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# Programme section

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# Welcome to your 2011–2012 study year as an International Programmes student

This **Programme section** provides academic guidance along with practical information and advice that is specific to your studies as a Business Administration student. We hope that we have covered everything that you need to know about during your studies but if you require any additional information or support please do not hesitate to contact a member of our staff. Full contact details are provided on pages 9–11. If you would like to suggest any additional information which you think should be included, please complete and return the Comment form at the end of this *handbook*.

For practical information that applies to all of the programmes offered through the University of London International Programmes, such as how to pay your fees, please refer to the **General section** in the second half of this *handbook*.

We are committed to continuously improving your experience of studying with the University of London International Programmes. Over the coming year we will be undertaking a number of developments aimed at benefiting our students.

You will be notified directly of any changes likely to affect your study programme but you may also find it helpful to check our website [www.londoninternational.ac.uk](http://www.londoninternational.ac.uk), which is regularly updated with the latest news.



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# Introduction

Welcome to the BSc in Business Administration. This *handbook* is designed to help you to get the most out of your experience as a distance learning student of Royal Holloway, University of London. It is an essential resource, providing guidance through the various aspects and levels of study you will experience throughout the process of gaining your degree. It is a good idea to read through the contents quickly now so you have a clear picture of what it contains. Then when you need to look for specific information or advice you can return to the relevant section. In this chapter you will be introduced to the programme itself, and to the rest of the *handbook*.

The School of Management was formed in 1990 and is one of the largest academic departments in Royal Holloway. The curriculum is flexible and broadly based. All the main subjects conventionally taught in university management schools and departments are offered. These include technical subjects such as statistics and information technology; functional specialisms such as operations management, marketing, human resource management, and accounting and finance; and integrating subjects such as strategic management, organisational analysis, European business, and international and comparative business.

Royal Holloway, University of London teaches courses that are available at few other universities. There is a greater emphasis on the historical, political and cultural forces shaping modern business, and on critical approaches. By using the research expertise of staff, we are seeking

to broaden the definition of management and to enrich its empirical and intellectual content.

Our overall objective is to encourage you to seek out experience and understanding; to study hard and improve your knowledge and skills; and in the process to develop insights and attitudes that should help advance your future career.

The core BSc Business Administration degree was extended in 2005 to include three new, named routes to enable students to specialise in one of three areas: Marketing, Human Resource Management and International Business. You will be able to choose which area you want to specialise in, or to study the generic BSc Business Administration degree (see page 12).

The BSc in Business Administration is a new programme specifically designed to meet the needs of modern business and management students who wish to study at a distance. It is structured around the curriculum offered to students of Management at Royal Holloway, University of London, with variations designed to increase accessibility to online students.

The development of the BSc in Business Administration follows the introduction of our successful MBA in 2000. By enrolling in the BSc degree in Business Administration you become part of the 'family' that is the School of Management at Royal Holloway, University of London. During your studies on the BSc degree you will encounter many of the people involved with the School of Management: course authors, tutors and students. We hope that you will bring your own experience and

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knowledge to share with this community and that you in turn will benefit from the knowledge and experience of your peers on the programme as well as that of our staff. Royal Holloway, University of London is committed to the process of 'life long learning' and we hope that, having enjoyed this programme, you will remain with us when you complete this degree and continue with your professional future.

The distance learning programmes at Royal Holloway are run as part of the International Programmes of the University of London, which offers a wide range of undergraduate and postgraduate qualifications. Today, over 50,000 International Programmes students, in more than 190 countries worldwide, are registered for a wide range of University of London qualifications. You are not just joining the School of Management or Royal Holloway, you are part of a vast global network of learners.

## **Why study Business Administration with Royal Holloway?**

Successful managers are required to undertake many different roles. To be ready for these challenges, you will have to acquire an intellectual understanding and a wide variety of personal skills. You will learn new perspectives and be encouraged to think both critically and creatively. Our curriculum will allow you to achieve this, and our online environment will provide you with the opportunity to work with and learn from students across the world with similar aspirations to your own.

The major areas of Business Administration – accounting, finance, human resources, marketing, information systems, international

business and strategy – are covered.

Technical subjects – such as statistics, economics and operations management – are available, and there are also topics in comparative, Asia Pacific and European business that integrate the insights and knowledge gained on other courses.

You will therefore gain the breadth of knowledge essential to a degree in Business Administration, but, as you progress through the programme, you will have the opportunity to acquire expertise within chosen specialisms, including marketing, human resources and international business.

Having assessed this, you will notice that we also offer a range of courses that are unique to Royal Holloway School of Management – in particular, those that deal with the historical, political and social forces that have and will continue to shape modern business. We consider these courses to be a vital part of any aspiring manager's programme of study.

Studying as an International Programmes student in the social sciences is very rewarding, but also very demanding. It requires a major commitment on your part. You will have to work hard, but the end result is well worth the effort.

Taken as a whole, this programme guarantees broad and relevant experience for Business Administration students and future entrepreneurs. As you begin to travel through our programme, you will begin to understand how the experiences, insights and attitudes you develop during your time on the programme will help advance your career in the years to come. We are pleased to welcome you as an International Programmes student.

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The Royal Holloway campus is located within the Thames Valley which is host to many successful international companies, including Proctor & Gamble, Morgan Crucible and Gartner.

For the School of Management at Royal Holloway, proximity to and partnership with such major international industries are absolutely vital. Closely involved with the School, they have played a critical role in the design of our programmes, on-campus, external and executive. The School of Management, now one of Royal Holloway's largest departments, gives high priority to original research in international business, and the deep understanding of the subject that follows is reflected in its teaching of business and management studies. All staff members are active researchers, and the publication of their findings in books and articles is a key part of their professional work.

In developing the BSc Business Administration degree programme, the School has drawn on its experience in providing undergraduate and postgraduate degree programmes and of providing executive development and education, both on and off campus. The School has a long history of working with managers in industry, gained through running management development courses for many well-known companies. Central to the School's educational method is the study of different organisations and practices in different countries and at different periods. This comparative perspective is particularly appropriate to the challenges faced by modern business and management education in a rapidly changing environment.

## Who has written the course?

The courses offered are all taught to undergraduate students in the School of Management at Royal Holloway as part of their degree programme, but have been developed in an online format for students learning at a distance. The tutors are members of the staff of the School of Management and actively involved in teaching and research. See the World Wide Learning Community (WWLC) for details (page 56).

## Visiting Royal Holloway

If you would like to visit Royal Holloway and meet with a particular member of staff, you would be most welcome. The School of Management is open Monday to Friday but to ensure that the person you want to see is available, you are advised to contact them via the WWLC and make an appointment.

## Graduation

On successful completion of your degree, a certificate for the BSc in Business Administration under the seal of the University of London will be awarded. Both Royal Holloway and the University of London hold graduation ceremonies every year.

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# The University, the International Programmes and Royal Holloway



## **The University of London: a centre of excellence**

The University of London, which was established in 1836, is one of the oldest and largest universities in the United Kingdom. It is a federation of 19 colleges and 12 institutes. Some colleges are specialised (such as the School of Oriental and African Studies and the London School of Hygiene and Tropical Medicine), while others are multi-faculty (such as University College London and Queen Mary, University of London). Specialist institutes include the Institute of Commonwealth Studies.

## **University of London International Programmes**

In 1858, Queen Victoria signed the University's fourth charter which permitted the University's degrees to be accessible to students who did not want or could not come to London to study. This groundbreaking initiative is one of the earliest examples of a university making its degrees accessible to students and established what has now become known as the University of London International Programmes.

International Programmes students register for a range of undergraduate and postgraduate degrees and our students, who come from over 190 different countries, have an age range of between 18 years old to over 70 years old. Some join the International Programmes immediately after leaving school, while others may have been working for a number of years and need a qualification in order to improve their prospects.

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Others purely seek the challenge of studying a new subject at degree level. In many countries graduates of the International Programmes occupy senior positions in government, commerce and industry. The value of a University of London degree is well recognised throughout the world.

Studying with the University of London International Programmes will give you a range of benefits:

- Through the University of London's BSc in Business Administration you will join a worldwide club of International Programmes students. 'A friend in every city' is not an idle boast of the London programme, as there are over 50,000 students studying through the International Programmes.
- Once you have gained your degree you will join the ranks of the University's alumni who stretch throughout business and into the highest reaches of government worldwide. It is always worth remembering that friends you make on this worldwide programme today could be your business partners of tomorrow.
- Although examination papers set in London are taken in more than 130 countries worldwide, all are returned to London for marking, which ensures the quality and parity of marks at examination. We make no concession for the more difficult study circumstances of International Programmes students.
- Your method of study is flexible; you may work at your own pace and to your own schedule.

## Our new name

In August 2010, we changed our name from the External System to the University of London International Programmes to better describe ourselves in the twenty-first century. This change allows greater clarity and inclusiveness and we believe it will help us to reach many more students like you in the future.

One critical thing has not changed – we continue to offer worldwide access to a university education of consistently high standard. We're very proud of our (and your) reputation and will continue to build on everything the External System stood for and achieved.

Our name may have changed, but the people, values, reputation and history remain exactly the same.

## Royal Holloway – Lead College

Royal Holloway, founded in 1885, is one of the University of London's six largest Colleges and is home to more than 6,000 undergraduate and postgraduate students on over 100 different degree courses. It is one of only a few colleges nationally that is allowed to use the 'Royal' title.

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# Administrative support

In this chapter we clarify how to obtain assistance with any administrative or technical matters.

The delivery of this programme is split between Royal Holloway and the University of London International Programmes at Stewart House.

## At the University of London International Programmes

International Programmes staff at Stewart House look after the administrative tasks below:

- processing of applications
- offers of registration
- registration
- examinations
- despatch of certificates and transcripts
- fees
- other administrative procedures (excluding the optional Tutor Marked Assignments).

Staff at the International Programmes will answer any questions you have about any of the above matters. A full list of contact names and addresses can be found in the Contacts pages of this *handbook*.

## At Royal Holloway

General issues relating to your studies or any technical difficulties you may be having should be directed to Royal Holloway.

The WWLC has a message facility by which you can submit general administrative and technical queries relating to your studies on the Business Administration programme. Administrative messages will be confidential, meaning

that other students will not be able to see what you have written. Such queries might concern dates for online seminars or examinations, personal problems affecting your studies (such as language difficulties), financial or social problems, advice on further courses of study, etc. Technical queries are public, meaning that other students will be able to see them.

Don't forget to mention the programme that you are studying and give your contact details when posting an administrative query in the WWLC.

We will aim to answer your administrative queries within 10 working days and technical queries within two working days.

If you are having trouble logging in or accessing the WWLC, then you can contact the Support Office at the address provided in the Contacts pages. The office is open during term time, Monday–Friday 0900–1700 GMT, except during UK holidays.

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# New developments in 2011

## Online services

The University of London International Programmes is undergoing a major Business Transformation Process to enhance the services we provide to students. As part of this, we will be offering you more facilities online over the coming years.

As well as being able to contact us via the details listed on the following pages, you will soon be able to do the following activities online:

- register
- select study courses/modules
- pay fees
- inform us of a change of address
- apply for special examination arrangements
- view your personal records, including your examination results
- enter for examinations.

In the future, we will also be aiming to offer additional services online.

We will be contacting you about these services as they are rolled out, so look out for email alerts from us telling you how to access these new facilities.

## New codes

Note that course/module codes are new from the 2011–2012 academic year and replace any previous year's examination numbers. This change does not affect the syllabus or content of the course/module. The new code for each course/module is shown next to the course title in Annex A and Annex B of the Programme Specification and Regulations. For a table showing how old examination numbers are replaced by new course/module codes, see the University of London International Programmes website:

[www.londoninternational.ac.uk/new\\_codes](http://www.londoninternational.ac.uk/new_codes)

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# Contacts

## Emails

If you have a query, the following list provides contact details for staff who will be able to help. Whenever you contact a member of staff it is important that you remember to give your full name, student number and the programme on which you are studying. This will help the member of staff locate your student record and deal with your query as quickly as possible.

Hundreds of emails reach us every day from International Programmes students all over the world. This huge (and growing) volume of email has a considerable impact on our work. Because of this, you will find that some staff and offices are using an 'automated response' message, particularly at busy times.

To help us deal with email enquiries efficiently and without undue delay, please observe the following etiquette when sending your message:

- Be organised – please ensure you send the message to the correct person or office (see the Contact details in this guide).
- Be considerate – please do not copy the message to other people or other offices.
- Have patience – allow seven days for a personal response to be made to your message **before** making a further enquiry.
- Be responsible – if re-sending a message or enquiring about an earlier message, always say that this is a repeat enquiry and give the date when your original message was sent.

When sending an email, please make sure that you include your student record number and a brief description of your query in the email subject. For example: 'SRN 012345678 – Change of address'.

## Main address

The postal address for all staff is (unless otherwise given):

University of London  
International Programmes  
Stewart House  
32 Russell Square  
London WC1B 5DN  
United Kingdom

## Support Office, Royal Holloway

International Programmes Administrator  
School of Management  
Royal Holloway, University of London  
Egham, Surrey TW20 0EX  
Tel: +44 (0)1784 443392  
Fax: +44 (0)1784 276100  
Email: DLBusiness-Admin@rhul.ac.uk

## Staff at the International Programmes

Queries about despatch of materials:	<b>Registration and Learning Resources Office</b> Tel: +44 (0)20 7862 8322 Fax: +44 (0)20 7862 8329 Email: enrolments@london.ac.uk
Queries about, or requests for, transcripts:	<b>Transcripts Office</b> Tel: +44 (0)20 7862 8549 Fax: +44 (0)20 7862 8300 Email: transcripts@london.ac.uk Website: www.londoninternational.ac.uk/transcripts
Queries about degree and diploma certificates:	<b>Diploma Production Office</b> Tel: +44 (0)20 7862 8301 Fax: +44 (0)20 7862 8287 Email: diploma.enquiries@london.ac.uk
Applications for special examination arrangements, or if you need your study materials to be provided in a particular format:	<b>Special Needs Coordinator</b> Corporate Performance and Quality Tel: +44 (0)20 7664 4824 Email: specialneeds@london.ac.uk
Should you be concerned that an administrative error may have been made in the calculation of your examination results:	<b>Administrative recheck of results</b> Corporate Performance and Quality Email: uolia.recheck@london.ac.uk Website: www.londoninternational.ac.uk/exams/admin_recheck
To notify us that you have changed your name or address, or to request a certificate of registration:	<b>Registration and Learning Resources Office</b> Tel: +44 (0)20 7862 8322 Fax: +44 (0)20 7862 8329 Email: enrolments@london.ac.uk
Queries about transfer of registration to another degree or diploma in the International Programmes:	<b>Registration and Learning Resources Office</b> Tel: +44 (0)20 7862 8322 Fax: +44 (0)20 7862 8329 Email: enrolments@london.ac.uk

Queries arising from your studies that are not directly academic or concerned with admissions, accreditation of prior learning or examinations:	<b>Programme Enquiries</b> The Information Centre Tel: +44 (0)20 7862 8361/8397 Fax: +44 (0)20 7862 8358 Email: programme.enquiries@london.ac.uk
Queries about accreditation of prior learning:	<b>Undergraduate Admissions Office</b> Tel: +44 (0)20 7862 8045 Email: admissions@london.ac.uk
Queries about examination entry and notification of results:	<b>Student Assessment Office (Business Administration)</b> Tel: +44 (0)20 7862 8353 Fax: +44 (0)20 7862 8349 Email: external.exams@london.ac.uk
Examination entry forms are available from:	<a href="http://www.londoninternational.ac.uk/exams/register">www.londoninternational.ac.uk/exams/register</a>
Queries about fees:	<b>Fees Office</b> Fax: +44 (0)20 7862 8559 Email: ipstudents.fees@london.ac.uk
To join the University of London Union (ULU):	<b>Membership Applications</b> University of London Union Malet Street London WC1E 7HY Website: <a href="http://www.ulucol.ac.uk">www.ulucol.ac.uk</a>
Queries about the presentation ceremony:	<b>Corporate Affairs, Executive Office</b> Tel: +44 (0)20 7862 8543 Email: uolia.corporateaffairs@london.ac.uk
Queries about the Alumni Association:	<b>Alumni Relations</b> Alumni Office Tel: +44 (0)20 7664 4826 Fax: +44 (0)20 7862 8349 Email: uolia.alumni@london.ac.uk
Technical support for the Student Portal:	Email: uolia.support@london.ac.uk

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# The BSc in Business Administration

We will now consider in more detail your chosen programme of study: the University of London BSc degree in Business Administration for International Programmes students. The study of Business Administration at an advanced level teaches a range of key analytical, critical and conceptual skills. It demands from you lucidity and fluency in the presentation of your views. At the same time, it confers practical experience in problem solving.

