



Programme Regulations 2023–2024

Business Administration

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Important information regarding the Programme Regulations

About this document

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As a student registered with the University of London, you are responsible for ensuring that you are up to date with the latest version of the Programme Regulations. The current version is available on the University of London website.

Repeating a failed module: When you repeat a failed module you will be allocated a tutor group, you will have access to the learning materials on the VLE and you will be required to resubmit your summative assessment.

Throughout the Regulations, 'we' 'us' and 'our' mean the University of London; 'you' and 'your' mean the student or, where applicable, all students.

If you have a query about any of the programme information admission@uol.ac.uk or [Tc 13.694 0 T2729.07](tel:+442077007000) If ya

1 Structure of the programme

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

Qualification titles

1.1

The following named awards are offered under the Business Administration programme:

BSc Business Administration

BSc Business Administration with Human Resource Management

Qualification structures

1.2

The BSc Business Administration comprises:

Four Stage 1 modules (FHEQ Level 4);

Four Stage 2 modules (FHEQ Level 5), including a choice of one module for students on the general Business Administration pathway;

Four Stage 3 modules (FHEQ Level 6), including a choice of three modules for students on the general Business Administration pathway.

Exit qualifications

1.3

If you are registered on the BSc programme and you are unable to complete your studies, you may be eligible for an exit qualification.

1.4

We may award the Certificate of Higher Education (CertHE) in Business Administration as an exit qualification if you have successfully completed a minimum of 120 credits.

1.5

We may award the Diploma of Higher Education (DipHE) in Business Administration as an exit qualification if you have successfully completed a minimum of 240 credits.

2 Registration

Effective date of registration

2.1

Your effective date of registration will be either:

1 April if you first register before the March registration deadline.

1 October if you first register before the September registration deadline.

Period of registration

2.2

The minimum and maximum periods of registration to complete the programme are counted from your effective date of registration.

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.

3.5

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 module, you must take the assessments at the first available opportunity. If

5.11

Following deferral, you must attempt assessment element two at the next available opportunity which will be in the following study session. If you do not re-register for the module and **resit** the assessment at this point, you will **repeat** the assessment instead and the module fee will be payable again for this.

5.12

When you re-register on a module to resume deferred assessment, this will count towards the maximum number of credits you are permitted to study in any one session.

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 at [ure09.836.36](#)).

6.5

If you receive the result Fail for a module you will be permitted to substitute the failed module only with another module a3atJ0 Tc 0 Tw 1.3/P <

6.11

If you fail a module, your first opportunity to repeat the module will be the next time that the module runs for new students. This is usually the corresponding study session in the following academic year.

You will need to receive your final, ratified, module result before you can resit or repeat a 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 6.12–6.13.

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 90 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

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 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

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.

Transferring between pathways of the BSc Business Administration

There are two pathways to the BSc Business Administration: a general pathway and a specialist pathway in Human Resource Management. If you successfully complete the general pathway you will be awarded the BSc Business Administration. If you successfully complete the Human Resource Management pathway, you will be awarded the BSc Business Administration with Human Resource Management.

Once you have selected your Stage 2 modules you will not be able to transfer to the specialist pathway. It is still possible to transfer between the specialist pathway and the general pathway at this point. See [Appendix A](#) for the programme structure for each pathway.

7.8

If we allow you to transfer between BSc Business Administration pathways:

The marks you have already obtained will be taken into consideration for classification purposes. If you have been given credit for a module, we will not allow you to resit it.

Attempts at any failed modules will be carried forward and will be counted towards the number of attempts permitted at the same modules.

We will credit you with any modules that you have already passed and any APL that we previously awarded you will also be transferred.

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.

8.1

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

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

have passed, been allowed* or been awarded accreditation of prior learning in at least ten modules (300 credits), with at least seven modules across Stage 1 and Stage 2 (210 credits) and three modules at Stage 3 (90 credits).

gain a final average of 35% 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.



