

**BSc (Hons) Business Administration: Finance**  
**BSc (Hons) Business Administration: Management**  
**BSc (Hons) Business Administration: Marketing**  
**BSc (Hons) Business Administration: Media & Communications**  
**BSc (Hons) Business Administration: Sports Management**

## **Programme Specification**

**2025-2026**

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## 1. INTRODUCTION

This document describes the BSc (Hons) Business Administration with specialisms designed, offered and run by the European School of Economics and awarded by Richmond American University London, using the protocols required by The Framework for Higher Education Qualifications in England, Wales, and Northern Ireland (QAA, 2008).

All of the ESE undergraduate bachelor's degree programmes are taught in English and have a standard 360 credit structure (180 ECTS credits).

The degree can be delivered both full-time and part-time, and it is envisaged that the minimum time, in which the taught element of the degree could be completed, is 3 years. The maximum period of registration for a full-time undergraduate student would be two years longer than the length of the programme on which they are registered (i.e., five years for a student registered on a three-year programme of study), and the maximum time for a student on part-time studies will be 7 years. Students will have to study a minimum of 4 modules per year to remain enrolled in the course.

Key components of the BSc (Hons) Business Administration:

- A choice of five specialisations – Finance, Management, Marketing, Media and Communication, Sports Management;
- Academic credit for language modules which will increase employability;
- Two internship placements from a choice of 1500 companies worldwide;
- Integrative workshops to provide the knowledge, skills, practice and pastoral care to ensure maximised personal and academic development;
- Ideal preparation for postgraduate study;
- A degree programme offered across two continents with the possibility of transferring between campuses in London, Madrid, Milan, Florence, and Rome on a per term or per year basis;
- Three intakes per academic year – Fall, Winter and Spring – providing extra enrolment options
- Small class sizes, which help faculty cultivate a mentor relationship with students and provide the individual attention needed to discover their special skills and succeed in their chosen pathway.

The degree is also articulated in terms of UK Regulatory Frameworks, chiefly the FHEQ and the Higher Education Credit Framework for England. Each course has been assigned to an appropriate level on the FHEQ, based on the course's learning outcomes and assessment strategies.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each course can be found in course specification documents and syllabi. The accuracy of the information contained in this document is reviewed by Richmond American University London and may be verified by the Quality Assurance Agency for Higher Education.

## 2. OVERVIEW

<b>Programme/award title(s)</b>	BSc (Hons) Business Administration: Finance BSc (Hons) Business Administration: Management BSc (Hons) Business Administration: Marketing, BSc (Hons) Business Administration: Media & Communications BSc (Hons) Business Administration: Sports Management
<b>Teaching Institution</b>	European School of Economics
<b>Awarding Institution</b>	Richmond American University London
<b>Date of last validation</b>	September 2022
<b>Next revalidation</b>	2027 by Richmond American University London
<b>Credit points for the award</b>	360 UK credits (120 Level 4, 120 Level 5, 120 Level 6)
<b>Programme start date</b>	22 <sup>nd</sup> September 2025
<b>Underpinning subject benchmark(s)</b>	QAA Benchmark Statement for Bachelor's Degrees in Business and Management March 2023 <a href="https://www.qaa.ac.uk/docs/qaa/sbs/sbs-business-and-management-23.pdf?sfvrsn=8370a881_6">https://www.qaa.ac.uk/docs/qaa/sbs/sbs-business-and-management-23.pdf?sfvrsn=8370a881_6</a>  Also consulted: QAA Subject Benchmark Statement for Events, Hospitality, Leisure, Sport and Tourism November 2019 <a href="https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-events-leisure-sport-tourism.pdf?sfvrsn=c339c881_11">https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-events-leisure-sport-tourism.pdf?sfvrsn=c339c881_11</a>
<b>Professional/statutory recognition</b>	N/A
<b>Language of Study</b>	English
<b>Language of Assessment</b>	English
<b>Duration of the programme for each mode of study (P/T, FT, DL)</b>	Full-time (3 years) Part-time (maximum 7 years)
<b>Date of production/revision of this specification</b>	June 2025 (See the chart at the end of this document for a list of revisions)

### 3. ABOUT THE PROGRAMME

The Bachelor of Science (Hons) Business Administration aims to develop proactive decision makers, managers and leaders for a variety of careers in business sectors in a global context. The programme focuses on innovation, creativity and leadership, making it a varied and challenging journey towards awareness of one's professional skills and abilities.

