



UNIVERSITY  
OF LONDON

## Programme Regulations 2021–2022

Business Administration  
with pathways in Human  
Resource Management,  
International Business,  
and Marketing  
(New Regulations)

BSc  
CertHE

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





## Contents

Important information regarding the Programme Regulations .....	2
Alternative assessments during the Coronavirus (COVID-19) outbreak.....	4
1 Structure of the programme .....	5
2 Registration .....	5
3 Recognition of prior learning .....	6
4 Assessment for the programme .....	7
5 Number of attempts permitted at any assessment element.....	9
6 Progression within the programme.....	10
7 Schemes of award.....	13
<b>Appendix A – Structure of the programmes .....</b>	<b>16</b>
CertHE Business Administration .....	16
BSc Business Administration.....	16
BSc Business Administration with Marketing .....	17
BSc Business Administration with Human Resource Management.....	18
BSc Business Administration with International Business.....	19
<b>Appendix B – Course Descriptions .....</b>	<b>21</b>
Stage 1: Compulsory courses (FHEQ Level 4) .....	21
Stage 2 courses (FHEQ Level 5).....	23
Stage 3 courses (FHEQ Level 6).....	25
<b>Appendix C – Accreditation of prior learning (APL) .....</b>	<b>29</b>
<b>Appendix D – Assessment Criteria: Examinations .....</b>	<b>31</b>
<b>Appendix E – Assessment Criteria: Coursework.....</b>	<b>38</b>

## Important information regarding the Programme Regulations

### About this document

Last revised 14 January 2021

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

The Programme Regulations are designed and developed by Royal Holloway which is responsible for the academic direction of the programme. The Programme Regulations take account of any associated arrangements at Royal Holloway. Programme Regulations, together with the [Programme Handbook](#), will provide the detailed rules and guidance for your programme of study.

In addition to Programme Regulations you will have to abide by the [General Regulations](#). These regulations apply to all students registered for a programme of study with the University of London and provide the rules governing registration and assessment on all programmes; they also indicate what you may expect on completion of your programme of study and how you may pursue a complaint, should that be necessary. Programme Regulations should be read in conjunction with the General Regulations.

The relevant General Regulations and the Programme Regulations relating to your registration with us are for the current year and not the year in which you initially registered.

On all matters where the regulations are to be interpreted, or are silent, our decision will be final.

Further information about your programme of study is outlined in the Programme Specification which is available on the relevant Courses page of the website. The Programme Specification gives a broad overview of the structure and content of the programme as well as the learning outcomes students will achieve as they progress.

### Terminology

The following terms are specific to the Business Administration programme:

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

**Core mandatory course:** this is a course that must be taken by students of all pathways of the programme.

**Pathway mandatory course:** this is a course that must be taken by students of a specific pathway.

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

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 2021–2022**

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

These regulations are referred to as the 'New Regulations' to differentiate from the 'Old Regulations', as the New Regulations apply to the redeveloped Business Administration programme that launched in 2019.

The transfer rules for students progressing from the CertHE to the BSc have been adjusted in Section 6.

A penalty has been introduced in Section 4 for coursework that exceeds the given word limit.

The Condonement policy has been updated throughout the document.

### **Attendance requirements:**

Students who first register on the programme in 2021–2022 and thereafter must attend a full- or part-time programme of instruction at a teaching centre that is recognised to teach the programme.

2020–2021 was the last year that students were able to join the programme without attending a recognised teaching centre. Students who are already registered in this way, or who transfer from the Old Regulations to the New Regulations without attending a recognised teaching centre, may continue with their programme of study for the remainder of their registration period without attending a recognised teaching centre.

## **Alternative assessments during the Coronavirus (COVID-19) outbreak**

In line with our current General Regulations, the University may offer you alternative assessments where necessary. This includes holding online timed assessments in place of written examinations, which are usually held at examination centres. Please note that this statement replaces any published information relating to assessments or written examinations in any of our materials including the website. Previously published materials relating to examinations should therefore be read in conjunction with this statement.

The University of London continues to work towards supporting the academic progression of all its students. The University also continues to be mindful of the health and wellbeing of its students during this pandemic, whilst protecting the academic standards of its awards.

## **1 Structure of the programme**

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

### **Qualification titles**

#### **1.1**

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

- BSc Business Administration
- BSc Business Administration with Marketing
- BSc Business Administration with Human Resource Management
- BSc Business Administration with International Business
- Certificate of Higher Education in Business Administration

### **Qualification structure**

#### **1.2**

The BSc Business Administration comprises:

- Four Stage 1 courses (FHEQ Level 4);
- Four Stage 2 courses (FHEQ Level 5), including one specific to your elected pathway, as applicable;
- Four Stage 3 courses (FHEQ Level 6), including two specific to your elected pathway, as applicable.

#### **1.3**

The Certificate of Higher Education (CertHE) in Business Administration comprises:

- Four Stage 1 courses (FHEQ Level 4)

## **2 Registration**

### **Effective date of registration**

#### **2.1**

Your effective date of registration will be 1 September in the year that you initially registered.

