



UNIVERSITY  
OF LONDON

# Programme Regulations 2024–2025

Business Administration  
with pathway in Human  
Resource Management

Online Taught

BSc  
CertHE

**Important document – please read**  
This document contains important  
information that governs your  
registration, assessment and  
programme of study





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## Important information regarding the Programme Regulations

### About this document

Last revised 27 March 2024

As a student registered with the University of London you are governed by the current General Regulations and Programme Regulations associated with your programme of study.

The Programme Regulations are designed and developed by Royal Holloway which is responsible for the academic direction of the programme. The Programme Regulations take account of any associated arrangements at Royal Holloway and provide the detailed rules and guidance for your programme of study.

In addition to Programme Regulations you will have to abide by the [General Regulations](#). These regulations apply 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 Online Taught programme:

**Online Taught:** The qualifications awarded under these Programme Regulations are taught online only with support from an Online Tutor.

This term is also used to differentiate from the Business Administration Old Regulations and New Regulations programmes which are governed by separate Programme Regulations. New students joining the Business Administration (New Regulations) programme must attend a teaching centre that is recognised to teach the programme.

**Module:** individual units of the programme are called modules. Each module is a self-contained, formally-structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

**Stage:** the term Stage is used to describe the three levels of the degree: Stage 1, Stage 2 and Stage 3.

**Study session:** There are two study sessions each year, each lasting 22 weeks. Sessions begin in October and April.

**Resitting the assessment of a failed module:** When you resit a failed module you will not be allocated a tutor group but you will have access to the original learning materials on the VLE and you will be required to resubmit your summative assessment.

**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 provided please contact us. You should use the *ask a question* tab in the [Student Portal](#).

## **Changes to the BSc Business Administration Regulations 2024–2025**

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

These regulations are referred to as ‘Online Taught’ as they are for independent learners, and to differentiate from the New Regulations Business Administration programme which is taught via recognised teaching centre only to students who register with and attend a teaching centre recognised to offer the programme.

The following change has been made to the BSc Business Administration Regulations 2024–2025:

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

## **1 Structure of the programme**

[Appendix B](#) provides the module 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.

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

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## **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.

#### **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.

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## 4 Module selection

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

### 4.1

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

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

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## 5 Assessment for the programme

### Assessment methods

#### 5.1

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

- Assessment element one: online multiple-choice question tests (MCQs); and
- Assessment element two: unseen, online examinations.

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

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

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

#### 5.2

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

#### 5.3

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

#### 5.4

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

## **5.5**

When you register for a 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.

## **Deferring an assessment**

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

## **5.6**

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.

## **5.7**

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.

## **5.8**

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 but you obtain a mark below 40% in assessment element one, you must make a further attempt at that assessment element. This will be deemed a second attempt.

## **5.9**

If you defer assessment element two, you will not be deemed to have made an attempt at that assessment element.

## **5.10**

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.

## **5.11**

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.

## **5.12**

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:

- 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;
- 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 – 6.14, 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**

If you fail and subsequently pass an assessment element at the second or subsequent attempt, you will not receive a mark greater than 40% for that module, unless there are accepted extenuating circumstances.

### **6.4**

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

### **6.5**

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).

### **6.6**

If you receive the result Fail on the final attempt at the assessment element for any module then your registration for the programme will cease unless it is possible for you to meet the requirements of the relevant 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**

### **6.7**

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

If you resit the assessment for a module, you will have to pay a fee when you register to resit the assessment. The fee payable is outlined in the [fee schedule](#).

You will not be allocated a tutor group but will have access to the original learning materials on the VLE and you will be required to resubmit your summative assessment.

### **6.8**

If you fail the assessment for a module held in the October study session, your first resit opportunity will be in the March study session of the same academic year.

If you fail the assessment for a module held in the April study session, your first resit opportunity will be in the October study session of the following academic year.

### **6.9**

The opportunity to resit the assessment for a failed module is available only in study sessions where the module is not running in full for new or repeating students. Where a resit is not available, you may repeat the module instead.

### **6.10**

The resit option (whether for a second or third attempt) can only be taken at the first available opportunity after receiving a Fail result.

## **Repeating a failed module**

If you repeat a module, you will have to pay the module fee again when you re-register for the module. The module fee is outlined in the [fee schedule](#).

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 failed summative assessment.

