Third class</b>	42, 45, 48	Satisfactory, broad understanding and description.	Satisfactory flow and clarity in argument. Logical ordering of ideas, concepts and materials is satisfactory.	Satisfactory evidence of broad and in-depth, suitable reading, including specialist academic journals and books.		

and  
description.

argument. No  
logical  
ordering of  
ideas,  
concepts and  
materials is  
missing.

in-depth,  
suitable  
reading. No  
specialist  
academic  
journals and  
books.

in  
presentation.  
No  
competence  
in Harvard  
referencing  
and  
bibliography  
format.



**These assessment criteria apply to coursework at Stage 2:**

	<b>Intellectual qualities expressed</b>	<b>Structure &amp; organisation</b>	<b>Level of reading</b>	<b>Quality of referencing</b>	<b>Writing style</b>
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**Programme Regulations 2023–2024 Business Administration (and pathways) (BSc and CertHE) (New Regulations)**

<b>Third class</b>	42, 45, 48	Satisfactory, extensive understanding and analysis.	Satisfactory continuity and clarity in argument. Methodical ordering of ideas, concepts and materials is satisfactory.	Satisfactory evidence of extensive and in-depth, appropriate reading, including specialist academic journals and books.	Satisfactory accuracy in presentation. Satisfactory accuracy in Harvard referencing and bibliography format.	Satisfactory, honed writing style. Attention to spelling, punctuation and/or grammar is satisfactory.
<b>Fail</b>	35	Weak, extensive understanding and analysis.	Weak continuity and clarity in argument. Methodical ordering of ideas, concepts and materials is weak.	Weak evidence of extensive and in-		

ideas, concepts and materials is absent.	specialist academic journals and books.
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**These assessment criteria apply to coursework at Stage 3:**

	<b>Intellectual qualities expressed</b>	<b>Structure &amp; organisation</b>	<b>Level of reading</b>	<b>Quality of referencing</b>	<b>Writing style</b>
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