## Educational aims of the programme

The overall aims of our undergraduate programme are to:

- provide an intellectually challenging and relevant education for students intending to pursue management and professional careers, or considering further study or research
- combine academic and practical insights into the subject of Management within an international and comparative context
- reflect the changing needs of society and students, and influence developments in Management studies
- provide a learning environment informed by the research expertise of academic staff
- inculcate lifelong learning skills, and develop a broad range of transferable personal and technical skills
- offer a progressive structure, through which students move from foundation courses to more critical or specialist courses, while maintaining a flexible set of options.

## Programme outcomes

**A.** The programme outcomes for Business Administration students are to instil:

1. sound knowledge and understanding of the discipline of Management as pursued by the School, with an emphasis on the historical, political, cultural and institutional forces shaping modern business
2. understanding of the principal interdisciplinary and comparative perspectives that inform Management theory and practice
3. the capacity to apply critical methodologies in the analysis of Management
4. the ability to evaluate theory, research and practice within Management
5. effective communication, personal and teamworking skills, and transferable skills in information technology, numeracy, writing and research
6. critical understanding of the firm, its functions and the context of business, leading to a multi-faceted appreciation of the Management discipline.

**B.** A specific outcome for those Business Administration students following one of the specialist routes in their final year (see overall course structure) is:

1. critical understanding of a key managerial function, in order to further a chosen vocation, postgraduate study, or personal interest.

## Skills development

During the course of your undergraduate work you will develop a range of skills which can later be transferred into life

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and career. To aid analysis and illustration, skills may be divided into those that are 'generic' and those that are 'subject-specific'.

### *Generic skills*

Generic skills are those that are not particular to Business Administration but that may be learned through high-level study of a variety of subjects. Examples of such skills are: self-discipline; self-direction; independence of mind and initiative; ability to work with others and have respect for their reasoned views; intellectual integrity and maturity; empathy and imaginative insight.

There are some generic skills that are more particular to Business Administration. These include the ability to gather and analyse evidence and to be fluent in both oral and written expression. These are considered at greater length below.

### *Subject-specific skills*

Skills that are specific to Business Administration centre on the learning outcomes identified above. Principally, they embrace:

- an ability to use sources critically in the light of their content, perspective and purpose
- an ability to decide between conflicting views and evidence
- a willingness to show intellectual independence
- a capacity to conduct an argument by drawing on, and presenting, the above skills.

In the course of an undergraduate career you will also develop a range of study skills that will be of both practical and theoretical importance to you in your later career. If a model of linear development were appropriate (which is not entirely so) these skills may be mapped out in the table on the following page.

## **Scope and structure of the programme**

The courses you are offered within the BSc Business Administration degree reflect the aims we have outlined so far; but those aims are embodied in an organisational structure that we should now explain. (You should consult the Programme Specification and Regulations for more details on how this structure works in practice.)

The BSc Business Administration degree is a 'courses' degree. This means that it is constructed on a modular basis, the overall syllabus being divided into constituent courses. Each course that you take is given a value, and at each level of study you take between one and four courses of different types and complexity. Over your time of study you must take (and enter the examination for) 12 courses. In order to progress from one level to the next in the programme you must pass three courses. Only marks for courses taken at the Advanced and Specialist Level of study count towards your final Honours Class but you must pass a minimum of nine courses in order to graduate. Courses taken during Specialist Level are more heavily weighted, in order to reflect and reward your progress.

	<b>Foundation Level</b>
<b>Reading skills</b>	You should have the ability to read a text at an appropriate speed looking for trends, issues and events. You should be able to distinguish between different types of texts and to understand how they relate to the subject. You will be aware of what is relevant to an essay topic.
<b>Note taking</b>	Your notes should be organised and relevant. References, such as author, title and page, should be noted. You should have learned to select what is relevant and be able to cross-question a text.
<b>Communication skills – written</b>	You may be able to write an excellent essay without a plan but most people cannot. Each essay should have a plan with an introduction, middle and conclusion. You should have the ability to develop an idea of what is relevant to a topic. You should make attempts at definitions of concepts. You should eliminate inconsistencies. You should be learning to develop your own view and finding the appropriate evidence to support it. Your style should be lucid, free of colloquialisms, jargon and short forms. Your grammar, spelling and punctuation must be correct.
<b>Group collaboration</b>	
<b>Time management</b>	You should be keeping pace with the work assigned. If you fall behind you should be able to ask the tutor for an extension and explain your delay. You must have all your essays handed in by the final deadline.
<b>Self-assessment</b>	
<b>Revision and examination technique</b>	You should have learnt to manage your time and material.

Advanced Level	Specialist Level
<p>You should be familiar with different types of texts and how to approach them. You should be able to define your tasks clearly and know what questions to ask. You should know how to approach a text, assessing its value in terms of argument and evidence.</p>	<p>You should have learned what questions to ask and to be able to evaluate a text in terms of argument and evidence.</p>
<p>Your notes should be well organised and purposeful, with all the necessary references. You should know how to choose what you need from a text.</p>	<p>Your notes should be well organised, relevant and purposeful, with appropriate referencing of a high standard.</p>
<p>Your essays should be properly structured and have a clear line of argument. The ideas should be arranged logically, and show depth of analysis. You should be confident of how much evidence is needed and what is appropriate to the subject. You should have developed a clear and accurate scholarly style. You should know how to define your concepts and work within a definition.</p>	<p>To the ability to write a clear, well-structured essay is added the further ability to write a dissertation based on primary sources and involving the capacity to sift, interpret and evaluate primary material.</p>
<p>You should be willing to exchange ideas with other students electronically, and from time to time work in a pair or a group.</p>	<p>You should have learned to work in a group, discussing, organising and presenting a topic together with others. You should also be able to lead or chair an e-group discussion, opening it, managing it and bringing it to a successful conclusion.</p>
<p>You should be working regularly and meeting deadlines. You should anticipate tasks and deal with them in good time.</p>	<p>You should be working regularly, meeting deadlines and planning ahead.</p>
<p>You should be able to identify your strengths and weaknesses, developing your strong points and finding ways to improve any weaker aspects. In this way you can assess your progress and focus on what further development is required.</p>	<p>You should continue to identify your strengths and weaknesses, develop your strong points and find ways to improve any weaker aspects. In this way you can assess your progress.</p>
<p>Your revision should be planned with a timetable of tasks. You should be able to revise in terms of issues and themes.</p>	<p>You should be able to plan your revision and develop a clear examination strategy.</p>

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## Levels, courses and assessment

For students studying at one of the Colleges of the University of London equivalent University of London programme, the idea of **level** corresponds to one year of full-time study. The main **course** types in the BSc Business Administration degree are as follows:

### Foundation Level

The courses taken in Foundation Level are designed to introduce you to methods of approach and skills used in the study of Business Administration at university level. They cover a number of aspects of Business Administration and academic study from the study process, through accounting and statistics to the historical development of business and management theory, organisation studies and communication skills.

**Assessment:** assessment is by either one two-hour or one three-hour unseen written paper.

### Advanced Level

The courses taken in Advanced Level cover Strategic Management and introduce the functional areas of business management in detail.

**Assessment:** assessment is by one three-hour written paper.

### Specialist Level

The Specialist Level is the most intensely challenging and also the most interesting of the programme. The core course at this level is **Modern Business in Comparative Perspective** which provides an in-depth comparison of differing national business cultures. Other courses at this level allow

the student to take an in-depth approach to a number of specific business areas and functions.

**Assessment:** assessment is by either one two-hour or one three-hour unseen written paper.

## Programme structure

To complete the degree you must study a combination of courses and half courses that add up to the equivalent of 12 whole courses. You can study the general BSc Business Administration degree or you can specialise in one of the following three areas:

- Marketing
- Human resource management
- International business.

If you choose to follow one of the specialist routes, your degree title will reflect that specialism, for example BSc Business Administration and Marketing.

You may choose either to maintain as broad a covering of the disciplines of business administration as possible throughout the degree programme or to focus on a particular area of the discipline, such as marketing. In either case you will be introduced to the core concepts of business administration and management through your Foundation Level courses. At the same time you will be learning the key study skills required for university level work and will be learning the statistical and communication techniques core to both student and managerial activity. As you progress to the Advanced Level courses you will begin to look in-depth at a number of areas of business functioning.

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The Specialist Level provides the arena within which you are able to develop an expert level of knowledge in one particular area, or to deepen your knowledge of two aspects of business administration you followed at the Advanced Level.

### **Foundation Level courses**

The Foundation Level courses are designed to take account of the different levels of understanding among the student body. They will provide you with knowledge of basic concepts, and the tools and techniques you need to employ, both as a student and, in the future, as a manager. You will be positively encouraged to acquire the skills and competencies necessary for the development of your creative and decision-making capabilities. We encourage independent thinking and learning and, within our programme of courses, you will have as much freedom as possible for self-expression.

### **Advanced Level courses**

The Advanced Level courses are designed to build on the understanding of core business management knowledge you learned at the Foundation Level and extend your in-depth study of business to the creation of corporate strategy and the functional areas of business practice. You will extend your knowledge of and competence in core areas of business such as human resource management (HRM), marketing and accounting. At the Advanced Level you have some choice as to the topic areas of study you wish to pursue. If you intend to take particular Specialist courses at the next level you should be careful to note the course prerequisites later in this chapter.

### **Specialist Level courses**

As you begin the Specialist Level courses, you will experience the detail of business and management activity. These courses are heavily informed by the research carried out in the School of Management at Royal Holloway, and reflect contemporary thought on business from our own and international management scholars. At this level you are presented with the most choice over the courses you follow and can take the opportunity to enhance your expertise in one specific area of business activity or opt for slightly more breadth.

### **Overall course structure**

If you wish to follow a broad generalised approach to the discipline of business administration, the following structure shows the various course options you have at each level.

Please note the requirements for prerequisite courses at the end of this section.

## Pathways through the degree

### BSc Business Administration (general pathway)

Foundation level (four courses)
<p>Two compulsory full courses:</p> <ul style="list-style-type: none"> <li>Management and the modern corporation</li> <li>Accounting for management</li> </ul> <p>PLUS four compulsory half courses:</p> <ul style="list-style-type: none"> <li>Business analysis and decision making</li> <li>Business statistics</li> <li>Business study skills and methods</li> <li>Management and communication skills</li> </ul>
Advanced level (four courses)
<p>One compulsory full course:</p> <ul style="list-style-type: none"> <li>Strategic management*</li> </ul> <p>PLUS three full courses from:</p> <ul style="list-style-type: none"> <li>Marketing management*</li> <li>Human resource management*</li> <li>Production and operations management*</li> <li>Management information systems*</li> <li>Management accounting*</li> </ul>
Specialist level (four courses)
<p>One compulsory full course:</p> <ul style="list-style-type: none"> <li>Modern business in comparative perspective*</li> </ul> <p>PLUS the equivalent of three full courses from:</p> <ul style="list-style-type: none"> <li>Advertising and promotion in brand marketing (full course)</li> <li>International human resource management* (full course)</li> <li>Accounting for strategy* (full course)</li> <li>Innovation management* (full course)</li> <li>Marketing research* (half course)</li> <li>Consumer behaviour* (half course)</li> <li>Managing organisational change* (half course)</li> <li>The individual at work* (half course)</li> <li>European business* (half course)</li> <li>Multinational enterprise* (half course)</li> <li>International finance and accounting* (half course)</li> <li>Japanese business in Europe* (half course)</li> </ul>

### BSc Business Administration with Marketing

Foundation level (four courses)
<p>Two compulsory full courses:</p> <ul style="list-style-type: none"> <li>Management and the modern corporation</li> <li>Accounting for management</li> </ul> <p>PLUS four compulsory half courses:</p> <ul style="list-style-type: none"> <li>Business analysis and decision making</li> <li>Business statistics</li> <li>Business study skills and methods</li> <li>Management and communication skills</li> </ul>
Advanced level (four courses)
<p>One compulsory full course:</p> <ul style="list-style-type: none"> <li>Strategic management*</li> </ul> <p>PLUS one marketing full course:</p> <ul style="list-style-type: none"> <li>Marketing management</li> </ul> <p>PLUS two full courses from:</p> <ul style="list-style-type: none"> <li>Human resource management</li> <li>Production and operations management</li> <li>Management information systems</li> <li>Management accounting</li> </ul>
Specialist level (four courses)
<p>One compulsory full course:</p> <ul style="list-style-type: none"> <li>Modern business in comparative perspective*</li> </ul> <p>PLUS the equivalent of two full marketing courses:</p> <ul style="list-style-type: none"> <li>Consumer behaviour (half course)</li> <li>Marketing research (half course)</li> <li>Advertising and promotion in brand marketing (full course)</li> </ul> <p>PLUS the equivalent of one full course from:</p> <ul style="list-style-type: none"> <li>International human resource management* (full course)</li> <li>Accounting for strategy* (full course)</li> <li>Innovation management* (full course)</li> <li>Managing organisational change* (half course)</li> <li>The individual at work* (half course)</li> <li>European business* (half course)</li> <li>Multinational enterprise* (half course)</li> <li>International finance and accounting* (half course)</li> <li>Japanese business in Europe* (half course)</li> </ul>

#### Notes

(i) \*Courses have prerequisites

Please refer to the Programme Specification and Regulations for examination codes: [www.londoninternational.ac.uk](http://www.londoninternational.ac.uk)

## BSc Business Administration with Human Resource Management

Foundation level (four courses)
<p>Two compulsory full courses:</p> <ul style="list-style-type: none"> <li>Management and the modern corporation</li> <li>Accounting for management</li> </ul> <p>PLUS four compulsory half courses:</p> <ul style="list-style-type: none"> <li>Business analysis and decision making</li> <li>Business statistics</li> <li>Business study skills and methods</li> <li>Management and communication skills</li> </ul>
Advanced level (four courses)
<p>One compulsory full course:</p> <ul style="list-style-type: none"> <li>Strategic management*</li> </ul> <p>PLUS one human resource management full course:</p> <ul style="list-style-type: none"> <li>Human resource management</li> </ul> <p>PLUS two full courses from:</p> <ul style="list-style-type: none"> <li>Production and operations management</li> <li>Management information systems</li> <li>Management accounting</li> <li>Marketing management</li> </ul>
Specialist level (four courses)
<p>One compulsory full course:</p> <ul style="list-style-type: none"> <li>Modern business in comparative perspective*</li> </ul> <p>PLUS the equivalent of two full human resource management courses:</p> <ul style="list-style-type: none"> <li>Managing organisational change (half course)</li> <li>The individual at work (half course)</li> <li>International human resource management (full course)</li> </ul> <p>PLUS the equivalent of one full course from:</p> <ul style="list-style-type: none"> <li>Advertising and promotion in brand marketing (full course)</li> <li>Accounting for strategy* (full course)</li> <li>Innovation management* (full course)</li> <li>Marketing research* (half course)</li> <li>Consumer behaviour* (half course)</li> <li>European business* (half course)</li> <li>Multinational enterprise* (half course)</li> <li>International finance and accounting* (half course)</li> <li>Japanese business in Europe* (half course)</li> </ul>

### Notes

(i) \*Courses have prerequisites

(ii) \*\*Students can select a half course only if two-and-a half international business courses have been previously selected at Specialist Level

## BSc Business Administration with International Business

Foundation level (four courses)
<p>Two compulsory full courses:</p> <ul style="list-style-type: none"> <li>Management and the modern corporation</li> <li>Accounting for management</li> </ul> <p>PLUS four compulsory half courses:</p> <ul style="list-style-type: none"> <li>Business analysis and decision making</li> <li>Business statistics</li> <li>Business study skills and methods</li> <li>Management and communication skills</li> </ul>
Advanced level (four courses)
<p>One compulsory full course:</p> <ul style="list-style-type: none"> <li>Strategic management*</li> </ul> <p>PLUS one international business full course:</p> <ul style="list-style-type: none"> <li>Human resource management</li> </ul> <p>PLUS two full courses from:</p> <ul style="list-style-type: none"> <li>Production and operations management</li> <li>Management information systems</li> <li>Management accounting</li> <li>Marketing management</li> </ul>
Specialist level (four courses)
<p>One compulsory full course:</p> <ul style="list-style-type: none"> <li>Modern business in comparative perspective*</li> </ul> <p>PLUS the equivalent of at least two full international business courses chosen from:</p> <ul style="list-style-type: none"> <li>International human resource management (full course)</li> <li>European business (half course)</li> <li>Multinational enterprise (half course)</li> <li>Japanese business in Europe (half course)</li> </ul> <p>PLUS either a half course** or the equivalent of one full course from:</p> <ul style="list-style-type: none"> <li>Advertising and promotion in brand marketing (full course)</li> <li>Accounting for strategy* (full course)</li> <li>Innovation management* (full course)</li> <li>Marketing research* (half course)</li> <li>Consumer behaviour* (half course)</li> <li>Managing organisational change* (half course)</li> <li>The individual at work* (half course)</li> <li>International finance and accounting* (half course)</li> </ul>

## Course prerequisites

In order to study a number of the Advanced and Specialist Level courses there are courses which must have been taken first. These prerequisites are listed below.