A grouping of essential core subjects is uniquely combined with the study of up to two languages, two integral internship placements, integrative workshops and the choice of five specialisations in finance, management, marketing, media and communications and sports management.

A distinctive constellation of interlocking subjects ensures that each student receives the knowledge and the analytical, creative and quantitative expertise needed to be able to manage people, resources and information in a dynamic business environment. With these key skills, ESE students are more attractive to employers and know how to enable companies to achieve their goals and objectives in the private, public and non-profit sectors.

Students will also have the added advantage of being able to pursue the BSc (Hons) in Business Administration in any of the ESE campuses, whether in London, Madrid, Florence, Milan or Rome. They will have the unique opportunity to transfer between campuses on a per-term or per-year basis, experiencing the same programme in multiple international contexts and cultures.

### 4. MISSION

The Programme aims to:

- Provide students with strong business education and a practical focus;
- Prepare individuals to plan, organise, direct and control the functions and processes of a business organisation;
- Offer students a special focus on the ethical and sustainable approaches to business;
- Provide assessment and project-based tasks that allow students to apply knowledge and skills appropriately within an authentic context;
- Reflect and support the ESE philosophy, values, vision and mission;
- Offer a modular approach to teaching and learning;
- Offer a comprehensive learning experience;
- Develop a range of intellectual and practical skills that will enable graduates to add value within the workplace;
- Create a learning environment where professional standards are expected, but at the same time recognise that learning is challenging and appropriate support is provided by both staff and fellow learners.

### 5. PROGRAMME STRUCTURE

A normal course load per academic year is 120 UK credits.

**Table 1** Degree Requirements

<b>Level 4</b>		<b>CREDIT S</b>
UG4001	Introduction to Management	15
UG4002	Economics for Business	15
UG4003	Quantitative Methods for Business	15
UG4004	Introduction to Business	15
UG4005	Introduction to Accounting and Financial Analysis	15
UG4006	Introduction to Marketing	15
UG4007	Internship Level 4 (Pass/Fail)	0
	Language*	10
	Language*	10
SSW1	Study & Computer Skills Workshop	10
PPW1	Preparation for the Workplace Workshop (Pass/Fail)	0
<b>Level 4 Credit Totals</b>		<b>120</b>

\*see [list of language courses](#)

<b>Level 5</b>		<b>CREDIT S</b>
UG5001	Business Law (ALL SPECIALISATIONS)	15
UG5002	Operations Management (ALL SPECIALISATIONS)	15
UG5003	Managing People (ALL SPECIALISATIONS)	15
UG5004	Cross-Cultural E-Business and E-Commerce (ALL SPECIALISATIONS)	15
UG5005	Corporate Finance (ALL SPECIALISATIONS)	15
UG5006	Market Research (MARKETING/SPORTS MANAGEMENT/MEDIA & COMMUNICATIONS)	15
UG5007	Management Accounting (FINANCE)	15
UG5008	Business Decision Making (MANAGEMENT)	15
UG5009	Internship Level 5 (Pass/Fail)	0
	Elective*	10
	Elective*	10
RMW1	Research Methodology & Analysis Workshop Part I	5
RMW2	Research Methodology & Analysis Workshop Part II	5
<b>Level 5 Credit Totals</b>		<b>120</b>

- [\\*see list of elective courses](#)

Level 6 FINANCE SPECIALISATION		CREDITS
UG6001	International Project Management	15
UG6003	Financial Risk Management	15
UG6004	International Finance	15
UG6009	Strategy & Strategic Dilemmas	15
UG6012	Financial Markets	15
UG6013	Mergers & Acquisitions	15
CTW3	Creative Thinking Workshop (Pass/Fail)	0
FPPW3	Final Project Preparation Workshop (Pass/Fail)	0
UG6019	Final Project Finance	30
<b>Level 6 Credit Totals</b>		<b>120</b>

Level 6 MANAGEMENT SPECIALISATION 5 core modules + 1 elective		CREDITS
UG6001	International Project Management	15
UG6011	Organisational Structure & Change	15
	<i>Elective*</i>	15
UG6009	Strategy & Strategic Dilemmas	15
UG6010	International Strategic Management	15
UG6002	Entrepreneurship & Leadership	15
CTW3	Creative Thinking Workshop (Pass/Fail)	0
FPPW3	Final Project Preparation Workshop (Pass/Fail)	0
UG6018	Final Project Management	30
<b>Level 6 Credit Totals</b>		<b>120</b>

