
Important information regarding the Programme Regulations

About this document

Last revised 27 April 2022

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.



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

Coursework extension requests must be submitted by email to DLBusiness-Admin@rhul.ac.uk before the coursework deadline and include an explanation of the reasons for the extension request and supporting evidence as applicable.

4.5

Coursework submitted up to 24 hours after the deadline and without an agreed extension will receive a 10 mark penalty (i.e. a mark of 65 would be reduced to 55).

4.6

Coursework received more than 24 hours after the deadline will not be marked but will be given a mark of zero. This will count as an attempt at the coursework assessment and no feedback will be provided.

4.7

If you make the assessment entry for the module and do not submit the coursework assignment, this will count as an attempt.

4.8

It is your responsibility to retain a copy of the coursework.

Calculators

Where calculators are permitted, only calculators limited to performing just basic arithmetic operations may be used. This is to encourage candidates to show the examiners the steps taken in arriving at the answer.

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](#).

5 Number of attempts permitted at any assessment element

5.1

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

5.2

If you submit the coursework element but do not attempt the examination, the mark you receive for the coursework will stand and be used to calculate the overall mark for the module once you have attempted the examination.

5.3

You must make an attempt at the written examination before we will permit you to make a further attempt at the coursework, even if you received a mark of fail or zero for your first attempt at the coursework.

5.4

If you do not submit the coursework element, or if we receive it more than 24 hours after the due date, we will still allow you to attempt the written examination for a module. However, you will receive a mark of zero for the coursework element.

5.5

If you are awarded marks for the coursework element and written examination that together result in an overall mark of:

40% or above (Pass) you may make no further attempt at the assessments for the module, even if the coursework element is given the mark of fail;

0–39% (Fail) you must make a second or third attempt at the assessment for the module, subject/Lang (en-US)BDC q0.000008871 0 595.32 841.92 reW* nBT/F3 11.04 Tf1 0 8a1.04 Tf1 0oT04

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



6.11

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

Transfer from the BSc Business Administration (and pathways) under the Old Regulations to the New Regulations

The option to transfer from the Old Regulations to the New Regulations will be available for the final time in 2022–2023. From 2023–2024, you will continue with the version of the programme that you are registered on. Final examinations for the Old Regulations will take place in May 2024, after which this version of the programme will close.

6.12

Students with an effective date of registration of 30 November 2018 or earlier are governed by an earlier version of the Programme Regulations

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. A student may be granted a result of 'allowed' in modules to a value of no more than three modules (90 credits) across the degree, and no more than two full modules (60 credits) in any one Stage.

** A student who has reached this stage will not be permitted to make any further attempts at any failed modules or to substitute any failed modules with alternative modules.

7.2

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.

7.3

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 and results of 'allowed' will not count towards the final classification.

7.4

Degree classification will be determined by the following scale:

Final average	Classification
70% or above	First Class H

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

7.12

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

7.13

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

7.14

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

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 [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.

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

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.

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.

Stage 1: Compulsory modules (FHEQ Level 4)

Foundations of quantitative methods for sustainable organisations [BA1510] (

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 of 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:W* nBT/F3 11.04 Tf1 0 0 1 121.22 748.54 Tm0 g0 G[(f)] TJETQq0.0000088715/0.00scTQodule

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

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

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

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

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 in the table below you apply for automatic APL. No fee is charged by us to consider automatic APL.

If you



Appendix D Assessment Criteria: Examinations

These assessment criteria apply to examinations at Stage 1:

Understanding & argument Structure & focus

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class	48	description and suitable approach in answering the set question. Satisfactory use of suitable theoretical and conceptual issues in the answer.	and clarity in argument. Logical ordering of ideas, concepts and materials is satisfactory.	broad knowledge of suitable ideas and concepts. Recall of key author work, subtleties and ambiguities in the literature is 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 conceptual issues in the answer.	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 ambiguities in the literature.	

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 issues in the answer.	Very good balance and clarity in argument. Systematic ordering of ideas, concepts and materials is very good.	Very good comprehensive knowledge of relevant ideas and concepts. Critical analysis of key author work, subtleties and ambiguities in the literature is very good.	Very good academic writing style. Attention to spelling, punctuation and/or grammar is very good.
Lower second	52, 55, 58	Good critical analysis and relevant approach in answering the set question. Good use of relevant theoretical and conceptual issues in the answer.	Good balance and clarity in argument. Systematic ordering of ideas, concepts and materials is good.	Good comprehensive knowledge of relevant ideas and concepts. Critical analysis of key author work, subtleties and ambiguities in the literature is good.	Good academic writing style. Attention to spelling, punctuation and/or grammar is good.