Course	Prerequisite(s)
<b>Advanced Level Courses</b>	
Strategic management Marketing management Human resource management Production and operations management Management information systems	Management and the modern corporation
Management accounting	Accounting for management
<b>Specialist Level Courses</b>	
Modern business in comparative perspective Advertising and promotion in brand marketing Innovation management Managing organisational change The individual at work European business Multinational enterprise Japanese business in Europe	Strategic management
Marketing research Consumer behaviour	Marketing management
International human resource management	Human resource management
Accounting for strategy	Accounting for management and Strategic management
International finance and accounting	Management accounting

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## Course outlines

This information serves as a guide only and is not binding. All syllabuses are subject to confirmation in the current Programme Specification and Regulations for this degree. The Regulations also contain full details of the rules that govern the choice of any course.

### **Introductory courses – Foundation Level**

#### *Management and the modern corporation*

This course serves as an introduction to Management. In order to gain an appreciation of the subject and its dimensions, students are introduced to a broad range of topics. There are three major objectives: to explore the practice of management in today's context; to examine the logic and workings of organisations and firms; and, finally, to investigate how firms develop and maintain competitive advantage within a changing business environment influenced by economic, political, social and cultural factors.

#### *Accounting for management*

The course offers a foundation in financial and managerial accounting. It will explain the accounting function, and the means of communicating information to decision-makers, both within and outside the organisation. In doing so it examines the relationship between theory and practice and considers the methods of using accounting information for decision-making purposes.

#### *Business analysis and decision-making*

An understanding of key economic concepts is essential for those who manage business enterprise. This course

analyses the real-life problems facing actual businesses, and evaluates the effectiveness and limitations of different management attempts to solve them.

#### *Business statistics*

Statistics is the craft of extracting information from the numerical data. Examples are taken from business situations – numbers appear in all aspects of business. The emphasis is on understanding the principles and on assessing the results of the statistical calculations, which in most cases are carried out using a computer package.

#### *Business study skills and methods*

The course offers a foundation in the study skills required to excel on a university degree course. It explains the aspects of online tutorials, note taking and essay writing you will need to master in order to complete the programme. Additionally, the course will introduce you to the various research methods used by business academics, guide you in managing your time more effectively, and aid you in your revision of topics covered.

#### *Management and communication skills*

This course is concerned with the theory and practice of effective communication within organisations. The main purpose is to improve the communication of potential managers through a variety of practical activities. Tutorial sessions are devoted to such issues as report writing, meetings, interviewing, negotiating, making a presentation, and the development of leadership, team and inter-personal skills.

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## **Advanced Level courses**

### *Strategic management*

Strategic management is concerned with the processes by which management plans and co-ordinates the use of business resources with the general objective of securing or maintaining competitive advantage. This course provides the student with a general insight into the historical development of management practices and international business policy. In particular, this course reviews the developments and literature on corporate strategy and critically reviews the possibilities and limitations of management action in highly contested international markets.

### *Marketing management*

This course takes account of recent developments in the area of marketing and emphasises the importance of the marketing orientation in the present competitive environment. The relationships between marketing and business development and strategy will be stressed. Becoming familiar with the ways in which a marketing plan should be approached is an important objective of the course.

### *Human resource management*

This course is concerned with the policies and procedures which affect the recruitment, development and deployment of the human resources of firms. The course will address the significant changes which have taken place in this area of management in response to economic and political pressure and will consider policies and practices in other countries.

### *Production and operations management*

Production and operations management is concerned with the design, planning and control of operating systems for the provision of goods and services. This course provides students with knowledge and understanding of the nature and characteristics of operating systems in both the manufacturing and service sectors. This will enable students to identify the key issues involved in the management of operating systems and the relationship between strategic objectives and operational objectives. The course also highlights the interaction between operations management and the finance, marketing and manpower functions.

### *Management information systems*

This course is concerned with one of the most rapidly developing fields of management. The management and development of information systems has emerged as one of the most important functional specialisms in modern business. It also introduces students to strategic issues in information systems; the techniques, tools and methodologies of the analysis and design process; and the broad field of information resource management.

### *Management accounting*

The course regards managerial accounting as part of the overall information and decision support system of the organisation. It adopts the view that managers, in their decision-making, must understand when managerial accounting information is needed, what techniques

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are available to provide that information and which benefits will accrue. It views managerial accounting as a context for dialogue among the functional areas of business accounting, marketing and operations.

### **Specialist Level courses**

#### *Modern business in comparative perspective*

Through the explicit use of comparative techniques, this course explores the origins of national economic success and failure. It looks, therefore, at the competitiveness and organisational capabilities of each comparator country's companies and asks which national factors encourage commercial success. Particular attention is paid to the G7 countries and East Asia. The meaning and impact of economic growth and the global economy are key themes, as are the influence of governments and national cultures on business performance studies.

#### *Consumer behaviour*

This course introduces students to the increasingly important area of consumer behaviour. It deals with the decision-making process that results in the choice and the purchase of goods and services and therefore has a large influence on the strategy of firms and on the economy and the culture of countries. The course builds naturally on the second year elective in **Marketing management** and will complement the study of core courses.

#### *Marketing research*

Marketing research provides students with the concepts and analytical skills to critically evaluate differing research

approaches in the context of academic or practitioner research scenarios. Topics include the role and evolution of research in marketing management theory; the marketing research process; research design; qualitative and quantitative data gathering approaches; issues in data analysis; and 'new model' cultural marketing research.

#### *Advertising and promotion in brand marketing*

This course gives students a critical understanding of the marketing media industry and its structure. It articulates the changing nature of the relationship the media industry has with its clients in the profit and non-profit sector(s). The course will allow students to analyse the strategic motivations of profit and non-profit organisations and how marketing media support these strategic objectives. The course aids students in analysing, explaining and communicating effectively how the connections between the various actors in the industry can be used to understand the variable and changing relationship between marketing media, client relations and the products and services provided to consumers and households.

#### *Managing organisational change*

Managing organisational change is one of the core challenges facing modern managers. This course develops conceptual and theoretical frameworks for understanding the process of organisational change. Students critically evaluate research in and theories of organisational change and change management with a view to exploring and

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evaluating different theories and practices of managing the change process. Students develop diagnostic and analytical skills with which to explain complex organisational situations.

#### *The individual at work*

This course develops conceptual and theoretical frameworks for understanding the behaviour of individuals and groups within work organisations. We explore and critically evaluate research in and theories of individual and group behaviour at work to develop diagnostic and analytical skills for dealing with various kinds of individual and group problems within the work setting, and present a reflective understanding of this body of knowledge in written and spoken forms.

#### *International human resource management*

This course provides an understanding of the implications of changes in the global organisation of firms and the international workforce for human resource management policy choices. Students following this course will be able to demonstrate a detailed understanding of the major analytical concepts and models in international human resource management.

International human resource management will also distinguish trends in international human resource management policies and practices. Students will be able to assess the problems associated with the design and implementation of international HRM policies and practices, as well as their impact on employees, and be able to distinguish between different types

of human resource management and employee relations systems in the global economy.

#### *European business*

This course examines the management and organisation of business enterprise in Europe. It is concerned with the competitiveness, and with the contextual elements which enhance European competitiveness and those which might impede it. Its primary focus is the European Union (EU), but consideration is also given to the EU's relationships with other nations, and in particular the emergent market economies of Eastern Europe.

#### *Multinational enterprise*

According to United Nations figures, international investments by multinational enterprises (MNEs) have now displaced trade as the most important mechanism for global economic integration.

This course provides an overview of the development and contemporary vicissitudes of these key players on the international economic stage: their geographical dispersal, organisation, management and relations with governments and inter-governmental agencies.

#### *Japanese business in Europe*

Students following this course will be able to evaluate the factors that led to the internationalisation of Japanese businesses and their objectives in the European economy. The course will also enhance understanding of a number of industries, their product markets and competitive characteristics in Europe.

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Students will compare the operations of numerous Japanese multinationals and their competitors in Europe, and describe the development of a number of key Japanese businesses in Europe. They will also critically evaluate the relevant literature and case study evidence, and gain the skills to discover information on multinational business in Europe.

#### *Innovation management*

This course utilises a multidisciplinary approach and draws on insights from three main subject areas: economics, production operations and strategic management. Students will consider the environmental context of technological change. Students analyse the development, introduction and exploitation of new products and processes at the firm level and consider mechanisms for the management of change. Students will improve cognitive skills and consider the need for effective problem solving, effective communication, numerical and quantitative skills. Students learn effective use of CIT, effective self-management, learning to learn, self awareness and research skills.

#### *Accounting for strategy*

This course provides students with a critical understanding of the variable relation between product markets, internal organisation cost structures, and capital market expectations and their impact on strategy formulation. Students will be able to deconstruct the return on capital employed and gain an appreciation of how accounting numbers reflect complex market, organisational and institutional relations. The course also seeks to demonstrate that the outcomes

of strategy, whilst shaped by accounting calculation, are often subject to vagaries that limit management control. After following this course, students will be able to apply interpretive and analytical skills to explain the performance of companies and will be able to employ analysis and numbers to construct well-argued presentations and reports.

#### *International finance and accounting*

This course develops the student's understanding of the key issues that arise in international accounting. It develops an ability to understand and evaluate the basis on which a set of financial statements for a multinational enterprise is prepared. Students following this course will also develop analytical skills for situations of complex financial reporting. The course will improve cognitive skills, effective problem solving, effective communication, numerical and quantitative skills. Students will be able to detail and evaluate the moves to harmonise financial reporting across the world, with particular reference to the IASB and the EU. They will also evaluate the issues that arise with the application of particular IAS (e.g. group accounting and segmental reporting within an international context).

## **How do I progress through my degree course?**

### **Seminars, assignments and examinations**

This degree course is designed to provide you with both formative and summative assessment. The formative assessments come in two forms. There will be approximately three online seminars per

term per course. A seminar timetable will be provided at the start of each year. Seminars are designed to help you understand particular areas of a topic, to facilitate communication between students and staff on the programme, and for you to use as a guide to identifying areas where you may need to take a little more time studying.

Assignments provide you with an opportunity to practise the essential skill of putting down your ideas on paper. The assignment gives you the opportunity to get feedback from your tutors, without any mistakes you make having an impact on your overall grades. Despite the fact that assignments are not compulsory you are strongly advised to complete them as they provide an excellent opportunity to keep track of the level of understanding and skill you have gained. They also provide an invaluable resource for revision. The detail of the assignment writing process is covered on pages 39–43.

The summative assessment takes the form of unseen examinations. It is in these examinations that the programme staff are able to assess the degree to which you have engaged with the course aims and met the expected course outcomes. Detailed advice on approaching the examination process is contained on pages 60–65.

### **How long will it take me to complete my degree?**

You can complete your studies in a minimum of **three** years but you can take up to a maximum of **eight** years.

This programme offers you a great deal of flexibility in organising and pacing your studies. You should decide at the outset whether you want to try to complete in the minimum time of three years or whether other commitments mean that you should aim at a rather slower pace. Certainly we would encourage you to allow longer than three years unless you are able to allocate at least 30 hours a week to the programme. The programme allows you to change the pace at which you study at any time. Try to be realistic in assessing how much time you will have for studying; it can be very demoralising if you are over-optimistic and then find that you are falling behind.

### **Rules of progression**

Progress requires at least three courses passed at the level below.

Please refer to the Programme Specification and Regulations for further details.

### **Conditions for the award of the degree**

To obtain the degree you must enter the examinations in 12 courses and pass in a minimum of nine courses. In any one year in which you choose to be assessed, you may enter examinations to a minimum of half a course and a maximum of four courses.

Please refer to the Programme Specification and Regulations for further details.

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# About flexible distance learning: a blended approach



There are many ways in which distance learning is different from traditional classroom-based teaching and it is important that you understand how it will work. Below, you can read about some of the advantages and disadvantages of studying online – having an awareness of these will help you to study more effectively.

## Flexible study options

It is entirely your choice to decide which study option would suit you best. You are welcome to use the paper-based subject guides together with the core textbooks and only access the Online Learning Environment intermittently, perhaps to complete some of the automated self-test exercises, listen to audio clips from lecturers or take part in online discussions.

However, if you prefer to study online, all materials will be available on the virtual learning environment, the World Wide Learning Community (WWLC), where you will also be able to have ongoing contact with your tutors and fellow students. The WWLC is accessible through any standard Internet browser, and gives access to subject guides and learning materials required for the course. This environment will give you the opportunity to work with, and learn from, students across the world.

## The advantages of a flexible distance learning programme

Students choose to do distance learning programmes for a variety of reasons – for example, they may have trouble finding the financial support to do a course away from home, or perhaps they are employed full

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time and do not wish to, or cannot, leave their jobs. For others, the thought of being away from home and family is just too much.

Whatever your reasons, the following advantages of participating in an online distance learning course will apply to everyone:

### **Cost**

When the total cost of fees, transportation, living expenses and release from employment are taken into account, the cost of completing the BSc Business Administration degree by distance learning is, for most people, significantly less than the cost of coming to Royal Holloway. It is usually possible for employed students on distance learning programmes to keep their jobs, which makes financing their study much easier.

### **Convenience**

The primary advantage of distance learning is that it allows you to study from the location of your choice. You do not need to leave your home, your family, or possibly your country, in order to complete the programme. Distance learning allows you to plan your studies around your other life commitments.

### **Pace**

You can learn at your own pace – although there will be some timetables and deadlines in place (for example, for tutor moderated seminars and assessments). You can plan how quickly you read the course materials and further reading.

### **Access to materials**

Course materials are always available – if you attend an on-campus course and you miss a lecture, you may struggle to catch up or obtain a copy of the lecture notes; on this course you can access the materials over and over again, either by using your hard-copy subject guides or by accessing the WWLC.

### **Confidence**

The way in which our online seminars are organised helps to develop confidence – no one else has to see initial mistakes you make if you don't want them to. Studies have also shown that students who may be shy about offering opinions in a traditional classroom often feel less reticent about expressing themselves in online seminars.

### **Monitor your progress easily**

You have frequent opportunities to gauge what you have learned and what you haven't – there are elements of self-assessment to help you monitor your learning in the notebook provided for each module.

### **Suits different types of learner**

Learning is presented in a variety of ways: hard-copy subject guides, online text; audio; interactive exercises; video and asynchronous discussions – this means that people with different learning styles can all exploit the material in a way that suits them.

### **Learning from your peers**

Online learning tools offer you great opportunities to learn from your peers – the asynchronous discussion facilities

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allow you to discuss the course materials with your fellow students all around the world. These discussions will remain available to you for the duration of each course so that you can always refer back to them for ideas and inspiration.

## The disadvantages of a flexible distance learning programme

There are also some difficulties associated with distance learning – and it would be unwise to underestimate their potential impact. (In the sections, ‘What to do if you get into difficulties’ and ‘Support’ on pages 35–38, you will find advice on coping with some of the problems that might arise.)

### Technology

One of the most obvious challenges for online learners is technology. Technology can cause problems for any of the reasons listed below:

- lack of experience or confidence in user
- technology doesn't work properly
- slow or expensive internet connection limits access to materials.

We have implemented various strategies in order to avoid or overcome these challenges:

- We provide a ‘Resource Kit’ CD with comprehensive instructions, guidance and resources that will help you to navigate the study materials and WWLC.
- We provide a WWLC user guide so that users can familiarise themselves with the World Wide Learning Community before they start studying.