*\*Electives available:*

Financial Risk Management  
 International Finance  
 Buyer Behaviour  
 Branding and Positioning  
 Broadcasting & Digital Innovation  
 Global Communication Challenges  
 Events Management

Level 6 MARKETING SPECIALISATION		CREDITS
UG6001	International Project Management	15

UG6005	Buyer Behaviour	15
UG6006	Branding and Positioning	15
UG6009	Strategy & Strategic Dilemmas	15
UG6014	Services Marketing	15
UG6015	International Marketing	15
CTW3	Creative Thinking Workshop (Pass/Fail)	0
FPPW3	Final Project Preparation Workshop (Pass/Fail)	0
UG6020	Final Project Marketing	30
<b>Level 6 Credit Totals</b>		<b>120</b>

<b>Level 6 MEDIA &amp; COMMUNICATIONS SPECIALISATION</b>		<b>CREDITS</b>
UG6001	International Project Management	15
UG6007	Broadcasting & Digital Innovation	15
UG6008	Global Communication Challenges	15
UG6009	Strategy & Strategic Dilemmas	15
UG6016	New Media Management	15
UG6026	Public Relation Theory & Practice	15
CTW3	Creative Thinking Workshop (Pass/Fail)	0
FPPW3	Final Project Preparation Workshop (Pass/Fail)	0
UG6027	Final Project Media & Communications	30
<b>Level 6 Credit Totals</b>		

<b>Level 6 SPORTS SPECIALISATION</b>		<b>CREDITS</b>
UG6001	International Project Management	15
UG6006	Branding and Positioning	15
UG6022	Events Management	15
UG6009	Strategy & Strategic Dilemmas	15
UG6023	Sport Business Analytics	15
UG6024	Sport Promotion & Sponsorship	15
CTW3	Creative Thinking Workshop (Pass/Fail)	0
FPPW3	Final Project Preparation Workshop (Pass/Fail)	0
UG6025	Final Project Sports Management	30
<b>Level 6 Credit Totals</b>		<b>120</b>



### List of Language Level 4 Courses

LEVEL 4 LANGUAGE COURSE OPTIONS			
COURSE CODE	COURSE TITLE	CREDITS	LEVEL
SPA1	Spanish Beginner 1	10	4
SPA2	Spanish Beginner 2	10	4
ITA1	Italian Beginner	10	4
ITA2	Italian Survival	10	4
FREA1	French Beginner 1	10	4
FREA2	French Beginner 2	10	4

### List of Elective Level 5 Courses

LEVEL 5 LANGUAGE COURSE OPTIONS			
COURSE CODE	COURSE TITLE	CREDITS	LEVEL
EA1BA	English Advanced - Storytelling for Business	10	5
EA2BA	English Advanced - Business Presentation	10	5
SPAB11	Spanish Intermediate 1	10	5
SPAB12	Spanish Intermediate 2	10	5
SPAB21	Spanish Upper-Intermediate 1	10	5
SPAB22	Spanish Upper-Intermediate 2	10	5
ITAB11	Italian Intermediate 1	10	5
ITAB12	Italian Intermediate 2	10	5
ITAB21	Italian Upper-Intermediate 1	10	5
ITAB22	Italian Upper-Intermediate 2	10	5
FREB11	French Intermediate 1	10	5
FREB12	French Intermediate 2	10	5
FREB21	French Upper-Intermediate 1	10	5
FREB22	French Upper-Intermediate 2	10	5

## 6. PROGRAMME OUTCOMES

Programme-level learning outcomes are identified below. Please refer to the Curriculum Map at the end of this document for details of how outcomes are deployed across the study programme.

## Key Programme Outcomes

- The organisation, its functions, and the context of business leading to a multifaceted appreciation of marketing, finance, media & communications, sports and other management disciplines;
- The strategic and operational processes by which management plans and coordinates the use of resources with the general objective of securing or maintaining competitive advantage;
- Prepare individuals to plan, organise, direct and control the functions and processes of a business organisation;
- Offer students a special focus on the ethical and sustainable approaches to business;
- Reflect and support the ESE philosophy, values, vision and mission;
- Develop a range of intellectual and practical skills that will enable graduates to add value within the workplace;

The broad learning outcomes and expectations aligned with the intermediate and final degree level awards can be summarised as follows:

**Level 4** – This is an introductory level where students will develop a sound knowledge of the basic concepts of the subjects they will be exploring. In terms of skills development, it can be thought of as “learning to learn” where students will advance their techniques in terms of areas such as approaches to problem-solving, and developing the skills that will enable them to communicate accurately and effectively.