### **Period of registration**

#### **2.2**

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

#### **2.3**

You will retain the maximum period of registration in place when you initially registered on the programme.

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

## **Attendance requirements**

Centres recognised to teach the BSc and CertHE are listed in the [Global Directory of Teaching Centres](#) on our website.

### **CertHE**

#### **2.4**

You must attend a full- or part-time programme of instruction at a teaching centre that is recognised to teach the programme and meet their entrance, attendance and coursework requirements.

#### **2.5**

If your attendance record is not satisfactory, or if you have not met the assessment requirements, we may refuse you permission to sit an examination.

### **BSc**

#### **2.6**

If you are registering for the first time in 2021–2022, you must attend a full- or part-time programme of instruction at a teaching centre that is recognised to teach the programme and meet their entrance, attendance and coursework requirements.

The only exceptions to this are in the following circumstances:

- When you are resitting an examination; or
- Where we have waived the requirement in special cases, such as on grounds of illness or any other cause acceptable to us.

Regulation 2.6 does not apply if you registered for the first time in 2020–2021 or earlier. You may continue with your programme of study for the remainder of your registration period, without registering with a recognised teaching centre. You may still register with a recognised teaching centre if you would prefer.

## **3 Recognition of prior learning**

### **Recognition of prior learning**

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

### **BSc**

#### **3.1**

We consider applications for recognition and accreditation of prior learning for the BSc 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 courses and up to four Stage 2 courses. We will not recognise prior learning for Stage 3 courses.

### 3.3

Accreditation of prior learning from courses completed in the table in Appendix C of these regulations is awarded automatically, provided that you have obtained the qualification in the five years preceding your registration on the programme. No fee is payable for qualifications in this category.

### 3.4

If you wish to apply for recognition of prior learning for a qualification not included in Appendix C, details should be provided in the application form as requested. There will be an additional fee payable as indicated in the [Fee Schedule](#).

### 3.5

If you wish to apply for recognition of prior learning on the basis of a qualification that you have yet to receive, we will consider your application under the rules governing prior learning at the time that you receive the earlier award and not at the time that the application for recognition of prior learning is submitted.

## **CertHE**

### 3.6

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

## **4 Assessment for the programme**

In line with our current General Regulations, the University may offer you alternative assessments where necessary. This includes holding online timed assessments in place of written examinations, which are usually held at examination centres. Please refer to Programme Specifications for details on equipment that may be required for alternative assessments.

### **Assessment methods**

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

### 4.1

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

### **Coursework element**

### 4.2

You must submit one item of coursework for each course. Your mark for the course will only be confirmed once all assessment elements have been completed.

### 4.3

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



## **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.

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

Coursework extension requests must be submitted by email to [DLBusiness-Admin@rhul.ac.uk](mailto: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 course 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 course 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 course 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 course. 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 course, 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 to your having an attempt(s) remaining. Only the assessment elements that were failed may be re-attempted.

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

### **5.6**

If you fail and subsequently pass an assessment element at re-entry you will not receive a mark greater than 40% for that course, 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 course you will be permitted to substitute the failed course only with another course at the same FHEQ level, subject to availability and the permission of the Programme Director. The attempt at the substituted course will be deemed a second or third attempt as appropriate and capped (except in the case of accepted extenuating circumstances, where the attempt will be uncapped).

### **5.9**

If you receive the result Fail on the final attempt at the assessment element for any course 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 course may be taken forward for classification purposes.

## **Condonable results – BSc**

### **5.10**

If you are registered on the BSc, the final result of a course may be considered for condonement where the final mark awarded for the course falls within the band 30–39%.

### **5.11**

Condonement may be permitted for a maximum of 60 credits across the BSc, applied as follows:

- 30 credits from either Stage 1 or Stage 2; and
- 30 credits from Stage 3.

## **Condonable results – CertHE**

### **5.12**

If you are registered on the CertHE, final course results will not be condonable.

A Condonable Fail is where a student has failed a course but has attained a mark within a certain range. This will allow the course to be considered for classification purposes.

## **6 Progression within the programme**

See [Section 4](#) for method of assessment.

### **6.1**

Within the limits set by the regulations and the minimum and maximum registration periods, you may decide when to be assessed, the number of courses to attempt each year and the order in which courses are assessed.

### **6.2**

You do not have to be assessed every year. If you fail one or more courses you must make another attempt at the failed element(s) when you next choose to make an assessment entry.

### 6.3

You may attempt the assessment for a maximum of six courses (180 credits) in any year. These courses can include:

- new registrations up to a maximum of four courses (120 credits), or five courses (150 credits) in the event that you only need to pass five new courses to finish your degree;
- courses that you are retaking having failed one or both of the assessment elements.
- courses that you registered for in a previous session but for which you were absent from the examination.

## Requirements to progress to the next stage

### 6.4

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) courses. You must also have attempted any prerequisites associated with the Stage 2 courses. See Appendix B for details of prerequisites.

### 6.5

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

## Prerequisites

### 6.6

We will not permit you to enter the assessments for any course that has a prerequisite unless you have already attempted the assessments for the prerequisite course.

