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P a e Re a
2023 2024

Marketing

BSc

Important document – please read
This document contains important

Important information regarding the Programme Regulations

About this document

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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 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.

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Details of the minimum and maximum periods of registration can be found in the [Programme Specification](#).

Date of examinations

2.3

The online examinations take place in March and September each year.

Module availability

Not all modules will run in every study session.

2.4

Where the learning experience may be compromised due to low student registrations, we may consider deferring the module to a later session.

We will inform you of any such changes as early as possible and provide you with reasonable alternative arrangements.

3 Recognition of prior learning

Recognition of prior learning

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

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3.1

We consider applications for recognition and accreditation of prior learning 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 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.

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.

5.4

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

5.5

When you register for a module, you must take the assessments at the first available opportunity. If you do not make an attempt, or miss the deadline to submit, you will receive a mark of zero for that element of assessment and it will count as an attempt.

Penalty for exceeding the word count – online examination

5.6

For the online examination, you should not exceed the word limit of 3,000 words by more than 10%. If the word count is between 10%–20% above the word limit, five marks will be deducted. If the word count exceeds the word limit by more than 20%, you will receive a mark of zero for your work.

Excluding the cover page and reference list, all content within the submitted answer document, including footnotes, will contribute to the overall word count.

Deferring an assessment

You will be notified of the deadlines for deferring a module during the study session.

5.7

You may choose to defer taking assessment element two, the online examination of a module, if you notify us by the deadline. You may only do so once per module.

5.8

You are only allowed to defer assessment element two. You will not be permitted to defer assessment element one, the MCQs. If you do not take assessment element one, you will be given a mark of zero for the element and it will count as an attempt.

5.9

If you defer assessment element two but you obtain a mark of 40% or above in assessment element one, that mark will be carried forward.

If you defer assessment element two, that mark will be carried forward.

5.13

If you do not notify us of your deferral and you do not take assessment element two, you will be given a mark of zero for that assessment element and it will count as an attempt.

When you re-register on a module to resume deferred assessment at the next available opportunity, it will be as if you are resitting the assessment of a failed module (see regulations [6.7–6.10](#)). If you would prefer to repeat the module in full, you should contact us with your request via the [Portal](#). A further payment of the module fee is required for repeating a module.

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 of:

- x 40% or above (Pass) you may make no further attempt at the assessments for the module, even if one of the elements of assessment has been given the mark of fail;
- x 0–39% (Fail) you must make a second or third attempt at the assessment for the module, subject to your having an attempt(s) remaining. Only the assessment elements that were failed may be re-attempted.

If the module is failed but meets the criteria for marginal compensation in 6.12 and 6.13, then you may choose to progress with the existing compensatable 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.

6.3

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of the award. Where this is the case, the highest mark achieved in the three attempts for the module may be taken forward for classification purposes.

Resitting the assessment of a failed module

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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 failed module.

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.

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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:

- x 30 credits from Stage 1;
- x 30 credits from Stage 2;
- x 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 programme through the PBA route, you must pass one required module before progressing to the full BSc. Note that the minimum period of registration may be increased through entering the programme on the Performance Based Admissions route.

7.1

You are permitted to register on a maximum of 60 credits while registered on the PBA route.

7.2

You are permitted to register for 30 credits in your first study session. You will be permitted to register for another 30 credits in your second study session.

In your first session, you are required to register for one of the following required modules, subject to module availability:

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 7 (or 10) credits at the level of the modules. See Appendix B for details of

Transfer from the CertHE Business Administration to the BSc Marketing

See the [Student guide](#) for instructions on how to apply to transfer. You should specify that you wish to study the BSc Marketing in your application.

For entrance requirements, see the Entry requirements tab on the Marketing [web page](#).

7.8

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

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

7.9

If transfer is granted, you will proceed with Stage 2 (FHEQ Level 5) of the programme.

8 Schemes of award

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

Date of award

If your last assessments take place in the October session, the date of award will be 1 May in the year of the last assessments that contribute to the award.

If your last assessments take place in the April session, the date of award will be 1 November in the year of the last assessments that contribute to the award.

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8.1

To be considered for the award of BSc Marketing, you must:

- x have attempted all assessment elements for the 12 modules required by the degree structure (this total may include modules for which accreditation of prior learning has been granted); and
- x have passed, been allowed* or been awarded accreditation of prior learning in at least ten

8.2





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

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 of 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, financialisation and the development of 'new' business models. Thus, the aims focus on the key 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 related to corporate strategies via the analysis of case studies covering a variety of industrial settings and situations.