### **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.

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## **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 two Stage 1 (FHEQ Level 4) modules. You must also have attempted any prerequisites associated with the Stage 2 modules. See Appendix B for details of prerequisites.

### **7.6**

To progress to Stage 3 (FHEQ Level 6), you must have passed a minimum of two Stage 2 (FHEQ Level 5) modules. You must also have passed, received a compensatable fail or been awarded accreditation of prior learning (APL) for four Stage 1 (FHEQ Level 4) modules. You must also have attempted any prerequisites associated with the Stage 3 modules. See Appendix B for details of prerequisites.

## **Prerequisites**

### **7.7**

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

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

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

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



## **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.

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.

## **8.2**

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

## **8.3**

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

## **8.4**

Degree classification will be determined by the following scale:

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

## **8.5**

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

- your final average falls 2% or less below one of the classification boundaries given above in 8.4; and
- marks from two Stage 3 modules are in or above the higher class.

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

## **Exit qualifications**

### **CertHE Business Administration and DipHE Business Administration**

## **8.6**

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

### **8.7**

We may award the DipHE Business Administration as an exit qualification to students registered on the BSc 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 180 credits plus a compensatable fail to the value of 60 credits.

### **8.8**

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

### **8.9**

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

### **8.10**

If we award you the CertHE or DipHE Business Administration as an exit qualification you may not subsequently be awarded the BSc Business Administration (general or Human Resource Management pathway).

## 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](http://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]\**

*Operations management and marketing strategy [BU2530]\**

+

**One optional Stage 2 module (worth 30 credits) chosen from:**

*Managing organisational change and performance [BU2540]\**

*The global economy and multinational enterprise [BU2560]\**

#### Stage 3, FHEQ Level 6

**One mandatory Stage 3 module (worth 30 credits):**

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

+

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

*Brands, branding and advertising [BU3530]\**

*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.



## 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.

## Appendix B – Module descriptions

### Note

Details of prerequisite 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.

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

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

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

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

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

**Prerequisites or specific entry requirements:** none

#### **Interpreting management, markets and consumption [BU1520] (30 credits)**

This module introduces students to marketing in the context of interpreting management, as both an academic discipline and as practice.

In 'interpreting management', students are encouraged to become reflective thinkers, exploring the challenges of managing organisations and critically analysing the impact of organisational and managerial policy and practice on the lived experience of employees.

In 'markets and consumption', students explore their lived experiences within a consumer society considering a broad range of issues including the role of marketing in society, the goods in our hands, and the retail environments that we visit.

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

**Prerequisites or specific entry requirements:** none

#### **Information systems and organisation studies [BU1530] (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.

Adopting a critical perspective, the second part of this module addresses the contested and political nature of organisational life and explores core topics and contemporary debates within the organisation studies discipline.

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

**Prerequisites or specific entry requirements:** none

### **International business and accounting [BU1540] (30 credits)**

This module introduces students to the subjects of international business and accounting. In the first part to the module, international business is explored. This includes being aware of international strategy, the international monetary system, the role of culture and politics, international trade theory, FDI and M&A activity. The module provides the necessary knowledge and theoretical concepts for understanding international business and analysing and devising international strategies for multinational enterprises.

The second part to the module examines accounting, which has been referred to as the *language* of business. Students are introduced to the underlying framework and concepts of accounting and its role in organisations and society. It provides students with an introduction to the basic components of the financial statements (Income Statement, Balance Sheet, Cash Flow Statement), the procedures and techniques for the preparation of these financial statements, and an understanding of their purpose and value for business organisations. The module also examines the principles of financial decision making, with emphasis on developing skills for analysing financial accounting information.

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

**Prerequisites or specific entry requirements:** none

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## **Stage 2 modules (FHEQ Level 5)**

### **Employability and human resource management [BU2510] (30 credits)**

This module introduces career development and human resource management (HRM). The first part to the module is directed at exploring career development, examining influences on employment, employability, career choice and career development. Key trends in employee management in a range of workplaces, including unionised and non-union, manufacturing and services, and domestic and multinational are also examined with overall aim being to engender confidence and awareness of the challenges associated with career development in the contemporary workplace.