- Students are advised of minimum PC and internet connection specifications before they enroll (see page 59).
- We have set a limit for the size of each screen (approximately 60 Kb) so that you do not have to spend a long time waiting to see the materials.
- We only require that you install Adobe Acrobat Reader, Flash Player and Real Player in order to view our materials.
- We provide technical support so that you can get help if you experience technical problems when accessing our website.

### Isolation

The greatest challenge with distance learning is probably the potential for isolation and the lack of face-to-face interaction with staff and other students. However, the WWLC offers plenty of potential for ‘virtual’ interaction with others. You can read more about this in the section on ‘Support’ on pages 37–38. It is your responsibility to use the tools and activities provided to reduce any sense of isolation you might begin to feel. We encourage you to take advantage of all opportunities to meet and work with both the tutors and your peers online.

### Keeping motivated

Any type of distance learning requires a high degree of self-motivation. It takes a lot of effort to study a distance learning programme, and keeping your motivation high may be difficult over such a long period of time.

It may help you if you identify some short- and long-term goals to aim for during your study. Seek answers to the

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questions 'What is in it for me?' and 'What am I looking forward to after completing the course?' You may jot down some sentences in your notes and review these as you progress through the course. See the 'Study guidance' section on pages 31–35 for some suggestions on how to stay motivated.

### **Organising your study**

Online distance learning is probably different from any other learning experience you have had before. Unlike the traditional programmes at Royal Holloway, which provide a rigid structure of lectures and seminars, the online programmes only give you fixed dates for tutor-moderated seminars and assessments. Though the online course materials will help you to get started and guide you through the course, you need to plan your own study timetable and to decide how much study you will do each week. You need to develop a steady commitment and self-discipline to create a habit of regular study. See the 'Study guidance' section on pages 31–35 for some suggestions on how to manage your time effectively.

### **What about the quality of teaching?**

Some of you may also be concerned about whether you will receive the same quality of teaching as students studying at Royal Holloway. It may help you to know that Royal Holloway and the University of London subject all courses to rigorous quality assessment to ensure that the same academic and teaching standards are met for both students studying at Colleges of the University and those studying at a distance.

### **Will the qualification be recognised?**

You may also be concerned about the recognition and accreditation of a degree gained through distance learning. Please rest assured that degrees awarded by the University of London are widely accepted all over the world.

We hope that your learning experience will be as trouble-free as possible, but we want to do what we can to make sure you have the help and advice to overcome any problems which might occur. The sections on 'What to do if you get into difficulties' and 'Support' on pages 35–38 will explain how we can do this.

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# Planning your studies

## Study guidance

In this section you will find some useful advice about how to study effectively on this online distance learning programme.

A number of studies on distance learning have shown that students who are well motivated and organised are normally the most successful. If you follow the tips below, you should be able to organise your time and stay motivated.

### Make sure you know the requirements

By ensuring that you have read and understood the Programme Specification and Regulations you will avoid any administrative problems which can take time and effort to resolve and may distract you from your study. Details of important administrative issues can be found on pages 63–66.

### Be motivated

We stated earlier that staying motivated was one of the challenges of distance learning. In order to help motivate yourself, it is a good idea to set yourself goals. You must set your goals carefully or they may demotivate rather than motivate you.

Some people find that the following acronym helps them to set appropriate goals: **SMART**.

SMART goals are goals that are:

- **Specific** – for example, I will study between 1800 and 2000 every day (rather than I will study 14 hours a week).
- **Measurable** – for example, I will read five chapters or write 500 words.

- **Achievable** – for example, I will check the online discussions three times a week not five times a day.
- **Realistic** – it is better to set small targets that you know you can meet, rather than big ones that you know you will not.
- **Time-bound** – for example, I will finish this essay by Saturday.

It is best for you to set your own goals so that you are comfortable and happy with them. You should aim to challenge yourself by making your goals difficult to achieve but not so difficult that you disappoint yourself.

In order to set effective goals, it is important that you develop a clear understanding of what you should be achieving. You will find specific learning objectives at the beginning of each topic and course. You should make yourself familiar with these objectives and, at the end of each topic and course, you should check whether you have accomplished what was expected.

### Find a suitable place to study

Everybody is different when it comes to studying. For example, some people can study with background music on while other people prefer silence; some people can read on a train while others need to be in a library. The important thing is that you find a place where **you** can study without being distracted. Once you have decided where you are going to study, make sure other people who may also use that space know that you will be using it.

You should also think about the different activities that are involved in studying an online course and whether different activities may be suited to different places.

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For example, you will obviously have to use a computer to access lecture notes, download some materials and participate in discussions and seminars. However, at other times you will need to read or take notes and you may not want to do this in front of a computer.

If you are not studying at home you may find it helpful to find out what materials (e.g. textbooks, journals, calculator) you will need to take with you to study effectively.

### **Manage your time effectively**

The flexible structure of the course lets you study at your own pace and rhythm; however this doesn't mean that you don't need a schedule. You should choose a schedule which suits you best and which is in line with the overall goals you want to achieve and which also fits in with your other commitments.

Though it may seem rigid, you should create your own weekly calendar to guide you through the course and help you use your time efficiently. This will provide you with an idea of what you want to cover in a given period of time. Be sure to allocate enough time for study and let your friends and family know that you need a regular period of concentrated work.

It will take between an hour-and-a-half and three hours to work through a topic, and you may want to split very long topics into two parts. You should find out when the seminars will take place and when assignments are due in and add these to your calendar. You can then plan your time and your studies around these key events.

### **Flexible learning strategies**

In particular, at the beginning of the course it will take longer to tackle areas that are unfamiliar to you. Once you have developed an understanding of the basic concepts, you will find the material easier to follow and you will soon become familiar with the terminology and the language specific to the subject you are studying.

An advantage of any distance learning programme is that it allows you to adopt a range of different study strategies. When starting a course it is a useful practice to skim through the online material to get a sense of what is familiar to you and what each topic is about. You may then return to the beginning and work through the topics in the suggested order. But you may also spend less time on subjects you know about and take longer to work through what is new and challenging.

Studying is an iterative process: you will find that the material contains plenty of cross-references between different topics. You can go back to something you studied earlier and get a different view of the topic, or look up a concept that you are not familiar with.

### **The sequence of study courses**

With each course, start with the first topic and work through all topics in numerical order. The courses have been written so that each topic builds on the knowledge and skills taught in the previous ones.

### **Adapt yourself to different personal styles of teaching**

You may notice that your tutors present their materials in different ways. Many academic

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writers have contributed to this programme and they all have specific views of their subject and how it should be taught. We have made the courses editorially consistent and given them a consistent look and feel but we have deliberately allowed some of the personal style of the academics to remain. As in face-to-face teaching, you will need to allow yourself some time to adapt to these variations in style and to the techniques used by different tutors to guide you through the materials. For example, in some courses you will find that you are asked to do a lot of task-based learning; whereas in others you may be doing more reading and note taking. Your tutors will also have different methods of running their online seminars – in some cases there will be a straightforward discussion of themes from your readings; in others you may be asked to present a particular argument or a piece of writing that you have done.

You will also find that the content of topics appears to overlap in some areas. This is because we wish to provide you with an opportunity to recapitulate and deepen your understanding of key themes in each course and programme. Again, this is similar to the experience you have in seminars and lectures of a course that is taught face-to-face.

As with any academic course you may sometimes detect errors and conflicting views, though we have tried to eliminate these in the editing process. Your view on improving the materials is highly appreciated. Don't hesitate to let us know if you think something should be changed in the next update of the course.

## **Further reading**

The required readings have been carefully chosen to cover all requirements. In some topics you may also find references to extra readings. Reading these may deepen your understanding of the topic, but you should feel confident that the required readings cover all the key themes.

Extra reading can be helpful, but it may be difficult to read extensively within a tight timetable and some students may not have access to a library. Though extra reading can be stimulating, make sure not to lose sight of what is expected of you.

## **Use the internet**

As well as providing you with access to the course materials and online discussion, the internet is a valuable source of information. Your tutors often provide details of websites that you should visit to see images, maps or to access further information. If you feel you need extra advice about using the internet to support your studies, you can find subject specific internet guides at:

[www.vts.rdn.ac.uk](http://www.vts.rdn.ac.uk)

These guides tell you about key internet sites for your subject, how to search the internet and how to decide what to trust on the internet.

If you feel that you need to build up your confidence and familiarity with the internet, try the BBC's free 'Webwise' course:

[www.bbc.co.uk/webwise/learn/menu.shtml](http://www.bbc.co.uk/webwise/learn/menu.shtml)

## Take written notes

While studying it is a good idea to take written notes and to summarise your reading. Organise your written work, notes, diagrams, activities, etc. in files so that you can find them and use them whenever necessary.

Some students like to take written notes when studying to:

- help concentration
- provide a record that will help you to remember and recall
- summarise an argument
- gather material on a specific topic
- record information/ideas
- provide summarised material for revision.

If you are someone who likes to take written notes when studying, feel free to do so. However, it is a waste of time just to copy out large chunks of information word for word. Why not follow this guide instead?

Record the source of your notes carefully (for information on how to do this see the 'School of Management Referencing Guide' on pages 50–54).

- Read a section of your subject guide, a textbook chapter, or article in the reader:
  - Read just enough to keep an understanding of the material.
  - Do not take notes, but rather focus on understanding the material.
  - It is tempting to take notes as you are reading for the first time, but this is not an efficient technique as you are likely to take down too much information and simply copy without understanding.
- Review the material:
  - Locate the main ideas, as well as important sub-points.
  - Paraphrase this information: putting the information in the subject guide, textbook or reader into your own words forces you to become actively involved with the material.

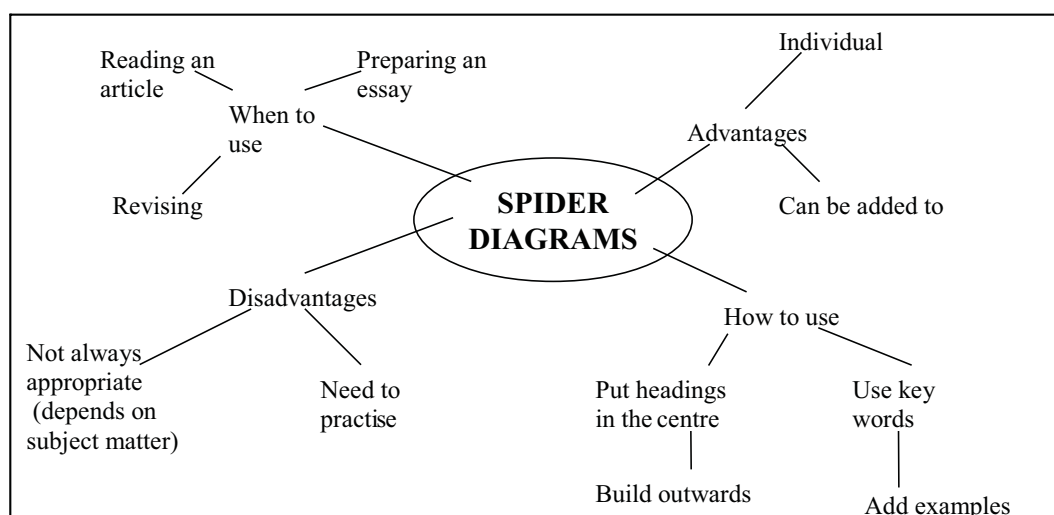


Figure 1: Spider diagram for note-taking

- Write the paraphrased ideas as your notes either in linear form or as spider diagrams (see Figure 1).
- Do not copy information directly from the subject guide, textbook or reader.
- Add only enough detail to aid understanding.
- Review, and compare your notes with the text, and ask yourself if you really understand.

### **Linear notes**

When writing linear notes, main ideas are indicated as headings, subordinate ideas as subheadings, a system of numbering or lettering is used and plenty of white space is left. Don't use every line and do leave margins.

### **Notes as spider diagrams**

When using spider diagrams to take notes, the main idea or concept is placed centrally on the page and linked ideas are expressed diagrammatically as branches of the central idea (see Figure 1).

### **Getting involved**

Another extremely important way of staying motivated is to get involved with other people. While some people are happy studying on their own, most people thrive on social contact and there is no doubt that the quality of your learning on this programme will be greatly enhanced by your engagement with the other students and tutors.

**The most important way in which you can communicate with other people is to get involved in the online activities on the programme.** Make sure that you

participate in online seminars, follow the discussion areas, make contact with other students and share your experiences.

## **What to do if you get into difficulties**

Learning at a distance is not an easy option and it can sometimes be difficult to keep yourself motivated to keep on with your studies. It might help if you think in advance of the sorts of problems that might arise, how you might overcome them, or better still, how you can prevent them happening in the first place.

This section describes some common problems and offers some suggestions for solving them.

### **Problems at home**

Ideally your family and partner are behind you all the way and, in theory, they probably are very supportive. But little things can add up to a problem – you never help with the dishes or with the children, you never want to go out in the evening, the little jobs around the house remain undone for too long, etc. Probably the best way to avoid this is to negotiate time for studying and time for the family and friends – and keep to it.

When a problem arises, you need to go back and review the arrangements you have made – are you keeping your side of the bargain? What compromise could you make to keep everyone happy?

If examinations are approaching, it is reasonable that you want to spend more time studying, but then plan to spend extra time with the family when examinations are finished.

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### **Problems at work**

If you are combining work and study you may find that your employer is initially supportive but then is reluctant to spare you any time to study or to attend examinations. Some of you may even be concealing the fact that you are doing this course from your employer. If your company is co-operating with your studies (or even paying for the course) it is in their interest to help you succeed.

Perhaps you need to make arrangements to catch up on any work which is falling behind, or to gently remind the boss of the advantages to the organisation of having you complete the course and apply your new skills and knowledge for the benefit of all. Don't surprise the boss at the last minute with the need to rush off to write an examination or assignment – make sure you give plenty of notice and ask for the time off in order to make sure you get it. The nature of the work some of you do means that sometimes you have to shoulder a higher workload than usual. For a while your study time may have to accommodate problems at work, but in exchange it seems only fair that you be given compensatory time off when the 'emergency' is past.

### **You can't find the time to study**

Finding the time to study and sticking to it is a real problem for some students. If you have problems, review your daily schedule for a week or so to see whether there are any periods of an hour or two you could use for study each day. Do you have to commute by bus or train and could you use the time for study? Could you use your lunch hour? Maybe you could alter your sleeping times to take advantage of quiet

moments when no one else is up – the hour before the children get up and after they go to bed, for example.

### **You can't find a good place to study**

Some of you will have a nice office with everything you need, while others will be struggling with intermittent power cuts, heat and humidity, earthquakes, cyclones, and other calamities of nature. If the problem is physical conditions (light, space, etc.) it may be possible to find space at a secondary school, a library, a church, a mosque, a temple, the British Council or United States Information Service office, a friend's house, a shed in the garden, or in a park during good weather. You may need to be very creative in finding a place to study.

### **Falling behind**

If you fall behind the pace you have chosen, or something happens to put you seriously behind schedule, such as an illness or accident, you have several choices. If you can work hard to catch up, that is one option. The other is to delay taking that examination or completing that course until the following year. If you are on too fast a pace, you might consider simply changing to a slower pace (from three years to four, or from five to seven) to allow you to live a little while doing your course.

If you have fallen behind because you did not give yourself a fixed schedule or set yourself specific goals, you should try to do this now. Having pre-arranged deadlines and milestones might give you the impetus and discipline you need to finish.

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### **You don't understand the materials**

If you don't understand the materials you can always get in touch with your tutor. Other students may also be able to help you. The 'Support' section opposite outlines ways in which students can support one another.

Sometimes it's simply that you have let yourself get too tired and you just need a rest – so take a break, get some fresh air and come back to it later. Depending on the subject, you might be able to move on to the next topic or course and then return to the troublesome one later. Maybe it's a question of lacking the background in a particular subject, in which case you probably need to go back to study that subject for a while to get up to speed.

### **You feel isolated**

As we mentioned earlier, getting involved in the online discussions and seminars will help you feel less isolated. There is plenty of potential for you to interact and communicate with other people either socially through the Student Cafe (see page 56) or through the course discussion areas. It is your responsibility to use the tools and activities provided to reduce any sense of isolation you might begin to feel.

### **Reporting breaks of study**

If you are going to discontinue studying for a time you should inform the Registration and Learning Resources Office of the intended period of discontinuation and of any particular problems (e.g. concerning health). Make sure to stick to the deadlines for handing in your assignments. Permission to submit your work late will be given only under exceptional

circumstances (e.g. in case of illness you need to produce a doctor's certificate). Do not wait until the deadline to let us know that there is a problem.