**Level 5** - This is an intermediate level of study. Students will have learned to engage with the content effectively through applying principles within a range of contexts and be able to evaluate the appropriateness of different approaches to solving problems.

**Level 6** - This is the final, honours level of the degree programme. Upon successful completion of this stage, students should have developed the professional skills and understanding necessary for them to make an immediate and effective impact within the workplace when they graduate. Students will have developed an understanding of a complex body of knowledge, some of which will have drawn on the current boundaries within business disciplines. Through the ability to evaluate evidence, arguments and assumptions students will have developed analytical and problem-solving techniques that will enable them to understand a complex situation and assist with its management. Additionally, students should have developed the skills that allow them to communicate either formally or informally, in a range of styles (as appropriate to the situation at hand).

Within the framework students will explore the following:

- Organisations, their external environment and management;
- Business functions, international dynamics of business, economic and financial contexts;
- Business processes, managing change and business strategy;
- Management, economic and financial theories, business practice, structures,
- Accounting and market research;

- Cross-cultural management, human resources and operations;
- Business enterprise, entrepreneurship, sustainability, globalisation.

### **Key Skills**

- Communication skills;
- Leadership and team-building skills;
- Numeracy skills;
- Data management skills;
- Time management skills;
- Decision-making and problem-solving skills;
- Life-long learning skills.

### **Intellectual skills**

- The ability to analyse, synthesise and critically evaluate diverse arguments and theories;
- From analysis, identify key issues and actions which combine qualitative and quantitative evaluation and generate viable options for decision-making;
- Effective all-around communication skills, which include the presentation of numerical data and models and their application, where appropriate, to specific business scenarios;
- IT competencies, as a tool for effective marketing and communication;
- Core research skills e.g., Identification of relevant data sources, critical evaluation and interpretation of data and familiarity with main business research methodologies;
- Collaborative and group learning skills through the sharing of ideas and knowledge in a multicultural environment;
- A sense of personal responsibility through effective planning, preparation and self-motivation to enable the individual to influence and make a worthwhile contribution to organisational life.

### **Practical Skills**

- Information Technology / Information;
- Systems skills;
- Project management skills;
- Presentation and report writing skills;
- Written communication skills;
- Research skills.

### **Knowledge and Understanding (A)**

**A1** the nature and purpose of business organisations; key concepts relating to their functioning, survival and success.

**A2** the structure, culture and role of business organisations; the complex dynamics of organisational environments; how organisations understand and interact with their environments.

**A3** the nature and development of business functions within organisations; functional perspectives on business problems and issues; the nature and importance of cross-functional integration in business.

**A4** business strategy and its development; including the identification of strategic directions and options; the relationships between business organisations and policy institutions, and their impacts on strategy.

**A5** a broad critical understanding of the principal theories, methods, models and approaches underlying the business discipline.

**A6** students' learning; its development in the context of their studies; its role and impacts on future work/practice\*.

\* Work/practice refers to the widest possible range of jobs and occupations, incorporating paid employment, self-employment, voluntary work, family caring and domestic work

### **Cognitive Skills (B)**

**B1** identify relevant principles and concepts and critically evaluate them in a given situation.

**B2** numerical and quantitative skills with a given set of data, for data presentation, interpretation and evaluation.

### **Practical and/or professional skills (C)**

**C1** use and adapt relevant business knowledge and skills to practically engage with a range of problems and issues in the work/practice arena.

**C2** use specific business knowledge and skills, as a basis for significantly enhancing future working life.

### **Key Skills (D)**

**D1** communicate information, ideas and arguments effectively using appropriate styles and language, to specialist and non-specialist audiences.

**D2** read and interpret information presented in a variety of forms and perform relevant tasks of analysis and evaluation.

**D3** apply ICT skills to search for, identify and present information appropriate to a variety of business/organisational activities.

**D4** plan and manage your learning towards the achievement of established aims and objectives, including the recognition of knowledge limitations.

**D5** engage in reflective and adaptive learning.

## 7. TEACHING, LEARNING, AND ASSESSMENT

### Teaching Strategy

The School approach to teaching and learning is built around an “executive development” style model where delivery is via small groups which provide for an interactive and participative environment.

Emphasis is placed on the personal development of students within a supportive environment that enables students to master challenges and achieve goals. This approach is further underpinned by individual support through the personal tutor system.