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 courses have prerequisites.

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

## Transferring between pathways of the degree

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

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



## 6.7

If we allow you to transfer between pathways:

- The marks you have already obtained will be taken into consideration for classification purposes. If you have been given credit for a course, we will not allow you to resit it.
- Attempts at any failed courses will be carried forward and will be counted towards the number of attempts permitted at the same courses.
- We will credit you with any courses that you have already passed and any APL that we previously awarded you will also be transferred.

## **Transfer between distance learning and campus-based programmes**

### 6.8

You may be permitted to transfer your study, after completion of Stage 2, from the distance learning programme to the campus-based programme, BSc Business and Management, at Royal Holloway, University of London. This is subject to the approval of the Programme Director.

## **Transfer from the (closed) Access programme to the BSc Business Administration degree**

### 6.9

If you have successfully completed the Access programme you may apply to the BSc degree.

The Access programme has now closed but students who have completed the programme can still apply to the BSc degree. Credits achieved will be considered for transfer.

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

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

Business Administration

Business Administration with Marketing

Business Administration with Human Resource Management

Business Administration with International Business

For entrance requirements, see the Requirements tab on the Business Administration [programme page](#).

### 6.10

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

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

### 6.11

If transfer to the BSc is granted, you will proceed with the remaining Stage 1 course (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**

### **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 (the 'Old Regulations'). These students have the option to transfer to this version of the programme (under the 'New Regulations') if they wish, subject to meeting the criteria below:

- You have the option of transferring to Stage 2 on successful completion of Stage 1.
- You have the option of transferring to Stage 3 on successful completion of Stages 1 and 2.
- On transfer, your effective date of registration will remain the same. You must complete the degree within the permitted maximum period of registration.

This option stands regardless of the pathway that you have chosen.

Successful completion of an entire Stage under the Old Regulations will satisfy the prerequisite requirements of the New Regulations. However, if you transfer to Stage 2, you will need to take any prerequisites required of the Stage 3 courses that you intend to take.

### **6.13**

Students transferring from the Old Regulations to the New Regulations who are independent learners are excluded from the requirement to study with a recognised teaching centre which applies to students who initially register on the New Regulations from 2021–2022.

## **7 Schemes of award**

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

### **BSc**

#### **7.1**

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

- have attempted all assessment elements for the 12 courses required by the degree structure (this total may include courses 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 courses (300 credits), with at least seven courses across Stage 1 and Stage 2 (210 credits) and three courses 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 course, 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 courses to a value of no more than three courses (90 credits) across the degree, and no more than two full courses (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 courses or to substitute any failed courses with alternative courses.

## **7.2**

To achieve a pass for a course, 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 course, 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:

<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

## **7.5**

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 7.4 and
- marks from two Stage 3 courses are in or above the higher class.

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

## **CertHE**

## **7.6**

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

- have passed or been allowed\* in all four courses;
- 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 course, 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 courses.

### **7.7**

To achieve a pass for a course, 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 course unless you have accepted extenuating circumstances.

### **7.8**

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

### **7.9**

CertHE classification will be determined by the following scale:

<b>Final average</b>	<b>Classification</b>
40% or above	Pass
39% and below	Fail

## **Exit awards**

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

#### **7.10**

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

#### **7.11**

We may award the DipHE Business Administration as an exit award to students registered on the BSc Business Administration if you do not complete Stage 3 of the programme but meet the criteria below:

- You have passed courses to the value of 240 credits; or
- you have passed courses to the value of 210 credits plus a condonable fail to the value of 30 credits.

#### **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.



## Appendix A – Structure of the programmes

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

### CertHE Business Administration

#### Stage 1, FHEQ Level 4

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

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

*Interpreting management, market and consumption [BA1520]*

*Information systems and organisation studies [BA1530]*

*International business and accounting [BA1540]*

### BSc Business Administration

#### Stage 1, FHEQ Level 4

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

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

*Interpreting management, market and consumption [BA1520]*

*Information systems and organisation studies [BA1530]*

*International business and accounting [BA1540]*

#### Stage 2, FHEQ Level 5

**Three mandatory Stage 2 courses (each worth 30 credits):**

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

*Strategic management and accounting [BA2520]\**

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

+

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

*Managing organisational change and performance [BA2540]\**

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

*The global economy and multinational enterprise [BA2560]\**

#### Stage 3, FHEQ Level 6

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

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

+

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

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

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

*International human resource management [BA3540]\**

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

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

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

**Notes:**

- The examination numbers have been appended to the course titles and these numbers should be used when completing examination entry forms.
- Not all courses will necessarily be available in every year.
- Courses marked with an asterisk \* have prerequisites; see Appendix B for details.