## **Support**

There will be times when you wish you had someone nearby to talk to about the content of the programme. In fact, we strongly suggest that you make a conscious effort to try to talk to as many people as you can about the content of the programme. We will do what we can to help you in this respect, but it will primarily be up to you to take advantage of what is available. In this section we look at how you can use the available resources most effectively.

### **Support from your tutor**

Your tutor is available to give you **academic** support. This means that you can contact him or her through the WWLC with questions relating to the material that you are studying. As we mentioned earlier, your tutors will also facilitate the online seminars.

### **How often can I contact my tutor?**

You should not send your tutor an unreasonable number of questions. In general, we would recommend that you send your tutor one question per topic. If you have more than one question you should ask the questions in separate emails; this way your tutor will be able to give you precise feedback on your questions. Please ensure that your message has a clear title relating to the course and topic in question.

In some cases you may be able to get help with your question from one of your peers,

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as you might when studying on campus. We would encourage you to use the online discussions for this purpose before approaching your tutor.

### **How long will I wait for a reply?**

You should expect to receive a reply to an academic query within 10 working days and to an administrative query within 10 working days.

Please note working days: Monday–Friday, subject to UK Bank Holidays.

### **How much support will we get during online seminars?**

This will depend on what support you need and the nature of the activity that you are undertaking. In all teaching experiences, groups and individuals need different levels of interaction. Sometimes a tutor can sit quietly and allow the students to make progress; sometimes discussion wanders from the topic and the tutor will need to intervene more. For each seminar, the tutor will be a presence who will provide some feedback to the group to allow you some idea of how you have done. They may also decide to help an individual outside the context of the seminar (giving some private encouragement), or provide some ideas that the group has missed.

### **Peer support**

Although you are a distance learner, it is important to remember that you are part of a learning community just as you would be if you were studying on campus. We would encourage you to work with and support each other as much as possible.

Both the material you will be studying and the WWLC have been designed to give

you the opportunity to get to know and to share ideas with your peers. It is **your** responsibility to take this opportunity and exploit it to your advantage. Discussing the topics and themes and any difficulties you may have with your fellow students will help to motivate you, decrease any feelings of isolation and perhaps open your eyes to aspects of the material you may have missed.

Please use the online discussion areas rather than email when discussing academic matters with peers as this will mean that a greater number of people will benefit from the discussion.

Your peers may not always be able to post replies to your questions or thoughts immediately so remember to check the board regularly.

### **Your responsibility**

Any form of education requires the student to make a certain level of commitment in order for it to be successful. Online distance learning may be more flexible than an on-campus course but it still requires you to take responsibility for your own learning. You must be committed and you should use the tools at your disposal to their full potential so that the programme is a rich and positive learning experience. For example, failing to contribute to an online seminar is the equivalent to missing a lecture or tutorial and it **may** impact on your learning. You should also remember that your tutor is there to guide and facilitate your learning, not to do it for you.

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# Assessment



There are two main forms of assessment:

**Formative assessment** is assessment which does not count directly towards your end-of-year grades but, rather, is used to inform you about your current progress and guide you on the areas you can improve. Formative assessment is provided on the programme through Tutor Marked Assignments and through participation in the online seminars.

The other form of assessment is **summative assessment**. Summative assessment takes the form of unseen examinations and the Dissertation. Please note that whilst the formative assessments are not compulsory for entry to the examinations, it is considered highly advisable to take part: they should be considered an integral part of the programme.

## Formative assessment

Formative assessment is provided for all courses and normally takes the form of an essay. This work will be marked, graded and commentary fed back to you on the basis of the marking criteria set out in this chapter. The exercise of assignment completion and the feedback you receive will form a central part of your knowledge development. The exercise of putting ideas and arguments down on paper tends to develop those ideas more fully and encourages you to consider the complexities of the academic arguments which compete to form our current understanding of our discipline. The work you will be doing in producing your assignments aids the development of your skills of critical analysis and improves your ability to write academic work. All the work you do in preparing for formative assessment and the feedback you receive will help you to improve your examined work.

## Tutor Marked Assignments

Management is a varied subject. It is a social science, which is both academic and practical, and you will need to acquire knowledge and skills that are numerical, technical and literary. Of all the tasks students have to tackle, however, they find the techniques of essay and project writing the most perplexing and elusive. In fact, you have only to appreciate some basic principles; gain enough practice; and know your subject through adequate reading and research. The following notes are intended to provide some general guidance for all Management students on the art of good essay writing. Any hints apply equally to the answering of examination questions.

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All students, regardless of academic background and ability, should be anxious to ensure that their hard work is properly directed and appreciated. Lecturers want their students to understand what is required of them and attain the highest standards. The purpose of these notes is not to force students into writing dull, mechanical essays, but rather to help each student develop his or her own style of thought and essay writing while being aware of the qualities sought by lecturers. The art of writing a good essay can only be cultivated through care and by dint of hard work. These notes are only a guide to good essay writing. If you feel you need further guidance, do ask your lecturers for assistance.

**Guidance on the length of assignments will be given in the instructions for each assignment, but the usual range will be 1,500–2,000 words.**

### **Preparation**

No student can write a first-class essay without careful preparation of his or her answer. So, allow yourself plenty of time before you start writing, and consider the following:

#### *The question*

Sometimes, you will be asked to write on a particular essay theme. Read the question or the statement thoroughly, and deduce the essential point being made. On many occasions, the question will be alluding to an important theme within your course. Students often write good essays but, in misunderstanding the question at the outset, they finally fail in their task. Be careful to answer all dimensions of the set problem. Finally, use your evidence

to answer the question specifically and avoid simply writing on the right theme in a loosely conceived way. An understanding of the implications and significance of the question's precise wording will be crucial to the relevance and quality of your answer. Since some of the implications of the question will not become apparent until you have done quite a lot of reading, look back at the exact wording of the question and check that your work continues to be properly directed. Use some of the vital words or quoted phrases of a question in your essay, so that their full significance can be demonstrated to the reader.

On other occasions, you will decide upon a project title in conjunction with your tutor. Once you have selected a topic, your tutor will normally indicate the main issues you may wish to cover; he or she will also relate these issues to the bibliography for the topic. Do take note of your tutor's advice as this may well save you a lot of unnecessary work.

#### *Books and articles*

Each topic you study is likely to involve working with four main types of source: texts which place the subject in a broad context; specialist books which focus upon a particular aspect of the subject; articles in academic journals; and articles in magazines and the financial and business press. You should select your essential reading well in advance of the date you intend to start your note taking. This will give you more time to understand and discuss the materials and also help you to focus on the most relevant areas.

### *Taking notes*

You may want to take some general notes about the sort of ideas, arguments and interpretations you find in your prescribed texts; thereafter your reading and note taking for an essay should always be selective. You have a particular purpose in mind, so you should read and take notes only where the material is relevant. To ensure that you do not become immersed in a sea of notes around and about your subject, it is probably best to read a chapter or article through before you take any notes on it. This will help you to see the central arguments and evidence in the chapter, assess their relevance to your work, and take selective notes accordingly. Do not note blindly every peripheral and marginal point of the discussion. Use headings and abbreviations in your note taking so that you can 'sort' the notes when you come to plan your essay, and save yourself the toil of re-reading long and elaborate sentences. When you take notes, try also to distinguish between firmly established facts and hypothesis or speculation. Once you have identified the essential 'facts' of the matter, you will be able to see how different management and other social science specialists are using them.

Everyone develops their own method of note taking, but a few practical tips may help:

1. Uncluttered notes help to speed the writing process. Start a separate sheet of paper for each book or article. Only write on one side of the paper, and leave generous margins for afterthoughts.
2. When you start on a new book or article, jot down the particulars at the top of the page – author's name, title, etc. As you make notes, write the page number(s) in the margin. When you write your essay, you will need all this information to acknowledge your sources (the 'Referencing Guide' on pages 50–54 gives fuller information). And of course it will save a lot of time if you need to go back to a book or article later. It's also helpful to note where you found the source: which library? What is the shelf number? Again, this can save time if you ever want to consult the work again.

### **Composition**

The composition of a good essay entails much more than the mere re-shuffling of your notes under particular headings. Here are the hallmarks of a well-composed essay.

#### *Relevance*

As stated above, the relevance of your essay will be dictated in the first place by your ability to interpret the set question or statement properly. No essay is an invitation to write generally around and about your subject. So, if asked to 'Compare and contrast human resource management practices in British and Japanese companies', an account of the development and current position of the British Trades Union movement would be severely penalised for not answering the question directly and explicitly. Your answer would also be inadequate if it was not truly comparative and did not give equal weight to management systems in both countries. Therefore, be disciplined and do not

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indulge in a broad discourse on a general theme. So, stick rigorously to the question; answer it clearly and incisively. Never forget that anyone unable to answer the question in an examination may be failed.

### *Organisation*

This is a vital element in any essay. Never be misled by anyone who tells you that, so long as you have collected the facts, you can dash them on to the page in any order. An essay is the result of empirical evidence being structured to prove a specific point through the means of a progressive and explicit logic. The way in which you answer the question – the demonstration of coherent and clearly expressed thought – is more important than the facts used to fill the page.

A good essay technique is to begin with an introduction that answers the question directly. This acts as a signal and proof to your marker that you have understood and will answer the question. The rest of your introductory paragraph should explain the structure of your essay, that is by outlining why you have included particular pieces of evidence and why they will substantiate the case you have just expounded. This will force you to think about the relevance of your evidence, its organisation and the order in which it is displayed.

The structuring of your essay so that each stage of your argument and discussion leads naturally and logically on to the next stage is not easily achieved, but it does distinguish a fine essay from the weak and the average. Furthermore, be definite and conclusive in what you are saying. No lecturer will penalise a student for reaching a conclusion with which he or

she personally disagrees, provided that the argument preceding it is generally sound. The only 'wrong' conclusion (to be justly penalised) is one that is plainly at odds with the evidence presented in the essay, or if evidence which the writer ought to have included is omitted.

### *Information*

To be convincing, any academic argument must be an informed argument. This does not mean that you have to cram every fact and figure that you have acquired from your reading into the body of your essay. It does mean, however, that you need to support your major claims and arguments by showing the reader the evidence, or the sort of evidence, upon which they are based. Much of this evidence may be open to several interpretations, so you should try to demonstrate why the particular argument you are making is preferable to other interpretations. Clearly, you need to exercise your judgement about how much evidence you need to support a particular point. Usually, one or two good examples will suffice to demonstrate a generally accepted point of view, but a more contentious argument will require more detailed explanation and substantiation.

### *Scepticism*

Be prepared to be critical of the authors, or at least to adopt a sceptical attitude of mind towards them. Be aware that academics cannot be completely objective, and the treatment of a subject will reflect something of the problems, concerns and attitudes of the time and place in which they write. Do not be afraid to challenge received wisdom with arguments of your own.

### *Clarity*

Sound grammar and correct sentence construction are essential components of clarity, so you need to take great care of them. Ungrammatical essays cannot expect to attain a good mark, whatever their other qualities. Gross illiteracy invites failure. Jargon, slang, journalese and clichés are normally penalised. This is not to say that your style of writing must be colourless, for fluent and forceful prose may well make your arguments more persuasive.

### *Economy*

The length of an essay is no indication of its quality. An excessively lengthy essay may, however, indicate that the author has failed to master acquired material; consequently, the student is unable to select material that is important and relevant to the question set. Conversely, a very short essay may indicate that the author has failed to tackle one or two critical aspects. Always remember that you can write a first-class essay without exceeding the given word-limit. So, do not over-illustrate any single point, or overdevelop any one contention.

### **How to submit your Tutor Marked Assignment**

More information about submitting your Tutor Marked Assignments can be found on the 'Resource Kit' CD.

### *Examinations*

Examinations by unseen written paper are taken in May/June. You should consult the Regulations for details of examination entry, Examination Centres and the procedure for notification of results. You will also find useful hints on taking

### examinations in the half course, **Business study skills and methods.**

The information that follows is for your guidance only. Full instructions on examinations and examination entry are given in the Regulations, which you should read carefully.

Information about how and where you can take your examinations can be found towards the end of this *handbook*.

### *Number of attempts permitted*

You can attempt the examination for each course up to three times (i.e. if you fail an examination at the first sitting, you can have up to two further attempts). If you fail a course three times, your registration may cease. Please refer to the Regulations for further information.

Students who do enter an examination on a second and/or third occasion, having failed on previous occasions, are liable to pay a re-entry fee. Please consult the International Programmes website for the rates and deadlines by which this fee has to be paid:

[www.londoninternational.ac.uk/fees](http://www.londoninternational.ac.uk/fees)

### *Revising for examinations*

You may not know the term 'revision' in the context of examinations. It simply means preparing yourself for the examinations by reviewing and pulling together what you have learned in the course.

### *Be organised*

During the course of the study year it is a good idea to go back and periodically review material you have worked on; in this way you are more likely to retain the

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knowledge you acquire. However, you will probably want to set aside some time for concentrated revision before the examinations. Decide very early how much time you will need to spend on each subject and make yourself a revision timetable. Do not avoid topics that you found difficult but spend time on them. Likewise do not become over-confident about topics you thought were easy and neglect them. You will need to balance priorities and demands between the various courses and topics you have chosen to work on in detail.

Remember to leave some time in your revision timetable for relaxation. If you rest your brain it will have the chance to recuperate and in doing so gain strength. Do not go to bed straight after revision. If you do, you may have trouble sleeping as thoughts are rushing around your brain. It is not a good idea to work right up until the examinations – especially the night before a morning examination. Last-minute cramming may clog up your mind and make it harder to recall other knowledge.

### *How to revise*

Make the revision process distinctive in some way. The more distinctive it is, the greater the probability that you will remember it at the vital time. For example:

- As you are reading your text or reviewing your notes, you might like to generate and write down questions about the material and any terms that you need to know on one side of a set of cards. Write the answers or definitions on the back of the cards and then use them to test yourself later.

- Generate a set of keywords that will help you to remember lists of information.
- Make spider diagrams which process information rather than just reiterating it; this will aid your memory and also your understanding of the material. Spider diagrams will enable you to connect information in different ways (see pages 34–35).

### *Testing yourself*

Try some of these ideas for testing yourself:

- With a large blank piece of paper, write a topic name in the centre and then build up a spider diagram around it. Add ideas by drawing in lines to show how they relate to one another. Once you have finished, look back at your subject guide or notes to see if you have missed anything.
- Practice questions – use specimen examination papers or past papers if they are available. Or think up your own questions. Make a detailed outline plan of the answer. Refer back to your subject guide and notes to see what you have managed to remember and what you have not. Only include what is relevant to the specific question, not just everything that you know about the topic.
- If you have not sat any examinations recently, try doing some questions under examination conditions and in the time you would have in the examination itself. Some people find it very difficult to get their ideas together in a structured form quickly enough.

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## Tips for sitting examinations

We have put together a few guidelines for approaching examinations, which we thought might be helpful for those of you who have not sat an examination recently!

### *Getting to the examination room*

Get to the examination room in good time. If you have not been to the place where the examinations are being held before, then it might be a good idea to visit it in advance of the day of the examination so that you know exactly where you have to go. If you have some distance to travel, then catch an earlier train or bus to make sure that you will be there on time. You won't want any extra anxiety on the day of the examination itself.

Make sure that you have enough pens and pencils with you, and any other equipment that you might need. Taking a watch with you is a good idea, so that you can easily allocate time to each answer.

Avoid talking to other students just before the examination if you think that it might agitate you.

### *The examination*

We are looking for you to:

- demonstrate knowledge of the key topics relevant to the question
- apply these concepts and tools in answering the questions
- show energy, rigour and imagination in exploring the question and bringing relevant experience to bear, by way of examples.

Make sure that you:

- **Read the questions carefully.** Read the question paper through once and then go back and read it again more thoroughly, marking the questions that you feel that you could answer. Read the questions that you have marked very carefully and decide exactly which ones you are going to answer and the order in which you are going to answer them. This will stop you launching off into the examination without thinking about it. Split the remaining time equally between questions.
- **Plan your answer.** Before answering a question, identify the key issues relating to it. Then select those concepts and methods you believe are most relevant. Do not start writing until you have planned out your answer. Make the plan detailed, showing the content of the introduction, the main body of the answer and the conclusion. Read through your planned answer. Is it logically argued? Are the main issues covered? Does it really answer the question? This process should take no more than five minutes and will ensure that your answer is relevant, logical and concise. If you have made a good plan you will find that you write the answer very quickly, as all you have to do is put in the words to link the point-by-point plan together. Cross out the plan when you have finished your answer, but leave it so that your Examiner can read it. You will not be penalised for a bad plan, but it can help your mark if you do not have time to finish the question properly.