There is a practitioner focus on the programme underpinned by innovative, practice-based assessment tasks and opportunities for project-based learning. This is further enhanced through opportunities to undertake live, industry projects for external clients.

ESE teaching strategy is based on the following principles:

- Professional practice informs teaching;
- Leading practitioners, when not regular lecturers, should be contacted and included in spontaneous lectures and workshops;
- Teaching modes should be styled to reflect and best communicate module content;
- Externality of teaching and learning experience – learning must be put into action;
- The best learning is that achieved in the learner’s own hands under guidance;
- Sustainability through a system of lifetime learning can be achieved by instilling principles of self-study and evaluation

The Teaching and Learning Environment has been specifically constructed in line with the QAA benchmark statement for Bachelor’s Degrees in Business and Management March 2023 [https://www.qaa.ac.uk/docs/qaa/sbs/sbs-business-and-management-23.pdf?sfvrsn=8370a881\\_6](https://www.qaa.ac.uk/docs/qaa/sbs/sbs-business-and-management-23.pdf?sfvrsn=8370a881_6).

Teaching methods and situations are appropriate and supportive, inclusive in design and engaging students. They may include face-to-face, blended or distance learning and make good use of supporting technology to aid student learning.

Independent of the mode of delivery, teaching in business and management includes some combination of:

- Lectures;
- Seminars;
- Workshops;
- Fieldwork;
- Work-based learning, including placements and internships;

- Employer or organisation-based case studies;
- Live or “real world” projects;
- Guided learning;
- Study trips;
- Simulations;
- Discussion groups;
- Virtual forums;
- Business mentoring;
- Business start-up.

### **Assessment Strategy**

While assessment methods need to be a reliable means of assessing the intended learning outcomes and inclusive in design, they can be diverse and assist in developing skills in their own right.

Courses reflect the consideration given to the appropriateness of authentic versus more conventional academic assessment, and how this can engage the student.

Assessment methods typically include, but are not limited to:

- Coursework reports, reviews and essays;
- Examinations (closed and open book);
- Presentations;
- Dissertations and projects;
- Posters;
- Learning journals and portfolios;
- Simulations.

Creative authentic assessment is encouraged, particularly where it maximises the learning in a particular context (for example, in international group work).

Where an assessment is completed in groups, careful consideration is given to the extent of group work in a course and the attribution of group versus individual marks.

Peer review and assessment can play an important role in assessment and learning and can assist in engaging students with their learning. Whether undertaken for formative or summative purposes, clear guidance is provided to students, and limits are set on the weighting of peer assessment in a unit/module.

Assessment is designed to provide opportunities to learn through formative assessment and feedback and to support learning from level to level.

## **8. ENTRY REQUIREMENTS**

### **Admissions**

Details of the entry requirements, including English language requirements, may be found on the admissions page of the European School of Economics website listed below:

<https://www.ese.ac.uk/admission>

### *Recognition of Prior Learning:*

Students wishing to apply for credit transfer from previous studies to the ESE Undergraduate programme may be admitted with credit transfers by demonstrating that they have already achieved the equivalent number and level of credits in similar subjects. The maximum amount of transferable credit allowed shall not normally exceed 2/3 of the course or 240 units. Relevant transcripts and module specifications will need to be submitted upon application.

## **9. EXIT AWARD REQUIREMENTS**

### **Certificate of Higher Education**

The UK CertHE can be awarded as an exit award for those students completing the following minimum requirements.

120 credits at FHEQ Level 4

- Pass (normally a GPA of between 1.85 and 2.99 for all Level 4 courses)
- Merit (normally a GPA of 3.0 to 3.54)
- Distinction (normally a GPA of 3.55 and above for all level 4 courses)

Of the total number of credits required for the UK CertHE, 60 UK credits must be completed at ESE to achieve the Richmond validated certificate.

The requirements for the UK CertHE are outlined in the section of Table 1 about FHEQ Level 4 requirements.

### **Diploma of Higher Education**

The UK DipHE can be awarded as an exit award for those students completing the following minimum requirements.

120 credits at FHEQ Level 4

120 credits at FHEQ Level 5

- Pass (normally a GPA of between 1.85 and 2.99 for all Level 4 courses)
- Merit (normally a GPA of 3.0 to 3.54)
- Distinction (normally a GPA of 3.55 and above for all level 4 courses)

Of the total number of credits required for the UK DipHE, 60 UK Level 4 credits and 60 UK Level 5 credits must be completed at the ESE for the Richmond validated diploma.