## **BSc Business Administration with Marketing**

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

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

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

*Interpreting management, market and consumption [BA1520]*

*Information systems and organisation studies [BA1530]*

*International business and accounting [BA1540]*

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

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

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

*Strategic management and accounting [BA2520]\**

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

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

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

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

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

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

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

+

**One optional Stage 3 course (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 course titles and these numbers should be used when completing examination entry forms.
- Not all courses will necessarily be available in every year.
- Courses 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 courses (each worth 30 credits):**

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

*Interpreting management, market and consumption [BA1520]*

*Information systems and organisation studies [BA1530]*

*International business and accounting [BA1540]*

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

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

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

*Strategic management and accounting [BA2520]\**

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

*Managing organisational change and performance [BA2540]\**

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

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

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

*International human resource management [BA3540]\**

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

**+**

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

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

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

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

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

**Notes:**

- The examination numbers have been appended to the course titles and these numbers should be used when completing examination entry forms.
- Not all courses will necessarily be available in every year.
- Courses marked with an asterisk \* have prerequisites; see Appendix B for details.

## **BSc Business Administration with International Business**

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

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

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

*Interpreting management, market and consumption [BA1520]*

*Information systems and organisation studies [BA1530]*

*International business and accounting [BA1540]*

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

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

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

*Strategic management and accounting [BA2520]\**

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

*The global economy and multinational enterprise [BA2560]\**

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

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

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

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

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

**+**

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

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

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

*International human resource management [BA3540]\**

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



**Notes:**

- The examination numbers have been appended to the course titles and these numbers should be used when completing examination entry forms.
- Not all courses will necessarily be available in every year.
- \*Courses marked with an asterisk \* have prerequisites; see Appendix B for details.

## Appendix B – Course Descriptions

### Note

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

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

#### **Foundations of quantitative methods for sustainable organisations [BA1510] (30 credits)**

The course 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 course, central issues include how quantitative studies relate to differences, associations and relationships in groups and populations? Furthermore, the course will develop student understanding of a wide variety of statistical techniques. More generally, the course seeks to improve cognitive skills, effective problem solving and the ability to interpret quantitative studies.

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

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

**Prerequisites or specific entry requirements:** none

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

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

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

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

**Prerequisites or specific entry requirements:** none

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

The course 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 course 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 course 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 course 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 course gives students an analytical and theoretical vocabulary to evaluate this re-appearance and modification, examining the micro-, meso- and macro- levels of organisation studies.

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

**Prerequisites or specific entry requirements:** none

### **International business and accounting [BA1540] (30 credits)**

The course introduces students to the subjects of international business and accounting. In the first part to the course, international business is explored and its implications for all corporate functions. This includes being aware of what it entails for international strategy, international marketing, international finance, international human resource management, international supply chains (production/operations/logistics) and international sustainability management. The course 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 course 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 course also examines the principles of financial decision making, with emphasis on developing skills for analysing financial accounting information.

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

**Prerequisites or specific entry requirements:** none

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

### **Employability and human resource management [BA2510] (30 credits)**

This course introduces career development and human resource management (HRM). The first part to the course 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 course 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 course 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:** one two-hour unseen written examination (60%) one individual 2000-word portfolio (40%)

#### **Prerequisites or specific entry requirements:**

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

### **Strategic management and accounting [BA2520] (30 credits)**

The course introduces strategy and accounting. In the first part to the course 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. The second part to the course covers technical and non-technical aspects of management accounting, with a focus on the role management accounting plays in improving organisational performance. To ground and develop this understanding, the course introduces cost and management accounting principles and approaches.

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

#### **Prerequisites or specific entry requirements:**

Any two courses (60 credits) from Stage 1 (FHEQ Level 4) **one of which must be BA1540**

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

The course examines operations management and marketing strategy. The first part to this course 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 course 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 course 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 course 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 (60%) one individual 2000-word report (40%)

**Prerequisites or specific entry requirements:**

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

**Managing organisational change and performance [BA2540] (30 credits)**

The course examines organisational change and management practices and research examining motivation and performance. The course 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 course 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 course 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:** one two-hour unseen written examination (60%) one individual 2000-word report (40%)

**Prerequisites or specific entry requirements:**

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

**Marketing research and digital marketing [BA2550] (30 credits)**

This course examines marketing research and digital marketing. In the first part to the course, marketing research is examined with the aim being to ensure students understand the nature and scope of marketing research and in doing emphasises its role in supporting the design and implementation of successful marketing decisions. Students learn to design and produce research that is actionable and relevant to marketing decisions. The course will evolve around a conceptual framework for conducting research, drawing on the steps of the marketing research process. Both qualitative and quantitative methodologies are critically examined and then applied in the practical assignment. Finally, students learn the various components of the research report and develop the skills necessary to produce a report that has value to the decision-maker.

The second part of the course focuses on digital marketing, presenting the frameworks and models that are relevant to digital marketing practice and their supporting technologies. Digital channels are examined and evaluated for their inclusion in integrated marketing programmes and campaigns. Search Engine Optimisation (SEO), customer acquisition and retention, customer service, direct marketing, communications, e-tailing and digital channel structures are examined in detail.

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

**Prerequisites or specific entry requirements:**

Any two courses (60 credits) from Stage 1 (FHEQ Level 4) **one of which must be BA1520**

### **The global economy and multinational enterprise [BA2560] (30 credits)**

The course 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 course examine 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 be also examined and other measures of welfare studied. At the end of the course, students should be able to appreciate the genuine magnitude and significance of global economic forces and processes for national economies, industries and MNEs.