The second part to the module examines the significance of human resource management in organisations. It explores the links between product market strategies and their 'fit' with HR strategies, the role of HR planning in workforce management, and HR policies such as employee participation and involvement, including the role of trade unions in employment relationships. It also examines the regulation of labour markets, employment discrimination and conflict and resistance at work, before turning to specific HR practices such as recruitment and selection, training and development and pay and performance management. The aim is to provide students with a critical understanding of theory, policy and practice in the field of HRM. While the main emphasis is on the nature of HRM policies and practices in organisations, the module also explores the contextual labour market and political factors that shape HRM policy choices. The objective is to give students an understanding of the main concepts and models that underpin HRM, as well as a critical assessment of the relationship between theory and practice in HRM in contemporary workplaces.

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

**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%) unseen, 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%) unseen, 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)**

This module examines organisational change and management practices and research examining motivation and performance.



The module commences by examining the theoretical foundations by presenting and evaluating key ideas concerning the context, nature and process of organisational change. This is juxtaposed against the practical and applied nature of managing change, dealing with organisational problems central to contemporary management. Given this, students will also put the diagnostic and prescriptive tools into action, recognising both the limitations and strengths to these techniques and approaches.

The second part to the module considers fundamental issues about why people work, how hard they work, how motivation relates to employee wellbeing and performance, and what social and structural forces influence work motivation and performance. In doing, the module reviews a selection of popular management practices that are in part intended to influence motivation and performance, including the use of (a) pay (b) leadership (c) job design and (d) human resource management. Evidence is examined about the impact of such interventions designed to enhance motivation and performance, focusing mainly on approaches at the employee level although the role of motivation at the level of groups, organisation, and society will be used to illustrate the linkages between the employee and other levels.

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

**Prerequisites or specific entry requirements:**

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

### **The global economy and multinational enterprise [BU2560] (30 credits)**

The module will provide an overview of the growth and development of the global economy during the twentieth-century. To develop an understanding of these processes the module examines the forces shaping the global economy and the institutions to which it has given rise, from the World Trade Organisation to the multinational enterprise (MNE). Understanding will be further aided by the introduction of relevant theoretical perspectives (economic, historical, management, geopolitical). Attention will be placed on the development of MNEs and the role of Foreign Direct Investment as a driving force in the integration of developing countries into the globalisation process; although the consequences of globalisation in relation to the environment, social inequalities and poverty will also be examined and other measures of welfare studied. At the end of the module, students should be able to appreciate the genuine magnitude and significance of global economic forces and processes for national economies, industries and MNEs.

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

**Prerequisites or specific entry requirements:**

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

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## **Stage 3 modules (FHEQ Level 6)**

### **Integrating management: business in context, leadership and innovation [BU3510] (30 credits)**

The module draws together the student's learning over the entire programme. Having gained an understanding of the workings of key corporate functions in their prior modules, this module will increase students' understanding of the opportunities and challenges that arise from the external business context in the early 21st century. These are evaluated from the perspective of a range of corporate functions and appropriate corporate response structures identified. Students will be expected to reflect on the leadership and innovation challenges in contemporary organisations as they apply to the core subject areas they have studied in their prior modules.

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

**Prerequisites or specific entry requirements:**

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

### **International human resource management [BU3540] (30 credits)**

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

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

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

**Prerequisites or specific entry requirements:**

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

**The individual at work and globalisation [BU3550] (30 credits)**

In the first part to this module, the 'individual at work' gives an overview of contemporary subjects of interest in the field of organisational behaviour. Topics of work attitudes, identity at work, issues of work design including teamwork, contemporary communication at work, managing well-being at work and work-life balance, and individual career management are examined. For each topic, the psychological and behavioural aspects are outlined; contemporary theory and empirical studies on the topic are critically evaluated; relevant methodological issues reviewed; and an overview of practice and potential interventions in these areas provided.

The second part to this module examines the impact of globalisation on work. The module introduces to students the economic, political and institutional forces that shape the international mobility of work. From a comparative perspective, the module offers an overview of the economic policies, labour market regulations and socio-economic conditions that have affected work organisation on a global scale. The module will also include online discussions on the transformation of global industrial structure, international labour markets and work organisations in different countries. Some new employment practices adopted by established and emerging multinational firms will be compared and assessed.

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

**Prerequisites or specific entry requirements:**

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

**Emerging markets and Asia Pacific business [BU3560] (30 credits)**

The first part of the module examines emerging markets and their special characteristics and explores business systems within the context of the global economy. It evaluates the BRIC economies (Brazil, Russia, India, and China) and other nations in Asia, Latin America, Africa and Eastern Europe.