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class	48	critical analysis and relevant approach in answering the set question. Satisfactory use of relevant theoretical and conceptual issues in the answer.	balance and clarity in argument. Systematic ordering of ideas, concepts and materials is satisfactory.	comprehensive knowledge of relevant ideas and concepts. Critical analysis of key author work, subtleties and ambiguities in the literature is satisfactory.	academic writing style. Attention to spelling, punctuation and/or grammar is satisfactory.
Fail	35	Weak critical analysis and relevant approach in answering the set question. Weak use of relevant theoretical and conceptual issues in the answer.	Weak balance and clarity in argument. Systematic ordering of ideas, concepts and materials is weak.	Weak comprehensive knowledge of relevant ideas and concepts. Critical analysis of key author work, subtleties and ambiguities in the literature is weak.	Weak academic writing style. Attention to spelling, punctuation and/or grammar is weak.
	25	Poor critical analysis and relevant approach in answering the set question. Poor use of relevant theoretical and conceptual issues in the answer.	Poor balance and clarity in argument. Systematic ordering of ideas, concepts and materials is poor.	Poor comprehensive knowledge of relevant ideas and concepts. Critical analysis of key author work, subtleties and ambiguities in the literature is poor.	Poor academic writing style. Attention to spelling, punctuation and/or grammar is poor.
	15	Little to no critical analysis and relevant approach in answering the set question. Little or no use of relevant theoretical and conceptual issues in the answer.	Little to no balance and clarity in argument. Systematic ordering of ideas, concepts and materials is missing.	Little to no comprehensive knowledge of relevant ideas and concepts. Critical analysis of key author work, subtleties and ambiguities in the literature is non-existent.	Little to no academic writing style. Attention to spelling, punctuation and/or grammar is absent.
	0	No critical analysis or inappropriate approach in answering the set question. No use	No balance and clarity in argument. No systematic ordering of ideas. Concepts and materials are	No comprehensive knowledge of relevant ideas and concepts. No critical analysis of	No academic writing style. No attention to spelling, punctuation and/or grammar.

of relevant
theoretical and
conceptual issues
in the answer.

missing.

key author work,
subtleties and
ambiguities in the
literature.

Appendix E Assessment Criteria: Coursework

These assessment criteria apply to coursework at Stage 1:

		Intellectual qualities expressed	Structure & organisation	Level of reading	Quality of referencing	Writing style
First class	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			

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				journals and books.	bibliography format.	
Third class	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.	Satisfactory competence in presentation. Satisfactory competence in Harvard referencing and bibliography format.	Satisfactory fluency in writing style. Attention to spelling, punctuation and/or grammar is satisfactory.
Fail	35	Weak, broad understanding and description.	Weak flow and clarity in argument. Logical ordering of ideas, concepts and materials is weak.	Weak evidence of broad and in-depth, suitable reading, including specialist academic journals and books.	Weak competence in presentation. Weak competence in Harvard referencing and bibliography format.	Weak fluency in writing style. Attention to spelling, punctuation and/or grammar is weak.
	25	Poor, broad understanding and description.	Poor flow and clarity in argument. Logical ordering of ideas, concepts and materials is poor.	Poor evidence of broad and in-depth, suitable reading, including specialist academic journals and books.	Poor	1 477.58

These assessment criteria apply to coursework at Stage 2:

		Intellectual qualities expressed	Structure & organisation	Level of reading	Quality of referencing	Writing style
First class	82, 85, 88, 92, 95, 98	Outstanding, extensive understanding and analysis.	Outstanding continuity and clarity in argument. Methodical ordering of ideas, concepts and materials is outstanding.	Outstanding evidence of extensive and in-depth, appropriate reading,extens		

Third
class 

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			ideas, concepts and materials is absent.	specialist academic journals and books.	referencing and bibliography format.	and/or grammar.
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These assessment criteria apply to coursework at Stage 3:

		Intellectual qualities expressed	Structure & organisation	Level of reading	Quality of referencing	Writing style
First class	82, 85, 88, 92, 95, 98	Outstanding, comprehensive understanding and critical analysis.				

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		analysis.	ideas, concepts and materials is absent.	specialist academic journals and books.	referencing and bibliography format.	spelling, punctuation and/or grammar.
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