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

**Prerequisites or specific entry requirements:**

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

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

### **Integrating management: business, leadership and innovation [BA3510] (30 credits)**

The course draws together the student's learning over the entire programme. Having gained an understanding of the workings of key corporate functions in their prior courses, this course 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 courses.

**Assessment:** one two-hour unseen written examination (60%) one individual 2500-word report (40%)

**Prerequisites or specific entry requirements:**

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

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

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

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

**Assessment:** one two-hour unseen written examination (60%) one individual 2500-word essay (40%)

**Prerequisites or specific entry requirements:**

All Stage 1 (FHEQ Level 4) courses **plus** BA2530

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

Understanding the nature of brands and branding is critical for understanding not just the marketing environment, but also the nature of the consumer society that we live in. The first part to this course seeks to develop critical understandings of branding that will hold relevance both inside and outside the domain of marketing practice. This course 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 course aims to provide students with a strategic perspective on contemporary marketing communication management within an international context. It draws together theoretical and practitioner traditions from diverse literatures to focus not only on issues of advertising and brand management but also on the cultural role and ethical standing of advertising. It seeks to offer an integrated understanding of advertising and promotion from both a managerial and a cultural perspective.

**Assessment:** one two-hour unseen written examination (60%) one individual 2500-word essay (40%)

**Prerequisites or specific entry requirements:**

All Stage 1 (FHEQ Level 4) courses **plus** BA2530

**International human resource management [BA3540] (30 credits)**

The world is integrating as businesses locate cross-nationally, and employees and managers move through the multinational company from one country to another. Both the firm and human resource management (HRM) are being spatially stretched. This poses important questions for 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:** one two-hour unseen written examination (60%) one individual 2500-word essay (40%)

**Prerequisites or specific entry requirements:**

All Stage 1 (FHEQ Level 4) courses **plus** BA2510

### **The individual at work and globalisation [BA3550] (30 credits)**

In the first part to this course, 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 course examines the impact of globalisation on work. The course introduces to the students the economic, political and institutional forces that shape the international mobility of work. From a comparative perspective, the course offers an overview of the economic policies, labour market regulations and socio-economic conditions that has affected work organisation on a global scale. The course 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 through case studies.

**Assessment:** one two-hour unseen written examination (60%) one individual 2500-word report (40%)

**Prerequisites or specific entry requirements:**

All Stage 1 (FHEQ Level 4) courses **plus** BA2510

### **Emerging markets and Asia pacific business [BA3560] (30 credits)**

In the first part to the course, emerging markets' commercial realities and national cultures within the context of a global economy are examined. The course assesses specific cases such as the BRIC economies (Brazil, Russia, India, and China), Turkey, South Africa, other Eastern European or Latin American countries. The course provides students with the necessary analytical skills to assess emerging markets for potential entry. It also focuses on the opportunities and challenges that multinationals face when doing business and investing in emerging markets.

In the second part to this course a comparative study of multinational business in the Asia Pacific, their worldwide operations and their impact on Europe is undertaken. The main aims are to encourage and stimulate your interest in the Asia Pacific, to provide you with a firm grounding in the contemporary economic, political, and cultural contexts of the Asia Pacific nations, and to enable you to recognise and appreciate the degree of diversity of the business environments and business practices in the region. You will be introduced to the characteristics of business organisation and management in several countries in the Asia Pacific, locating business practice in the context of political economy, institutional environment, and cultural background. The course also examines the impact of foreign direct investment by Asia Pacific companies in Europe, including the activities of firms from Korea, China, Taiwan, Hong Kong and Japan.

**Assessment:** one two-hour unseen written examination (60%) one individual 2500-word report (40%)

**Prerequisites or specific entry requirements:**

All Stage 1 (FHEQ Level 4) courses **plus** BA2560

### **European business and international competition [BA3570] (30 credits)**

The first part to this course examines European business within the European Union (EU) and in the greater global context. Attention is paid to key institutions, policies and processes involved in the widening and deepening of the union, including the theories explaining its development. The implications for European businesses and for consumers of these are assessed. The interaction between policy-makers and businesses through lobbying and the implications for external relations will also be covered. Journal and news articles and case studies will be used to raise and explore key issues.

In the second part to the course the topics and issues are broadened out to examine international competition. Issues include cluster theory, global value chains, examining how SMEs can become internationally competitive. Empirical evidence is drawn upon from both developed/established countries and emerging countries.

**Assessment:** one two-hour unseen written examination (60%) one individual 2500-word essay (40%)

**Prerequisites or specific entry requirements:**

All Stage 1 (FHEQ Level 4) courses **plus** BA2560

## 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 courses (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 have other qualifications, not listed in the table below, you can also apply for discretionary APL. We will consider the course outline, the level of examination performance and the equivalence of the course to the Stage 1 or Stage 2 courses for which APL is sought. If you apply for discretionary APL you are required to pay the current APL application fee. Current fees are on the [website](#).