- **Keep to the allocated time.** Keep within the time that you have allocated for each question. It is easier to get the first few marks of a question than it is to get the last few of another one. If you run out of time on a question, consider leaving it unfinished and going on to the next. If you get the chance then go back and finish the unfinished question, even if this is in note form. An Examiner may see by your rough plan that you meant to go further than you could manage and may reward you accordingly.

### How to do well in your examinations

- **Answer the right number of questions.** The easiest way to fail an examination is not to answer enough questions. Every examination paper will ask you to answer a certain number of questions, and marks will be allocated to each one. Unfortunately, it is all too common for students to answer too few questions. If you are asked to answer four questions, and only answer two, then you will have to produce perfect answers for the two you did answer just to pass the examination. It is not a good idea to spend a lot of time over one question at the expense of the others.
- **Answer the question that is asked.** Most marks in examinations are lost through a failure to answer the question properly. All too often students see a question on one particular aspect of a subject, and then just write down everything that they know about that subject, rather than the specific aspect that was requested. Read the question carefully and note down what aspects are being asked for. If the question looks similar to one that you have revised, check to see if it is exactly the same, or whether it differs in some important respects. Look for keywords in the question, as these will help you to understand what you are being asked to do.
- **Cite research.** You get marks for citing relevant examples and ideas from books and articles you have read. So always give examples of research to back up your arguments – even when the question does not explicitly ask for them. In answering a question in an examination you are not expected to give full bibliographical references for your sources. You should nevertheless acknowledge the name of any author you cite. If you can give examples from your own work experience then that is also a good idea.
- **Multi-part questions.** Some questions contain several parts. Make sure that you answer all the parts that are required: the question may require you to answer two out of three sub-questions, or it may be an either/or question. Spend enough time on each of the main parts of the question.
- **If English is not your first language.** Do not worry that you might read and write more slowly than your colleagues. Even if this is the case, remember that you get good marks for writing clear, critical and well-organised answers. Very short answers can still get good marks.

### What happens if I fail a subject?

In the unlikely event that you do not pass any one of your examinations, you are permitted to resit that examination two further times. Therefore, students will not be permitted to sit an examination for any course on more than three occasions. If, however, you fail the examination on the third occasion, your registration will cease. You will not be permitted to re-register for the degree, or to make a further attempt at the examination.

If you sit an examination on a second or third occasion, you are liable to pay an examination re-entry fee. If you want to use the VLE for any subjects you are resitting, a further fee will also be payable for this: details of these are given on the website:

[www.londoninternational.ac.uk/fees](http://www.londoninternational.ac.uk/fees)

### Marking criteria

All marks in management courses are expressed as a percentage grade. The following marking scale corresponds to that used to assess Tutor Marked Assignments and examinations and the meaning attached to these percentage grades is described in the table below.

### Assessment criteria

Marking range	Class	Characteristics
70% plus	First	<b>Exceptionally good work.</b> Distinguished variously by strong argument, independent thought, original insights, sound judgement, awareness of complexity, identification of key issues, understanding of debates, good use of information, successful application of theory.
60–69%	Upper Second	<b>Good work.</b> Distinguished variously by understanding of issues and debates, ability to mediate, application of theory, useful information, reasoned argument, critical thought, good judgement.
50–59%	Lower Second	<b>Competent work.</b> Distinguished variously by balanced argument, fair use of information, understanding of concepts <b>but</b> lacking in analytical precision, full awareness of complexity, key issues and debates.
40–49%	Third	<b>Modest work.</b> Distinguished variously by making an argument, addressing the topic, applying relevant information <b>but</b> lacking in logical consistency, theoretical and conceptual awareness, completeness and awareness of complexity, key issues and debates.
Below 40%	Fail	<b>Unacceptably poor work.</b> Distinguished variously by inadequate argument, failure to address the topic, missing vital information, lack of direction, sensitivity and understanding.

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## Plagiarism: what it is and how to avoid it

Academic communities, like the School of Management at Royal Holloway, exist to produce ideas and knowledge and to pass them on to students. In joining this academic community, we therefore expect you to respect the thoughts and ideas of academic colleagues, both here and elsewhere in the world. Yet, according to research in the USA and UK and from our own experience over the last few years, an increasing number of students are cheating in their academic work. They are doing so by copying other people's work and presenting it as their own, a form of academic misconduct known as **plagiarism**.

### What is plagiarism?

At its most simple, plagiarism refers to attempts by the student to misrepresent his/her own ability by drawing on other people's work and presenting it as his/her own. It includes collusion with or copying from fellow students. However, it is more evident in the copying of sentences and ideas from academic textbooks and articles in the library. Possibly the fastest growing type of plagiarism is the cutting and pasting of materials from electronic sources such as internet sites.

The University of London International Programmes employs the use of online plagiarism detection software and your work may be submitted to this online service. The plagiarism detection software will help Examiners identify poor academic practice or potential plagiarism in students' work.

Hricko (1998) argues that plagiarism involves a combination of three elements:

- **Cheating** involves '... borrowing, purchasing or otherwise obtaining work composed by someone else and submitting it under one's own name ...'
- **Non-attribution** involves using someone else's words or ideas without acknowledging him/her as the source.
- **Patchwriting** involves taking passages from a variety of sources, often with the judicious changing of words or phrases, with an intention of disguising the sources.

(Hricko, M.: 'Internet Plagiarism: Strategies to Deter Academic Misconduct', 1998)

It does not matter from whom you copy, what you copy from, whether you copy word for word or idea for idea or how much you copy when it is not attributed. All these practices constitute plagiarism because they do not present **your** thoughts about the topic in question, but attempt to present other people's ideas **as if they were your own**.

### What's wrong with plagiarism?

In a college community where ideas are at the heart of its existence, using other people's ideas for personal gain is considered to be not just poor work, but academic **misconduct**: it is not just intellectually weak or formally wrong, it is also morally indefensible. As academics, our life work is the production and writing of ideas and arguments, and plagiarism constitutes a theft of intellectual property.

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On a more practical level, it is our job as lecturers to assess **your** intellectual abilities, and we are not able to do so accurately if you present the arguments of someone else as your work. In the longer run and at a more abstract level, the practice of plagiarism undermines the credibility of the educational work carried out in universities, since confidence in the quality of the degrees awarded will be diminished. In summary, plagiarism is a major threat to academic integrity, a key value underlying university life.

### **Plagiarism and your life as a student**

If you understand the nature and significance of plagiarism and intentionally copy ideas without due attribution to their authors, this is a serious offence under University of London Regulations and is tantamount to cheating. Resorting to plagiarism may be particularly tempting when there is pressure to meet assignment deadlines. On the other hand, students can quite unthinkingly and innocently fall into academic practices that result in plagiarism.

However, your tutors will not always be able to judge whether your copying is innocent misjudgement or intentional cheating, so you must think carefully about plagiarism when you are preparing assignments. In what follows, we explain some simple techniques to prevent you falling into bad academic practice.

### **Avoiding plagiarism**

#### *1. Wide reading*

The more dependent you are on one source or just a small number of sources, the more likely you are to replicate the ideas those authors offer. It is good academic practice to consult as widely as possible, and to focus your reading on the issues raised in the assignment topic rather than retrieving everything you read. The further you progress through your degree programme, the more widely **and** deeply you will have to read in order to address issues raised in assignments.

#### *2. Careful note-taking and paraphrasing ideas*

Much preparation for assignments involves taking notes from books or materials that you are reading. In taking notes, you should be careful not to copy sentences or paragraphs directly, unless you place them in inverted commas. If you omit the inverted commas, when you get around to writing you might forget that you copied directly and therefore plagiarise without realising it.

It is good academic practice to learn to paraphrase arguments. To do so, you should read, say, a chapter of a textbook and use your own words and your own sequence of ideas to record the arguments as they relate to the issues raised by the assignment.

#### *3. Clear in-essay citing and referencing*

As mentioned in 2 above, it is important to record in your notes when a passage is a direct quotation – do not forget to note also the page on which the quotation is located. Direct quotes are very useful mechanisms

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for conveying key ideas concisely, but in management assignments they should be used sparingly (e.g. to clarify definitions of concepts). You should avoid citing huge chunks and paragraphs from sources. When you do quote directly, you must use inverted commas and make a clear reference to the source at the point of quotation (e.g. Jones, 1999: p.10) and provide its full reference details in a bibliography (reference list) at the end of the assignment.

#### *4. Citation of all consulted sources*

In order to optimise transparency in academic work, it is necessary to provide a full list of all the sources consulted in writing an assignment. All articles, books and other materials including internet sources should be referenced in conformity with the Harvard system.

#### *5. Wary use of internet sources*

Although it is convenient and quick to gain access to materials on the internet, you should note that there is virtually no quality control over what appears on the web. There are obvious exceptions – such as websites established by authoritative institutions (e.g. *The Economist*; World Bank) but in general you should think hard before relying on information from the internet. Where you do make use of such sources, you must give full reference details, including the date you accessed the site.

#### *6. Writing individual assignments on your own*

Most assignments are designed to examine your individual skills and understanding, and it is important that you write such assignments on your own.

This does not prevent you from discussing assignments with colleagues – indeed, this is often a very good practice – but the way you present information and construct an argument should reflect **your** knowledge and ability.

### **Detecting plagiarism**

Most students come to university to learn and to enhance their intellectual skills, hence joining the academic community and sharing in its values. A small minority, however, for a variety of motives, are tempted to take the shortcuts that plagiarism seems to offer. Where staff suspect a case of plagiarism, it is now possible to undertake very sophisticated analysis of coursework assignments to find the original source of materials.

Higher education institutions in the UK, including Royal Holloway, have access to powerful detection tools, which allow linguistic analysis, comparative analysis of different texts and, most significantly, internet searches to scour the internet for similar or identical materials.

### **School of Management Referencing Guide**

This guide sets out the Harvard system of referencing to be used in essays submitted to the School of Management, Royal Holloway, University of London. It is important to reference published material that you wish to use in your essay. While referencing is a standard that is used to avoid plagiarism, it also supports a strong scientific method. To build arguments and provide evidence you must reference any published resources you use. The spirit of referencing is embodied in Newton's

famous 1676 quote, 'If I have seen further it is by standing on the shoulders of giants'. It means that Newton's great discoveries were made by building on the work of other scientists. This reference guide sets out how to reference other authors' work properly.

For each type of material you are referencing (e.g. books, journal articles, newspapers, internet sites), this guide presents two parts: how to write the reference **in the text** of your essay, and how to write the full reference **at the end** of your essay. The section at the end of the essay should be called a 'reference section' and only include those references cited in the essay. For the purposes of this guide these two sections will be called 'in-text' referencing and the 'reference list' format.

A note on **paraphrasing and quoting**: quotes are direct transcriptions of text from other sources while paraphrasing uses your own words to express others' ideas. You should attempt to paraphrase where possible and only use quotes sparingly and strategically. Both paraphrasing and quoting require referencing, and quotes must refer to the page number from which they were taken (see 'Books' below).

### Generic format

The Harvard system has a generic format for in-text referencing and the reference list. While this guide provides a range of examples for books, articles, internet sources, etc., the generic format below should be used where adaptation is necessary.

### In-text

Author (year) or (Author, year):

Sillince (1996) or (Sillince, 1996).

### Reference list

#### Books

Author (Year) *Title*. Place Published:

Publisher:

Sillince, J.A.A. (1996) *Business Expert Systems*. Hitchin: Technical Publications.

#### Articles

Author (Year) 'Article title'. Journal Title, volume (number): pages:

Sillince, J.A.A. (1999) 'The role of political language forms and language coherence in the organizational change process'. *Organization Studies*, 20 (3): 485–518.

#### Books

The following exemplifies several in-text references for books with one author, two authors, more than two authors and authors cited by another author. When citing more than two authors, list all authors' surnames the first time, then use et al. (see example; et al. is an abbreviated version of the Latin phrase *et alii*, which means 'and others'). Note the different formats for the in-text referencing of paraphrasing and quotations (with page number) and the complete references in the reference list.

### *In-text*

#### **One author**

The development of bureaucratisation in the UK was fundamentally different from that of the US. The Taylorist efficiency movement occurred in the US during an expansionary period while the same movement occurred in the UK during one of the worst ever recessions (Littler, 1982). Littler (1982) concludes that for these reasons the labour movements in the UK are fundamentally different from those in the US. These differences in capitalist development had important consequences: 'This affected the pattern of resistance, and British capitalism still carries the scars of this historical conjuncture' (Littler, 1982: 195).

#### **Two authors**

Managerial skills are a key focus for Whetton & Cameron's (1991) introductory text.

#### **Three or more authors**

Smith, Child & Rowlinson's (1990) case study of Cadbury's Ltd revealed that the corporate culture's resistance to change was diminished by the use of new concepts and symbols. The new vision embodied in the transformation was also facilitated by key change agents located strategically throughout the organisational structure (Smith, et al., 1990).

#### **Author cited by other author: secondary sources**

Haslam, Neale, & Johal (2000) outline Porter's (1980) industry structure analysis. It features five important forces; barriers to entry, buyers, suppliers, substitutes, and intensity

of rivalry (Porter, 1980, in Haslam, et al., 2000). Haslam, et al. (2000) cite pharmaceutical giant Glaxo-Wellcome as particularly at risk of low-cost substitutes as drug patents expire.

### *Reference list*

Alphabetically ordered list of references.

Haslam, C., Neale, A., & Johal, S. (2000) *Economics in a Business Context* 3rd ed. London: Thompson Learning.

Littler, C.R. (1982) *The Development of the Labour Process in Capitalist Societies*. London: Heinemann.

Smith, C., Child, J., & Rowlinson, M. (1990) *Reshaping Work: The Cadbury experience*. Cambridge: Cambridge University Press.

Whetton, D.A., & Cameron, K.S. (1991) *Developing Management Skills* 2nd ed. New York: HarperCollins.

### **Journal articles**

In-text referencing of journal articles uses the same format as books (see above). Notice that the reference list includes the name of the journal article **and** the name of the journal. Be wary of electronic journals or articles retrieved from the internet, as some formats may not include the original page numbers you might need for direct quotations.

### *In-text*

Broadbent, Jacobs, & Laughlin's (1999) comparison of the organisational accountability of UK and New Zealand schools reveals important distinctions. Broadbent, et al. (1999) discuss how management accounting in UK schools results in an individualistic focus in

contrast to the socialising focus of an integrated financial accounting in New Zealand schools. An individualising focus may result in undermining 'the capacity for communal action and alienate the organisational members from the activities that they are required to undertake' (Broadbent, et al., 1999: 358).

#### Reference list

Broadbent, J., Jacobs, K. & Laughlin, R. (1999) 'Comparing schools in the U.K. and New Zealand: Individualising and socialising accountabilities and some implications for management control'. *Management Accounting Research*, 10: 339–361.

#### Internet sites

The variability of internet site quality is problematic for referencing in academic essays. However, access to annual company reports, press releases and daily news services provide ample reasons to utilise the internet in essays. Journal articles obtained over the internet should use the standard journal format unless the journal is solely in electronic format (see below).

#### In-text

Wiegran & Koth's (1999) article on successful online commerce focuses on customer loyalty, increasing purchases, and higher margin products. They propose five website features to achieve successful online commerce; value added information, personalisation, intelligent communication, user generated content, and loyalty incentives (Wiegran & Koth, 1999).

Since 1991, the price of oil reached its highest in February 2000 and this rise is due to OPEC restrictions on oil production (BBC, 2000).

#### Reference list

BBC, (2000, February 19) 'Oil reaches \$30 a barrel'. (BBC News), Available: [http://news.bbc.co.uk/hi/english/business/newsid\\_644000/644028.stm](http://news.bbc.co.uk/hi/english/business/newsid_644000/644028.stm) (Accessed: 2000, February 20).

Wiegran, G., & Koth, H. (1999) 'Customer retention in on-line retail'. (*Journal of Internet Banking and Commerce*), Available: [www.arraydev.com/commerce/JIBC](http://www.arraydev.com/commerce/JIBC) 4(1), (Accessed: 2000, February 20).