In the second part of the module we examine the role and use of accounting information by managers in organisations. The use of accounting information will inform judgments and decisions by managers and may enable managers to achieve the strategic aims of the organisation. The module will focus on the use of accounting information in decision-making, planning and control in organisations. The module will also cover the use of accounting information in performance management, including strategic approaches.

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

Prerequisites or specific entry requirements:

Any two modules (60 credits) from Stage 1 (FHEQ Level 4) one of which must be BU1540

Operations management and marketing strategy [BU2530] (30 credits)

The module examines operations management and marketing strategy. The first part of 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 marketing mix and their critical interrelationships. Consequently, the second part of this module will equip students with a broad knowledge of strategic marketing in an industrial context and a demonstrable range of analytical marketing skills.

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

Prerequisites or specific entry requirements:

Students learn to design and produce research that is actionable and relevant to marketing decisions but also aware of the wider societal issues raised relating to privacy and surveillance.

The second part of the module focuses on digital marketing, presenting the frameworks and models that are relevant to digital marketing practice, their supporting technologies as well as broader phenomena related to the mediasation of everyday life.

Assessment: four multiple choice question tests (3 (

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%) one online examination (70%)

Prerequisites or specific entry requirements:

All Stage 1 (FHEQ L (

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 of Prior Learning (APL) section of the Programme Regulations for further details.

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.	Outstanding fluency in writing style. Attention to spelling, punctuation and/or grammar is outstanding.
	72, 75, 78	Excellent description and suitable approach in answering the set question. Excellent use of suitable theoretical and conceptual issues in the answer.	Excellent flow and clarity in argument. Logical ordering of ideas, concepts and materials is excellent.	Excellent broad knowledge of suitable ideas and concepts. Recall of key author work, subtleties and ambiguities in the literature is excellent.	Excellent fluency in writing style. Attention to spelling, punctuation and/or grammar is excellent.
Upper second	62, 65, 68	Very good description and suitable approach in answering the set question. Very good use of suitable theoretical and conceptual issues in the answer.	Very good flow and clarity in argument. Logical ordering of ideas, concepts and materials is very good.	Very good broad	

These assessment criteria apply to examinations at Stage 2:

		Understanding & argument	Structure & focus	Range of knowledge	Writing style
First class	82, 85, 88, 92, 95, 98	Outstanding analysis and appropriate approach in answering the set question. Outstanding use of appropriate theoretical and conceptual issues in the answer.	Outstanding continuity and clarity in argument. Methodical ordering of ideas, concepts and materials is outstanding.	Outstanding extensive knowledge of appropriate ideas and concepts. Explanation of key author work, subtleties and ambiguities in the literature is outstanding.	Outstanding, honed writing style. Attention to spelling, punctuation and/or grammar is outstanding.
	72, 75, 78	Excellent analysis and appropriate approach in answering the set question. Outstanding use of appropriate theoretical and conceptual issues in the answer.	Excellent continuity and clarity in argument. Methodical ordering of ideas, concepts and materials is excellent.	Excellent extensive knowledge of appropriate ideas and concepts. Explanation of key author work, subtleties and ambiguities in the literature is excellent.	Excellent, honed writing style. Attention to spelling, punctuation and/or grammar is excellent.
Upper second	62, 65, 68	Very good analysis and appropriate approach in answering the set question. Very good use of appropriate theoretical and conceptual issues in the answer.	Very good continuity and clarity in argument. Methodical ordering of ideas, concepts and materials is very good.	Very good extensive knowledge of appropriate ideas and concepts. Explanation of key author work, subtleties and ambiguities in the literature is very good.	Very good, honed writing style. Attention to spelling, punctuation and/or grammar is very good.
Lower second	52, 55, 58	Good analysis and appropriate approach in answering the set question. Good use of appropriate theoretical and conceptual	Good continuity and clarity in argument. Methodical ordering of ideas, concepts and materials is good.	Good extensive knowledge of appropriate ideas and concepts. Explanation of key author work, subtleties and ambiguities in the literature is good.	Good, honed writing style. Attention to spelling, punctuation and/or grammar is good.

	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. 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	