### Qualifications that will be considered for automatic APL

Institution	Qualification	Automatic APL for up to 120 credits from	Conditions
Saint Martin's Institute of Higher Education, Malta	Diploma in Entrepreneurship	Foundations of Quantitative Methods for Sustainable Organisations [BA1510] (30 credits)  Interpreting Management, Market and Consumption [BA1520] (30 credits)  Information systems and Organisation Studies [BA1530] (30 credits)  International Business and Accounting [BA1540] (30 credits)	None
Saint Martin's Institute of Higher Education, Malta	Diploma in Marketing	Foundations of Quantitative Methods for Sustainable Organisations [BA1510] (30 credits)  Interpreting Management, Market and Consumption [BA1520] (30 credits)  Information systems and Organisation Studies [BA1530] (30 credits)  International Business and Accounting [BA1540] (30 credits)	None
Saint Martin's Institute of Higher Education, Malta	Diploma in Management and Leadership	Foundations of Quantitative Methods for Sustainable Organisations [BA1510] (30 credits)  Interpreting Management, Market and Consumption [BA1520] (30 credits)  Information systems and Organisation Studies [BA1530] (30 credits)  International Business and Accounting	None



**Programme Regulations 2021–2022 Business Administration (and pathways) (BSc and CertHE) (New Regulations)**

		[BA1540] (30 credits)	
Saint Martin's Institute of Higher Education, Malta	Diploma in Finance	<p>Foundations of Quantitative Methods for Sustainable Organisations [BA1510] (30 credits)</p> <p>Interpreting Management, Market and Consumption [BA1520] (30 credits)</p> <p>Information systems and Organisation Studies [BA1530] (30 credits)</p> <p>International Business and Accounting [BA1540] (30 credits)</p>	None

## Appendix D – Assessment Criteria: Examinations

These assessment criteria apply to examinations at Stage 1:

		Understanding & argument	Structure & focus	Range of knowledge	Writing style
<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.
<b>Third</b>	42, 45,	Satisfactory	Satisfactory flow	Satisfactory	Satisfactory

**Programme Regulations 2021–2022 Business Administration (and pathways) (BSc and CertHE) (New Regulations)**

<b>class</b>	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.
<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 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.	No fluency in writing style. No attention to spelling, punctuation and/or grammar.

**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 appropriate theoretical and conceptual issues in the answer.	Good continuity and clarity in argument. Methodical ordering of ideas, concepts and materials is good.	Good extensive knowledge of appropriate ideas and concepts. Explanation of key author work, subtleties and ambiguities in the literature is good.	Good, honed writing style. Attention to spelling, punctuation and/or grammar is good.
<b>Third class</b>	42, 45,	Satisfactory analysis and	Satisfactory continuity and	Satisfactory extensive	Satisfactory, honed writing

**Programme Regulations 2021–2022 Business Administration (and pathways) (BSc and CertHE) (New Regulations)**

	48	appropriate approach in answering the set question. Satisfactory use of appropriate theoretical and conceptual issues in the answer.	clarity in argument. Methodical ordering of ideas, concepts and materials is satisfactory.	knowledge of appropriate ideas and concepts. Explanation of key author work, subtleties and ambiguities in the literature is satisfactory.	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 issues in the answer.	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 literature is non-existent.	Little to no honing of writing style. Attention to spelling, punctuation and/or grammar is absent.
	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 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.
<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</b>	42, 45,	Satisfactory	Satisfactory	Satisfactory	Satisfactory



**Programme Regulations 2021–2022 Business Administration (and pathways) (BSc and CertHE) (New Regulations)**

<b>class</b>	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.
<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	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.	
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## Appendix E – Assessment Criteria: Coursework

These assessment criteria apply to coursework at Stage 1:

		<b>Intellectual qualities expressed</b>	<b>Structure &amp; organisation</b>	<b>Level of reading</b>	<b>Quality of referencing</b>	<b>Writing style</b>
<b>First class</b>	82, 85, 88, 92, 95, 98	Outstanding, broad understanding and description.	Outstanding flow and clarity in argument. Logical ordering of ideas, concepts and materials is outstanding.	Outstanding evidence of broad and in-depth, suitable reading, including specialist academic journals and books.	Outstanding competence in presentation. Outstanding competence in Harvard referencing and bibliography format.	Outstanding fluency in writing style. Attention to spelling, punctuation and/or grammar is outstanding.
	72, 75, 78	Excellent, broad understanding and description.	Excellent flow and clarity in argument. Logical ordering of ideas, concepts and materials is excellent.	Excellent evidence of broad and in-depth, suitable reading, including specialist academic journals and books.	Excellent competence in presentation. Excellent competence in Harvard referencing and bibliography format.	Excellent fluency in writing style. Attention to spelling, punctuation and/or grammar is excellent.
<b>Upper second</b>	62, 65, 68	Very good, broad understanding and description.	Very good flow and clarity in argument. Logical ordering of ideas, concepts and materials is very good.	Very good evidence of broad and in-depth, suitable reading, including specialist academic journals and books.	Very good competence in presentation. Very good competence in Harvard referencing and bibliography format.	Very good fluency in writing style. Attention to spelling, punctuation and/or grammar is very good.
<b>Lower second</b>	52, 55, 58	Good, broad understanding and description.	Good flow and clarity in argument. Logical ordering of ideas, concepts and materials is good.	Good evidence of broad and in-depth, suitable reading, including specialist academic	Good competence in presentation. Good competence in Harvard referencing and	Good fluency in writing style. Attention to spelling, punctuation and/or grammar is good.