#### Newspapers

##### In-text

Use same as Books (i.e. Author, year). If no author is found then use full name and date as follows:

The oil crisis has caused parents to 'consider home education' (*The Times*. 9th July 1973: 3).

##### Reference list

*The Times* (1973) 'Oil Crisis Impacts on Learning'. 9th July: 3.

#### Chapter in edited collection

##### In-text

Note that the author's cited chapter is taken from pages 138 to 157 of Pollert's Book, *Farewell to Flexibility*.

Smith's (1991) examination of flexible specialisation focuses on production and consumption.

### Reference list

Smith, C. (1991) 'From 1960s' Automation to Flexible Specialisation: A déjà vu of technological panaceas. In A. Pollert (ed.) *Farewell to Flexibility*: 138–157. Oxford: Blackwell.

### Company publication

#### In-text

Flexible work technologies are a key focus for British Telecom. BT has set up a consultancy unit that specialises in employing flexible working practices with respect to technology (British Telecom, 1999).

#### Reference list

British Telecom (1999) *Annual Review and Summary Financial Statement*. London: British Telecom.

### Author with more than one publication in a year

#### In-text

Haslam, Williams, & Williams (1990a) is distinguished from Haslam, Williams, & Williams (1990b).

#### Reference list

Haslam, C., Williams, J., & Williams, K. (1990a) 'The hollowing out of British manufacturing'. *Economy and Society*, 19 (4): 456–490.

Haslam, C., Williams, J., & Williams, K. (1990b) 'Bad work practices and good management practices'. *Business History Review*, 64 (4): 657–688.

### Interviews and personal communication

Students are advised not to reference personal communication (e.g. lectures or meetings) unless as part of a submitted field research project with a relevant section on methods. Lecture material should be traced back to original sources.

#### In-text

One respondent believed that postmodern research methods were indicated by the use of computers and quantitative algorithms with traditionally qualitative textual analysis (Innes, 2000).

#### Reference list

Innes, P. (2000) Interview, no.01a00, 22 March.

### Other formats

Again, use the generic system when you encounter material to be referenced that does not fit clearly into the previous examples.

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# The programme tools and materials

The purpose of this chapter is to introduce you to the various tools and materials that we are providing you with in order to study the programme. We will explain what you should have received from us in your study pack, the basic features of the Virtual Learning Environment (VLE) and the structure and format of the computer-based study materials.

## What to expect and when

You should have received the following in the post:

- a 'Resource Kit' CD
- comprehensive paper-based subject guides (each module has a Guide Book and a notebook)
- the student *handbook* (this book)
- details of where to find the Programme Specification and Regulations online
- username and password for the Student Portal
- any core textbooks (not all courses have them).

### The 'Resource Kit' CD

Before you begin to study your course materials, please work through the 'Resource Kit' CD. The CD contains comprehensive instructions, guidelines and resources that will help you navigate the study materials and WWLC.

### Resources

The study materials provide you with access to digitised book chapters and journal articles, as well as to digital images, charts, maps and links to external websites, all of which will be embedded within the lecture and seminar material.

The resources provided will reflect the essential texts that you must read in order to be able to complete the courses successfully.

Where possible, additional reading materials have also been provided within the WWLC; where this is not possible then detailed lists of these (in-print and readily available) resources are given so that you can locate them elsewhere. A list of bookshops can be found on our website at:

[www.londoninternational.ac.uk/current\\_students/general\\_resources/](http://www.londoninternational.ac.uk/current_students/general_resources/)

For some courses there may be one or more books that are particularly relevant. These books will be sent to you as part of your study pack.

## The Student Portal

The address of the Student Portal is:

<http://my.londoninternational.ac.uk>

The Student Portal is a website that gives you access to online resources that are relevant to you and your programme of study. All you need is the one username and password to access all these resources.

You will be sent your Student Portal username and password with your study materials. We recommend that you log in as soon as you can.

Once you are logged in you will be able to access:

- your VLE
- your Online Library resources
- your student email account
- your user details
- other useful information.

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If you have not received your username and password or require further assistance logging in, please go to

[www.londoninternational.ac.uk/current\\_students/portal/help/loginhelp.shtml](http://www.londoninternational.ac.uk/current_students/portal/help/loginhelp.shtml)

## The World Wide Learning Community (WWLC)

The WWLC is an online virtual learning environment that allows you to access learning materials online and also enables you to interact with fellow students and tutors.

Below we describe briefly some of the features and tools which can be found on the WWLC. You will learn more about these features when you complete the WWLC tour on your 'Resource Kit' CD.

### Course materials

The course materials are predominantly paper based, but all materials are available in electronic format on the WWLC as well. Some courses also have accompanying textbooks, and all have suggested links to further reading and internet resources.

### Calendar

You can use the calendar to help you plan your time and record your study schedule. You should make a habit of checking this regularly as tutors and administrators can also put important dates in your calendar – such as assignment deadlines and dates for seminars.

### Online discussions

In online discussions you will be able to interact with your peers and tutors by writing messages. There are discussion areas for each topic where you can discuss

the study materials with other students; a Student Cafe for more informal discussions with other students; and specific areas for tutor-led seminars.

Your discussions will be asynchronous – this means that they do not take place live. For example, you might post a message on Monday and your tutor might post a reply on Wednesday.

### Noticeboard

The Noticeboard will display important notices about your studies. You should make a habit of checking this regularly.

### Profiles

In the Profiles area you can enter information about yourself so that your peers can get to know you. It is up to you how much you tell other people about yourself – remember that everyone will be able to see this information. Getting to know other people who are studying on this programme will help you to feel less isolated, so use this area to find out a bit about your peers. You will also be able to access staff profiles so that you can see photos of your tutors and find out more about them.

### Queries

This area allows you to submit any technical, administrative or academic queries. You can post a message here and you will receive a reply from the appropriate person.

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## Electronic resources

### The Online Library

An Online Library has been developed for International Programmes students. There is an individual homepage for each qualification within the International Programmes. The Online Library homepage for your programme is:

[www.external.shl.lon.ac.uk/?id=ba](http://www.external.shl.lon.ac.uk/?id=ba)

### Online Library Tour

To help you to find your way around the Online Library it will be useful for you to take the Online Library Tour. The tour should only take you five minutes to complete but it will save you a lot of time in the future!

[www.external.shl.lon.ac.uk/help/tour.php](http://www.external.shl.lon.ac.uk/help/tour.php)

To access the Online Library from inside the Portal click on the 'Online Library' tab.

### Databases and electronic journals

The Online Library provides access to a wide variety of databases, many of which contain full-text electronic journals and E-books. You can browse or search the full list of the Online Library's databases from the **databases page**:

[www.external.shl.lon.ac.uk/res/databases.php?id=ba](http://www.external.shl.lon.ac.uk/res/databases.php?id=ba)

Here are some of the major databases that the Online Library provides:

- **ABI Inform** – nearly 4,000 full-text journals across business, management, economics and related subjects, from 1987 onwards. Includes abstracts from earlier material.
- **Business Source Premier** – Business Source® Premier, the industry's most popular business research database, features the full-text of more than 2,200 journals. Full-text is provided back to 1965, and searchable cited references back to 1998.
- **Dawson's E-book Collection** – the Online Library has purchased several core textbooks in electronic format, and the collection is constantly growing.
- **JSTOR** – full-text journals across a broad range of subject areas including classical studies, economics, education, finance, history, mathematics, political science, sociology and statistics.
- **Lexis®Library** – although primarily a database containing full-text case law and legislation for the United Kingdom, USA (Federal and State), EU and other jurisdictions, it also provides access to national and local United Kingdom newspapers.
- **Science Direct** – full-text access to over 550 journals across a range of subject areas including science, health, business and management and social sciences. Abstracts for over 2,500 journals can be searched, but full-text access is limited to titles that have been selected and paid for by the Online Library.
- **Web of Knowledge** – ISI Web of Knowledge delivers easy access to high quality scholarly information in the sciences, social sciences, and arts and humanities. This includes free access to My EndNote Web reference management.

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The Online Library Team has developed introductory or **Quick Start Guides** for each of the databases to help you learn to use them effectively:

[www.external.shl.lon.ac.uk/pdf](http://www.external.shl.lon.ac.uk/pdf)

### **Summon**

Summon is the new Online Library Google-like search engine that provides fast, relevancy-ranked results through a single search box. Use Summon to find the full text of journal articles by typing the article title into the Summon search box. To find out more about Summon go here:

[www.external.shl.lon.ac.uk/summon/about.php](http://www.external.shl.lon.ac.uk/summon/about.php)

If you are interested in a particular journal use the Full Text Electronic Journal List at:

<http://zk6qc5fe9p.search.serialssolutions.com/>

### **Accessing the Online Library**

For up-to-date information about accessing the Online Library please go to:

[www.external.shl.lon.ac.uk/?id=ba](http://www.external.shl.lon.ac.uk/?id=ba)

### **Passwords for accessing the Online Library**

Together with your study materials, you will receive a letter with your Portal username and password. With this same username and password, you will be able to access most e-journals and library databases. This means that you only need one password for the Portal, VLE and for most Online Library databases.

To access the Online Library, log in to the Portal, and then select the 'Library' tab. A

new window will take you to the Online Library gateway. The 'Databases' link will take you to a list of databases relevant to your programme. There is a login guide next to each database link to help you with the login procedure. You will find further information about accessing the Online Library databases at:

[www.external.shl.lon.ac.uk/help/databases](http://www.external.shl.lon.ac.uk/help/databases)

Some journals will also require you to have an Athens username and password.

For an Athens account request, please go to:

[www.external.shl.lon.ac.uk/res/request.php](http://www.external.shl.lon.ac.uk/res/request.php)

Your personal Athens account will be renewed by the Online Library team in December each year while you are a registered International Programmes student.

### **Support for using the Library**

You can send your enquiries by email to the generic University support email [uolia.support@london.ac.uk](mailto:uolia.support@london.ac.uk) and a specialist librarian will get back to you within two working days. Enquiries can also be sent via the web form found at:

[www.external.shl.london.ac.uk/help/enquiries/index.php](http://www.external.shl.london.ac.uk/help/enquiries/index.php)

or by telephone: + 44 (0)20 7862 8478.

Email replies from the Online Library Enquiries Service are sometimes interpreted as junk mail (spam) by filters. This means you might miss our reply to you, particularly if you are using Hotmail or

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AOL. To avoid frustration, if you are using a junk mail filter, please set it to allow email from [OnlineLibrary@shl.london.ac.uk](mailto:OnlineLibrary@shl.london.ac.uk).

### **The Help Desk**

Although the Online Library Team will aim to answer your enquiry within two working days, you may be able to find the information you need instantly in the Online Library Help Desk:

[www.external.shl.lon.ac.uk/help/](http://www.external.shl.lon.ac.uk/help/)

### **Internet and computer requirements**

In order to take advantage of the benefits of the Portal, as well as to keep up to date with the news and information about your programme, you should have access to a computer with an internet connection. The specifications that we recommend are listed below. As well as improving access to information and study resources, the website and VLE can also help you feel part of the student community.

To use the Portal and the online resources it provides, you will need:

- a computer with internet access
- a web browser – Internet Explorer 6.0 or later, or Firefox 2.0 or later
- Javascript to be enabled
- Cookies to be enabled
- Adobe Reader (to download study resources and help material)
- Adobe Flash Player 7.0 or later (to view movies).
- Microsoft Word and Excel 97 or higher
- Real Player (Basic). Download the latest version free from:  
[www.uk.real.com](http://www.uk.real.com)

As with all websites, the higher the bandwidth of your internet connection, the smoother your experience of the Portal will be.

### **Support**

If you require any help accessing your Portal/VLE, please go to:

[www.londoninternational.ac.uk/current\\_students/portal/help/loginhelp.shtml](http://www.londoninternational.ac.uk/current_students/portal/help/loginhelp.shtml)

For any other queries, please see the FAQs:

[www.londoninternational.ac.uk/current\\_students/portal/help/contact\\_support.shtml](http://www.londoninternational.ac.uk/current_students/portal/help/contact_support.shtml)

(this link can also be found at the bottom of the Portal login page).

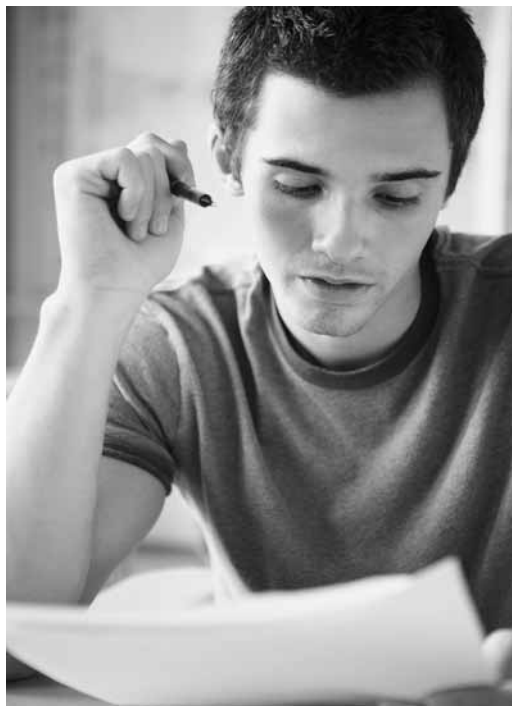
We will try to respond to your query within two working days; however, this may be longer during busy periods and holidays.

### **Feedback or suggestions?**

If you would like to suggest a resource or have any ideas as to how the Online Library can be improved, please let the Online Library Team know:

[www.external.shl.london.ac.uk/contact/](http://www.external.shl.london.ac.uk/contact/)

# Entering for examinations



## New codes

**Note that course/module codes are new from the 2011–2012 academic year and replace any previous year's examination numbers. This change does not affect the syllabus or content of the course/module.**

**The new code for each course/module is shown next to the course title in Annex A and Annex B of the Programme Specification and Regulations. For a table showing how old examination numbers are replaced by new course/module codes, see the University of London International Programmes website:**

**[www.londoninternational.ac.uk/new\\_codes](http://www.londoninternational.ac.uk/new_codes)**

The following pages are aimed to guide you through the examination process, from making an examination entry through to receiving your results. Remember, you do not have to take examinations each year, but if you decide to sit they are usually held in May–June.

## Examination Centres

Maintaining a good relationship between yourself and your Examination Centre is a very important part of the examination process and will ensure the process runs smoothly for you.

Firstly, you should contact one of the approved Examination Centres, listed online:

[www.londoninternational.ac.uk/exams](http://www.londoninternational.ac.uk/exams)

If you do not have access to the internet, please contact the Student Assessment Office (see Contacts pages).

We would advise you to do this in good time as your Examination Centre will need to countersign your examination entry form before you can send it to the University in London. The deadline for the University to receive examination entries is 1 February for May examinations. Your Examination Centre's local deadline will therefore be before this date, so always make sure you have submitted your examination entry form in time.

The Examination Centre will charge you a fee to cover the costs of accommodation, invigilation and the return of your script(s) to the University by courier. This local fee should be paid direct to the Examination Centre where you sit your examinations and is in addition to the examination entry fee you pay to the University in London.

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Examination Centres are all independent institutions responsible for conducting the examinations at a local level. Each Centre will individually set its own local deadline for receiving your examination entry form and will decide what local fee it will charge you to cover the costs of accommodation, invigilation and the return of your script(s) to the University by courier. It is important to note that the University has no influence over the exchange rate or the amount of the fee charged by the Examination Centre. This amount can vary significantly from country to country so please check with your Centre directly. At the examination session, all students will be examined by the same written paper examination, on the same date and at the same time. In certain circumstances however, this may not be possible, so you should always check with the Examination Centre that you have the correct time and location of your examinations.

It is important that your Examination Centre can easily contact you, so always make sure they (as well as the Student Assessment Office in London) have your main current contact address, especially if you change addresses. Always check the details (for example, examination location, time and date) with the Centre directly and if you are unable to attend an examination, please let them know.

Students who have difficulty in making arrangements to take examinations at any of the listed Examination Centres, or who wish to take examinations in a country not listed, should write to the Student Assessment Office (see Contacts pages). You should note however, that where an

established Examination Centre exists, you will be expected to use the facilities provided by that Centre. The University is not able to establish an alternative Examination Centre in an area where one is already established.

### **HM Forces overseas and HM Ships**

If you are serving and want to take examinations where you are based you should contact the Student Assessment Office in London.