Appendix A – Structure of the programmes

A detailed outline of each module syllabus is provided on the Business Administration webpage under structure www.london.ac.uk/courses

BSc Business Administration

Stage 1, FHEQ Level 4

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

Foundations of quantitative methods for sustainable organisations [BU1510]

Interpreting management, markets and consumption [BU1520]

Information systems and organisation studies [BU1530]

International business and accounting [BU1540]

Stage 2, FHEQ Level 5

Three mandatory Stage 2 modules (each worth 30 credits):

*Employability and human resource management [BU2510]**

Strategic management and accounting [BU2520]

BSc Business Administration with Human Resource Management

Stage 1, FHEQ Level 4

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

Foundations of quantitative methods for sustainable organisations [BU1510]

Interpreting management, markets and consumption [BU1520]

Information systems and organisation studies [BU1530]

International business and accounting [BU1540]

Stage 2, FHEQ Level 5

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

*Employability and human resource management [BU2510]**

*Strategic management and accounting [BU2520]**

*Operations management and marketing strategy [BU2530]**

*Managing organisational change and performance [BU2540]**

Stage 3, FHEQ Level 6

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

*Integrating management: business in context, leadership and innovation [BU3510]**

*International human resource management [BU3540]**

*The individual at work and globalisation [BU3550]**

*Emerging markets and Asia Pacific business [BU3560]**

Notes:

Not all modules will necessarily be available in every year.

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



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, 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)

This 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 marketing mix and their critical interrelationships. Consequently, the second part to 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:

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

Managing organisational change and performance [BU2540] (30 credits)

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

Prerequisites or specific entry requirements:

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

Brands, branding and advertising [BU3530] (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:

for a list of modules, see the University of London website: <https://www.uol.ac.uk/undergraduate/programmes/business-administration/>

Prerequisites or specific entry requirements:

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

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

Prerequisites or specific entry requirements:

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

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.

If you have the qualifications listed on the website, you

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,		

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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.
	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.
	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.
	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 and materials are missing.	No broad knowledge of suitable ideas and concepts. No recall of key author work, subtleties and	No fluency in writing style. No attention to spelling, punctuation and/or grammar.

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(Online Taught students only)**

		conceptual issues in the answer.		ambiguities in the literature.	
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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		

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		appropriate theoretical and conceptual issues in the answer.	concepts and materials is good.	key author work, subtleties and ambiguities in the literature is good.	and/or grammar is good.
Third class	42, 45, 48	Satisfactory analysis and appropriate approach in answering the set question. Satisfactory use of appropriate theoretical and conceptual issues in the answer.	Satisfactory continuity and clarity in argument. Methodical ordering of ideas, concepts and materials is satisfactory.	Satisfactory extensive knowledge of appropriate ideas and concepts. Explanation of key author work, subtleties and ambiguities in the literature is satisfactory.	Satisfactory, honed writing style. Attention to spelling, punctuation and/or grammar is satisfactory.
Fail	35	Weak analysis and inappropriate approach in answering the set question. Weak use of appropriate theoretical and conceptual issues in the answer.	Weak continuity and clarity in argument. Methodical ordering of ideas, concepts and materials is weak.	Weak extensive knowledge of appropriate ideas and concepts. Explanation of key author work, subtleties and ambiguities in the literature is weak.	Weakly honed writing style. Attention to spelling, punctuation and/or grammar is weak.
	25	Poor analysis and inappropriate approach in answering the set question. Poor use of appropriate theoretical and conceptual issues in the answer.	Poor continuity and clarity in argument. Methodical ordering of ideas, concepts and materials is poor.	Poor extensive knowledge of appropriate ideas and concepts. Explanation of key author work, subtleties and ambiguities in the literature is poor.	Poorly honed writing style. Attention to spelling, punctuation and/or grammar is poor.
	15	Little to no analysis and inappropriate approach in answering the set question. Little to no use of appropriate theoretical and conceptual	Little to no continuity and clarity in argument. Methodical ordering of ideas, concepts and materials is missing.	Little to no extensive knowledge of appropriate ideas and concepts. Explanation of key author work, subtleties and ambiguities in the	Little to no honing of writing style. Attention to spelling, punctuation and/or grammar is absent.