**Programme Regulations 2021–2022 Business Administration (and pathways) (BSc and CertHE) (New Regulations)**

				journals and books.	bibliography format.	
<b>Third class</b>	42, 45, 48	Satisfactory, broad understanding and description.	Satisfactory flow and clarity in argument. Logical ordering of ideas, concepts and materials is satisfactory.	Satisfactory evidence of broad and in-depth, suitable reading, including specialist academic journals and books.	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.
<b>Fail</b>	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 competence in presentation. Poor competence in Harvard referencing and bibliography format.	Poor fluency in writing style. Attention to spelling, punctuation and/or grammar is poor.
	15	Little to no broad understanding and description.	Little to no flow and clarity in argument. Logical ordering of ideas, concepts and materials is missing.	Little to no evidence of broad and in-depth, suitable reading, including specialist academic journals and books.	Little to no competence in presentation. Little or no competence in Harvard referencing and bibliography format.	Little to no fluency in writing style. Attention to spelling, punctuation and/or grammar is absent.
	0	No broad understanding	No flow and clarity in	No evidence of broad and	No competence	No fluency in writing style.

**Programme Regulations 2021–2022 Business Administration (and pathways) (BSc and CertHE) (New Regulations)**

		and description.	argument. No logical ordering of ideas, concepts and materials is missing.	in-depth, suitable reading. No specialist academic journals and books.	in presentation. No competence in Harvard referencing and bibliography format.	No attention to spelling, punctuation and/or grammar.
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**These assessment criteria apply to coursework at Stage 2:**

		<b>Intellectual qualities expressed</b>	<b>Structure &amp; organisation</b>	<b>Level of reading</b>	<b>Quality of referencing</b>	<b>Writing style</b>
<b>First class</b>	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, including specialist academic journals and books.	Outstanding accuracy in presentation. Outstanding accuracy in Harvard referencing and bibliography format.	Outstanding, honed writing style. Attention to spelling, punctuation and/or grammar is outstanding.
	72, 75, 78	Excellent, extensive understanding and analysis.	Excellent continuity and clarity in argument. Methodical ordering of ideas, concepts and materials is excellent.	Excellent evidence of extensive and in-depth, appropriate reading, including specialist academic journals and books.	Excellent accuracy in presentation. Excellent accuracy in Harvard referencing and bibliography format.	Excellent, honed writing style. Attention to spelling, punctuation and/or grammar is excellent.
<b>Upper second</b>	62, 65, 68	Very good, extensive understanding and analysis.	Very good continuity and clarity in argument. Methodical ordering of ideas, concepts and materials is very good.	Very good evidence of extensive and in-depth, appropriate reading, including specialist academic journals and books.	Very good accuracy in presentation. Very good accuracy in Harvard referencing and bibliography format.	Very good, honed writing style. Attention to spelling, punctuation and/or grammar is very good.
<b>Lower second</b>	52, 55, 58	Good, extensive understanding and analysis.	Good continuity and clarity in argument. Methodical ordering of ideas, concepts and materials is good.	Good evidence of extensive and in-depth, appropriate reading, including specialist academic journals and books.	Good accuracy in presentation. Good accuracy in Harvard referencing and bibliography format.	Good, honed writing style. Attention to spelling, punctuation and/or grammar is good.



**Programme Regulations 2021–2022 Business Administration (and pathways) (BSc and CertHE) (New Regulations)**

<b>Third class</b>	42, 45, 48	Satisfactory, extensive understanding and analysis.	Satisfactory continuity and clarity in argument. Methodical ordering of ideas, concepts and materials is satisfactory.	Satisfactory evidence of extensive and in-depth, appropriate reading, including specialist academic journals and books.	Satisfactory accuracy in presentation. Satisfactory accuracy in Harvard referencing and bibliography format.	Satisfactory, honed writing style. Attention to spelling, punctuation and/or grammar is satisfactory.
<b>Fail</b>	35	Weak, extensive understanding and analysis.	Weak continuity and clarity in argument. Methodical ordering of ideas, concepts and materials is weak.	Weak evidence of extensive and in-depth, appropriate reading, including specialist academic journals and books.	Weak accuracy in presentation. Weak accuracy in Harvard referencing and bibliography format.	Weakly honed writing style. Attention to spelling, punctuation and/or grammar is weak.
	25	Poor, extensive understanding and analysis.	Poor continuity and clarity in argument. Methodical ordering of ideas, concepts and materials is poor.	Poor evidence of extensive and in-depth, appropriate reading, including specialist academic journals and books.	Poor accuracy in presentation. Poor accuracy in Harvard referencing and bibliography format.	Poorly honed writing style. Attention to spelling, punctuation and/or grammar is poor.
	15	Little to no extensive understanding and analysis.	Little to no continuity and clarity in argument. Methodical ordering of ideas, concepts and materials is missing.	Little to no evidence of extensive and in-depth, appropriate reading, including specialist academic journals and books.	Little to no accuracy in presentation. Little or no accuracy in Harvard referencing and bibliography format.	Little to no honing of writing style. Attention to spelling, punctuation and/or grammar is absent.
	0	No extensive understanding and analysis.	No continuity and clarity in argument. No methodical ordering of	No evidence of extensive and in-depth, appropriate reading. No	No accuracy in presentation. No accuracy in Harvard	No honing in writing style. No attention to spelling, punctuation