After introducing emerging markets and reflecting on their historical development, part one will look in depth at key issues such as government, corporate governance, business groups and networks, entrepreneurship, business organization, employment, trade and commodities, foreign multinational investment, and the strategies of emerging economy multinationals. It will assess both the opportunities and challenges offered by emerging markets, providing students with analytical skills to discuss or conduct business in these growing economies.

The second part of the module, Asia Pacific business, studies emerging markets in an increasingly important region, but asks a further question about how developing economies such as Japan, South Korea or Singapore became leading economies or developed nations. It will consider, too, the growth of China as one of the world's leading economies, and introduce the countries of East and Southeast Asia more generally.

After reviewing the characteristics of Asia Pacific Business systems and their historical development, part two considers key issues such as government, corporate governance, business groups and networks, finance, employment, technological development, and foreign multinational investment. It focuses, in addition, on the rise of Asia Pacific multinationals in world markets, and on the reasons behind their noted success.

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**Assessment:** four multiple choice question tests (30%) unseen, 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 – Recognition of prior learning (RPL)**

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 apply for automatic RPL. No fee is charged by us to consider automatic RPL.

If you have other qualifications, not listed on the website, you can also apply for discretionary RPL. 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 RPL is sought. If you apply for discretionary RPL you are required to pay the current RPL application fee. Current fees are on the [website](#).

## Appendix D – Assessment Criteria: Examinations

These assessment criteria apply to examinations at Stage 1:

		<b>Understanding &amp; argument</b>	<b>Structure &amp; focus</b>	<b>Range of knowledge</b>	<b>Writing style</b>
<b>First class</b>	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.
<b>Upper second</b>	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 knowledge of suitable ideas and concepts. Recall of key author work, subtleties and ambiguities in the literature is very good.	Very good fluency in writing style. Attention to spelling, punctuation and/or grammar is very good.
<b>Lower second</b>	52, 55, 58	Good description and suitable approach in answering the set question. Good use of suitable theoretical and conceptual issues in the answer.	Good flow and clarity in argument. Logical ordering of ideas, concepts and materials is good.	Good broad knowledge of suitable ideas and concepts. Recall of key author work, subtleties and ambiguities in the literature is good.	Good fluency in writing style. Attention to spelling, punctuation and/or grammar is good.

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<b>Third class</b>	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.
<b>Fail</b>	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.

		conceptual issues in the answer.		ambiguities in the literature.	
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**These assessment criteria apply to examinations at Stage 2:**

		<b>Understanding &amp; argument</b>	<b>Structure &amp; focus</b>	<b>Range of knowledge</b>	<b>Writing style</b>
<b>First class</b>	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.
<b>Upper second</b>	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.
<b>Lower second</b>	52, 55, 58	Good analysis and appropriate approach in answering the set question. Good use of	Good continuity and clarity in argument. Methodical ordering of ideas,	Good extensive knowledge of appropriate ideas and concepts. Explanation of	Good, honed writing style. Attention to spelling, punctuation



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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.
<b>Third class</b>	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.
<b>Fail</b>	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.

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		issues in the answer.		literature is non-existent.	
	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.

**These assessment criteria apply to examinations at Stage 3:**

		<b>Understanding &amp; argument</b>	<b>Structure &amp; focus</b>	<b>Range of knowledge</b>	<b>Writing style</b>
<b>First class</b>	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.
<b>Upper second</b>	62, 65, 68	Very good critical analysis and relevant approach in answering the set question. Very good use of relevant	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	Very good academic writing style. Attention to spelling, punctuation and/or grammar is very good.

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		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. Attention to spelling, punctuation and/or grammar is good.
<b>Third class</b>	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 knowledge of relevant ideas and concepts. Critical analysis of key author work, subtleties and ambiguities in the literature is satisfactory.	Satisfactory academic writing style. Attention to spelling, punctuation and/or grammar is satisfactory.
<b>Fail</b>	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 of relevant theoretical and conceptual issues in the answer.	No balance and clarity in argument. No systematic ordering of ideas. Concepts and materials are missing.	No comprehensive knowledge of relevant ideas and concepts. No critical analysis of key author work, subtleties and ambiguities in the literature.	No academic writing style. No attention to spelling, punctuation and/or grammar.