**Please remember:**

The University deadline for receipt of your completed and countersigned examination entry is **1 February**. You must ensure that your entry is submitted in time to be received by this date. In exceptional circumstances, entries received after **1 February** will be accepted only at the discretion of the University.

**London entry:**

The Student Assessment office makes the arrangements for London examinations. You should return one copy of the examination entry fee if applicable to the Student Assessment Office by the deadline.

## Making an examination entry

The following diagram will guide you through the process for making an examination entry:

As soon as you have registered with us you need to find out the closing date for returning your examination entry form to your Examination Centre. Examination entry forms are available online at **www.londoninternational.ac.uk/exams/register** and may be available from your Examination Centre.

If you do not have access to the internet you can contact the Student Assessment Office (see Contacts pages) who will send you an examination entry form.

**Complete two copies of the examination entry form.**

You should carefully read the examination entry form instructions before you begin to fill out your forms. It is also essential that you refer to the Regulations when completing your forms, as this gives all the rules with which you need to comply when making an examination entry, together with important information such as course titles and codes. If you are in any doubt regarding what is or is not permitted when making your examination entry, or you have any questions regarding the form, you should contact the Student Assessment Office (see Contacts pages) straightaway.

**Return both copies of your examination entry form, together with the appropriate examination entry fee (www.londoninternational.ac.uk/fees) and the Examination Centre fee, to the Examination Centre before their closing date.**

The University deadline for receipt of your examination entry is **1 February**, so the Centre's deadline will be before this date.

Always follow their instructions and make sure you meet their deadline.

When the Examination Centre has confirmed the arrangements for your examination(s), they will either return one countersigned copy of your examination entry form, together with your examination entry fee, to the University by the University's deadline of **1 February** or return the enclosed form to you so that you may send it with your fee to the University by **1 February**.

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## Changing your address

If, after submission of your examination entry form, you change your address, please let us know as soon as possible either by email, via the new online updating facility or by using the Change of details form at the back of this *handbook*. If you are based overseas you should also inform your Examination Centre.

## Special examination arrangements

You should write to the Special Examination Services department (see Contacts pages) at the same time as you submit your examination entry to confirm any special examination arrangements that you require, and to submit any required medical documentation. This will allow us to make the arrangements in good time for your examinations. For full information relating to our Inclusive Practice policy please see the general section of this *handbook*.

## The examination timetable

The examination session is held in May–June each year and you should keep this in mind when making plans such as booking holidays. We can only prepare the detailed examination timetable once all examination entry forms have been processed at the University; however, an advance timetable for most programmes is available from early January. It must be noted that dates in the advance timetable are subject to change if, for example, we discover an examination clash. For the majority of papers the timetabling of examinations can only be confirmed in the first or second week of April.

## Examination Admissions Notice

We will send you an Examination Admissions Notice two weeks before the examination session begins. This Notice provides important information relating to your examinations including the examinations for which you are entered and the specified dates and times on which you will sit these examinations. If you do not wish to miss the opportunity to sit, it is vital that you make sure that you are able to take the examinations on the dates given on your Admissions Notice. No adjustment can be made to the dates on this Notice for any reason.

The Admissions Notice also includes an information sheet explaining examination conduct and the rules applying to your examination. It is an important document and you should read it carefully when it arrives.

The Admissions Notice must be taken into every examination to provide the invigilators with proof of your identity.

If you are sitting your examinations in the United Kingdom, your Admissions Notice will be sent to you at the contact address we have on our records approximately four weeks before the examination session commences. If you are entered to sit examinations outside the United Kingdom, your Admissions Notice will be sent to your Examination Centre approximately four weeks before the examination period commences. You can then either collect the Notice from the Centre or they will forward it to you at your contact address.

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If you have not received your Admissions Notice two weeks before the start of your examinations you must immediately contact the Student Assessment Office (see Contacts pages) if you are sitting in the UK or Republic of Ireland or your Examination Centre if you are sitting overseas.

## Sitting your examination

If, once you have made an examination entry, you change your mind and decide you are not ready to sit your examination, you will not be penalised academically for doing so. You must be aware, however, that **examination entry fees are not refundable, nor can they be transferred under any circumstances** if you decide not to sit. Please keep this in mind when making your entry to the examinations.

If you are absent from all of the examination papers, for whatever reason, you do not need to inform us. However, if you are absent from one or two examination papers only, **you must write to us immediately**, giving the reasons which prevented you from sitting your examinations. If these reasons are of a medical nature, you will also need to enclose a medical report with your letter. Please also inform your Examination Centre.

## Mitigating circumstances

If you think your examination performance was adversely affected by illness or other adequate cause, either during or directly before the examination session, then you must contact the Student Assessment Office (external.exams@london.ac.uk) straightaway and include a

full medical report and/or other supporting documentation. This information must be submitted no more than three weeks after the date of your last examination so that it can be taken into account by the Examiners.

If you have difficulty obtaining your supporting evidence you should still write to the Student Assessment Office within the time specified above, but explain fully the reason why you cannot provide the supporting documentation at that time.

You should also say when you expect to forward this information to the University. The University can only consider your case if you provide us with appropriate supporting evidence.

## Receiving your examination results

Results are available initially online and you will be sent an email informing you when they are available. In addition, paper copies will be despatched to your main contact address later. It is important that you ensure your contact address is up to date (see Changing your address). You should also make sure you inform your Examination Centre of any change of address and contact details.

If you have not received a paper copy of your results by the beginning of September for the May exams, you should contact the Student Assessment Office (see Contacts pages).

Please can we ask you to be patient and not contact us before that time. We will do all we can to get your examination results to you as quickly as possible.

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## Administrative recheck of examination results

If, when you receive your notification of result, you are concerned that an administrative error may have been made in the calculation of your result, you should contact Administrative recheck of results (see Contacts pages).

Before making a request against your result it is important for you to be aware that you can only make a representation on administrative grounds. Rechecks cannot be considered on academic grounds, as each script is marked independently by two Examiners and the confirmed result is then determined at an Examination Board meeting. The decision of that Board is final. Therefore, if you make a request for an administrative recheck, your script will not be re-examined or re-marked by the Examiners. A thorough administrative investigation will, however, be undertaken.

### How to submit an administrative recheck request

There is a fee payable for each recheck to cover the administrative cost of the process. This fee is currently £50 for each paper or section that you wish to have checked; for example, if you have taken four papers and you think the results for three of these papers may be incorrect, a fee of £150 is payable. This fee will be refunded in the highly unlikely event that an error is found.

To request an administrative recheck, please go to the International Programmes website and use the online payment service to make and pay for your recheck.

For further information, please go to:

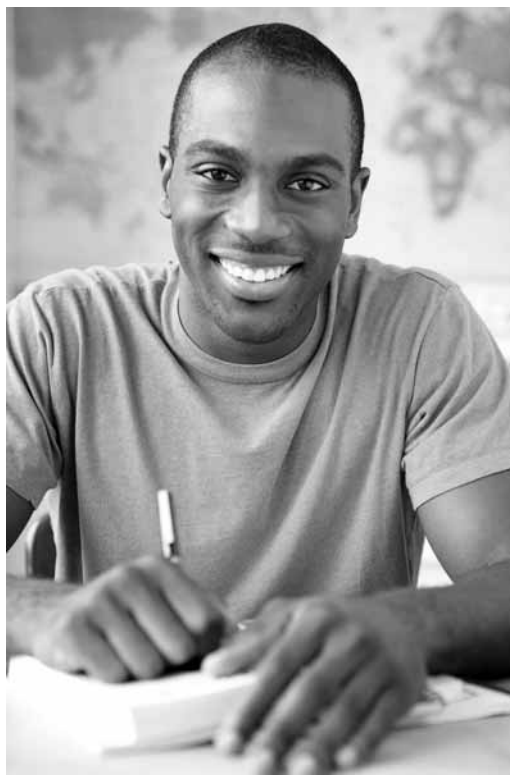
[www.londoninternational.ac.uk/exams/admin\\_recheck](http://www.londoninternational.ac.uk/exams/admin_recheck)

## Further questions?

If, after reading this *handbook* and the Programme Specification and Regulations you have any queries in connection with your examinations, please contact the Student Assessment Office (see Contacts pages) who will be happy to help.

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# Requesting your study materials and maintaining your registration



## Changes to the continuing registration process

During 2011 we are changing the way in which the continuing registration process works and we are planning to offer online registration for the first time.

## How to request your study materials and maintain your registration

When you first registered as an International Programmes student we sent you a package of introductory study materials, including this handbook. In each subsequent year of your studies, normally in August/September, we will open the registration period and send you an alert by email to complete the continuing registration process online.

We will only open the continuing registration period once the examination results are available for your programme. This is so that we know which subjects each student will need to study in the following year and can make these available for selection during the online registration process.

## Advantages of online registration

Using the new online registration process you will be able to:

- select courses and request your study materials online
- pay online
- complete your registration in one process
- receive confirmation of your registration instantly

- not have to wait for a paper form to be delivered through the post and processed, which should reduce the timeframe from completing your registration to receiving your materials.

If you are unable to complete the registration process online, we can send you a paper registration form and study materials questionnaire to complete and return on request. However, we would encourage you to complete the online process if possible, as this will be the quickest and most efficient way to register. If you do need to register using the paper process please contact the Registration and Learning Resources Office (see Contacts pages) before **1 September** to request that the registration form and study materials questionnaire are sent to you.

It is very important that you register while the registration period is open. If you do not complete the registration process and pay your fee before the end of the registration period, you will be deemed to be 'inactive' and you will not be sent any new materials, or be permitted to enter for examinations. If you do not register in a particular year, your registration status will be updated to 'withdrawn' and you will not be able to access any International Programmes services.

Please make sure, when completing the online registration process that you indicate all the courses that you intend to study, even if you are continuing to study the same courses as in the previous year. This is important as you will only be offered the opportunity to enter examinations for those courses that you

have selected as part of the registration process. In addition, subject guides are often updated and there may be a new edition that we can send to you.

For new subjects, or where there has been a major revision to a subject guide, we aim to have the new guide available by **1 September** in the academic year leading up to the first examination. Any guides that are not ready when we send you your study materials will be listed as 'to follow' on your letter and will be sent to you as soon as they are ready.

## Delays in receiving your materials

Although a high percentage of study materials are dispatched by courier, please always try to allow at least one month between completing your registration and contacting us to ask where your study materials are. This is to allow reasonable time for the processing of your fee and study course selection, the picking and packing of your consignment and finally the delivery of the consignment to you. It is also worth remembering that the processing time can be increased during very busy periods such as September and October, so you may need to make an extra allowance for this.

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## Queries with your study materials

When you receive your study materials it is important to check the consignment note carefully. If you find that we have sent the wrong materials, or that any of the materials are missing, please contact the Registration and Learning Resources Office (see Contacts pages) as soon as possible and we will arrange for the correct materials to be sent to you.

### In brief:

- **We will send you an email alert when the online registration process for your programme opens.**
- **In order to receive your study materials, access services from the International Programmes and be eligible to enter for examinations, you must complete the registration process, including payment of fees, before the deadline.**
- **As part of the registration process you must indicate all the courses that you intend to study, even if you are continuing to study the same courses as in the previous year, as you will only be offered the opportunity to enter examinations for those courses that you have selected as part of the registration process.**
- **Please allow one month between completing the registration process and contacting us to ask where your study materials are.**
- **If you need to register using the paper-based process, please contact the Registration and Learning Resources Office by 1 September to request the relevant registration forms.**

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# Accreditation of prior learning

On some programmes you may be able to apply for accreditation of prior learning if you have covered a similar syllabus in the same breadth and depth as part of a previous qualification. To be eligible to apply for accreditation of prior learning you must satisfy us that you have already passed examinations that equate in level, content and standard to the foundation level subject(s) or course(s) that form part of your programme. If you are awarded an accreditation of prior learning you do not then have to take that particular foundation level subject or course as part of your programme.

**Not all programmes offer provision for accreditation of prior learning; therefore you should check your Programme Specification and Regulations to see if you can apply for accreditation of prior learning from the particular foundation level courses or subjects of your programme.** If your programme has provision for you to apply, you must make a formal application for all accreditation of prior learnings. Most students do this at the time they apply for the programme but, as a registered student, you may still apply provided you have **not** already made an examination entry for that particular subject or course. If you fail an examination you may not, at a later stage, apply for accreditation of prior learning from that subject or course.

**To apply for accreditation of prior learning you should send a letter of written application as soon as possible to the Admissions Office (see Contacts pages), but for students applying to the BSc Business Administration degree your application for accreditation of prior learning must be received no later than 25 August.**

## In brief:

- **If you are awarded an accreditation of prior learning you do not then have to take that particular subject or course as part of your programme.**
- **You will need to satisfy certain criteria to be eligible to apply for accreditation of prior learning. These criteria are given in your Programme Specification and Regulations.**
- **Not all programmes offer provision for accreditation of prior learning.**
- **You must make a formal application for accreditation of prior learnings – both automatic and discretionary.**
- **There are deadlines by which applications for accreditation of prior learning must be made.**

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# Transfers

## Transferring to another International Programmes undergraduate programme

If you would like to transfer to another undergraduate programme offered through the International Programmes you should first check the relevant prospectus to see if you satisfy the entrance requirements for the programme to which you would like to transfer. (Prospectuses are available from the Information Centre, see Contacts pages) or our website at:

[www.londoninternational.ac.uk](http://www.londoninternational.ac.uk)

If you meet the necessary entrance requirements you can apply to transfer.

Applications to transfer must be made in writing to the Registration and Learning Resources Office (see Contacts pages). When making an application you must give your full name, student number, correspondence address, the programme for which you are currently registered and the programme to which you wish to transfer.

Applications to transfer are considered on an individual basis. If your application is approved, in certain circumstances, you may be awarded credit(s) on the new programme on the basis of your studies on the old programme. However, the award of credit(s) is also considered individually and remains at the discretion of the University.

If you make an application to transfer after you have made an examination entry on your current programme, your transfer application will not be considered until after the publication of the result of your examination. If your transfer request is

approved you will be required to pay any outstanding fees. On transfer to the new programme your registration will be valid for the remaining period of your current registration, unless you are transferring from a degree to a diploma, where the maximum period of registration is five years rather than eight years. If you do not complete your new programme within the time remaining in your current registration period, you may be able to apply to renew your registration for a further period. When considering whether to grant a renewal of your registration period the University will take into account the progress you have made in your studies during your current period of registration. If a renewal is approved, you will be required to pay an initial registration fee. If you do not have sufficient time remaining in your current period of registration to complete the programme to which you have transferred you will be required to cancel your existing registration and apply to register afresh for the new programme. You must pay the initial registration fee for the new programme and you will be given a new period of registration.

## Transferring to an International Programmes postgraduate programme

If you would like to apply for a Master's degree, Postgraduate Diploma or Postgraduate Certificate through the International Programmes you will have to cancel your existing registration and submit a fresh application for registration for that degree, diploma or certificate.

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## Transferring to another UK university at undergraduate level

You may wish to apply for entry to another university in the UK or elsewhere. You need to check with the universities concerned whether this is possible, as every university has its own conditions and procedures. We would advise you to start making enquiries at least a year before you wish to transfer. If you live overseas, the British Council is a good source of information about universities in the UK and how to apply to them, or you can contact the Admissions Office at the university concerned. If you need confirmation of your results as part of the transfer process, please refer to 'Certificates, transcripts and Diploma supplements' in the General section of this *handbook*.

## How to apply to universities in the United Kingdom

Applications to UK universities must be made via the Universities' and Colleges' Admissions Service (UCAS). The UCAS contact details are:

UCAS, Rosehill, New Barn Lane,  
Cheltenham, Gloucestershire  
GL52 3LZ United Kingdom

Email: [enq@ucas.ac.uk](mailto:enq@ucas.ac.uk)

Website: [www.ucas.com](http://www.ucas.com)

Tel: +44 (0)1242 223707

For consideration of a place from October in a particular year, the UCAS opening date for the receipt of applications is 1 September in the previous year and the deadline is 15 January of the year of study.

The British Council will have further information and application forms for UCAS.

### Hints for UCAS applications

1. If you are applying for second year entry, ensure that this is clearly indicated on the UCAS form.
2. Personal statements are a vital part of the UCAS application. Not all universities invite applicants for interviews, so this is your opportunity to express yourself. Read through the prospectus carefully and indicate how you satisfy the criteria/conditions that the University is looking for.
3. If you are studying with an institution, a senior academic should be responsible for writing your reference. The grades predicted for each subject should be clearly indicated on the UCAS form.