			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:**

		<b>Intellectual qualities expressed</b>	<b>Structure &amp; organisation</b>	<b>Level of reading</b>	<b>Quality of referencing</b>	<b>Writing style</b>
<b>First class</b>	82, 85, 88, 92, 95, 98	Outstanding, comprehensive understanding and critical analysis.	Outstanding balance and clarity in argument. Systematic ordering of ideas, concepts and materials is outstanding.	Outstanding evidence of comprehensive and in-depth, relevant reading, including specialist academic journals and books.	Outstanding precision in presentation. Outstanding precision in Harvard referencing and bibliography format.	Outstanding academic writing style. Attention to spelling, punctuation and/or grammar is outstanding.
	72, 75, 78	Excellent, comprehensive understanding and critical analysis.	Excellent balance and clarity in argument. Systematic ordering of ideas, concepts and materials is excellent.	Excellent evidence of comprehensive and in-depth, relevant reading, including specialist academic journals and books.	Excellent precision in presentation. Excellent precision in Harvard referencing and bibliography format.	Excellent academic writing style. Attention to spelling, punctuation and/or grammar is excellent.
<b>Upper second</b>	62, 65, 68	Very good, comprehensive understanding and critical analysis.	Very good balance and clarity in argument. Systematic ordering of ideas, concepts and materials is very good.	Very good evidence of comprehensive and in-depth, relevant reading, including specialist academic journals and books.	Very good precision in presentation. Very good precision in Harvard referencing and bibliography format.	Very good academic writing style. Attention to spelling, punctuation and/or grammar is very good.
<b>Lower second</b>	52, 55, 58	Good, comprehensive understanding and critical analysis.	Good balance and clarity in argument. Systematic ordering of ideas, concepts and materials is good.	Good evidence of comprehensive and in-depth, relevant reading, including specialist academic journals and books.	Good precision in presentation. Good precision in Harvard referencing and bibliography format.	Good academic writing style. Attention to spelling, punctuation and/or grammar is good.

**Programme Regulations 2021–2022 Business Administration (and pathways) (BSc and CertHE) (New Regulations)**

<b>Third class</b>	42, 45, 48	Satisfactory, comprehensive understanding and critical analysis.	Satisfactory balance and clarity in argument. Systematic ordering of ideas, concepts and materials is satisfactory.	Satisfactory evidence of comprehensive and in-depth, relevant reading, including specialist academic journals and books.	Satisfactory precision in presentation. Satisfactory precision in Harvard referencing and bibliography format.	Satisfactory academic writing style. Attention to spelling, punctuation and/or grammar is satisfactory.
<b>Fail</b>	35	Weak, comprehensive understanding and critical analysis.	Weak balance and clarity in argument. Systematic ordering of ideas, concepts and materials is weak.	Weak evidence of comprehensive and in-depth, relevant reading, including specialist academic journals and books.	Weak precision in presentation. Weak precision in Harvard referencing and bibliography format.	Weak academic writing style. Attention to spelling, punctuation and/or grammar is weak.
	25	Poor. comprehensive understanding and critical analysis.	Poor balance and clarity in argument. Systematic ordering of ideas, concepts and materials is poor.	Poor evidence of comprehensive and in-depth, relevant reading, including specialist academic journals and books.	Poor precision in presentation. Poor precision in Harvard referencing and bibliography format.	Poor academic writing style. Attention to spelling, punctuation and/or grammar is poor.
	15	Little to no comprehensive understanding and critical analysis.	Little to no balance and clarity in argument. Systematic ordering of ideas, concepts and materials is missing.	Little to no evidence of comprehensive and in-depth, relevant reading, including specialist academic journals and books.	Little to no precision in presentation. Little or no precision in Harvard referencing and bibliography format.	Little to no academic writing style. Attention to spelling, punctuation and/or grammar is absent.
	0	No comprehensive understanding and critical	No balance and clarity in argument. No systematic ordering of	No evidence of comprehensive and in-depth, relevant reading. No	No precision in presentation. No precision in Harvard	No academic writing style. No attention to

**Programme Regulations 2021–2022 Business Administration (and pathways) (BSc and CertHE) (New Regulations)**

		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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