The requirements for the UK DipHE are outlined in the sections of Table 1 and Table 2 above about FHEQ Level 4 and FHEQ Level 5 requirements.

Students may not be awarded more than one UK exit award and the University Examination Board will recommend the most relevant one for the individual student circumstance.

## **10. STUDENT SUPPORT AND GUIDANCE**

There is a range of student support and guidance, for both academic and general wellbeing, available to students. This is accomplished through a range of programmes and services which positively impact learning as well as the total student life experience.

Student Portal pages provide useful sources of information for a wide range of “frequently asked questions”, but should this not provide the information that you need then other members of the programme or the Academic Department will be happy to help.

For day-to-day questions or queries, members of the Academic Department will provide students with answers, or direct them to the most appropriate person to liaise with.

At a module level, guidance and support are typically provided by the lecturer, and they should usually be the first point of call, about queries/concerns students have about an individual module when the information you need is not on the module page on the ESE Student Portal. If there are broader questions about a particular degree route/programme of study, the relevant programme coordinator is often the best person to get in touch with.

Student support and guidance is an integral feature of the programme at ESE and is centred upon the Academic Advisor/Personal Tutor system.

Students will be assigned a tutor at the start of the course and it is intended that they will meet formally at least once a term throughout the programme, principally to review academic progress. There is also the opportunity to discuss relevant personal matters and where necessary, this tutor will refer students on to the appropriate central services.

Working with tutors, students will also be encouraged to reflect on their own degree experience, so that they can recognise where and how they have developed specific skills.

Students are expected to be proactive in developing a professional relationship with their tutor. This will in part be achieved through the formal meeting each term. In addition, students are expected to contact the tutor on other occasions should the need arise.

During the course of the degree, the role of the Personal Tutor will be to:

- i. *Provide initial advice on life at the School and be the first point of contact should you encounter any problems;*
- ii. *Liaise with academic staff about any problems you may be having in adjusting to higher education;*
- iii. *Liaise with the Academic Coordinator if you have any problems concerning numeracy and literacy;*
- iv. *Liaise with the local health services if any medical problems arise and provide advice on the University counselling services if required;*
- v. *Discuss your learning strategies in light of the target objectives of the modules to be studied;*
- vi. *Meet with you to reflect upon your personal development and career planning.*



## 11. PLACEMENT

ESE offers one of the most extensive and competitive internship programmes available today. The quality of the placement service is a result of the long-established relationships that ESE has fostered with global companies for years. This means that students are given excellent opportunities to enter the job market and gain exposure. The internships are structured, evaluated and recognised as an important part of the ESE philosophy and provide each student with the opportunity to spend a period in a work environment consistent with the chosen specialisation.

All BSc Business Administration students will complete two integral internship placements during their course of study, gaining academic credit toward their final award. Not only will students gain valuable work experience before entering the job market, but through the internship report assessment, they will apply a strong application of their studies to the experience helping them to explore and assess their specific field of interest within a professional business environment. ESE has an internship department in each centre responsible for maintaining close relationships with both students and companies, to offer each student the possibility of entering a company or an area of business, which is of true interest.

The completeness of this preparation - a mix of academic excellence, internationality and work experience - allows ESE graduates to kick off their careers without hesitation, often in the same companies that hosted them for their internships.

## 12. STUDY ABROAD

Students have the added advantage of being able to pursue the BSc (Hons) in Business Administration in any of the ESE campuses, whether in London, Madrid, Florence, Milan or Rome. They will have the unique opportunity to transfer between campuses on a per-term or per-year basis, experiencing the same programme in multiple international contexts and cultures.

## 13. REGULATORY FRAMEWORK

The **BSc Business Administration** operates under the policy and regulatory framework of Richmond American University London, the Framework of Higher Education Qualifications, and the UK Quality Code for Higher Education.

Also, key to the background for this description are the following documents:

- QAA (2018). The Revised UK Quality Code for Higher Education. ([www.qaa.ac.uk](http://www.qaa.ac.uk))
- QAA (2021). Higher Education Credit Framework for England: guidance on academic credit arrangements in Higher Education in England.
- **Ensuring and Enhancing the Quality of the Programme**

The BSc (Hons) Business Administration features detailed published educational objectives that are consistent with the mission of the institution.

All course outlines contain course-specific objectives that are regularly monitored by the individual instructors and by the faculty as a group.

ESE has several methods for evaluating and improving the quality and standards of its provision.

These include:

- External Examiners;
- Internal Moderation;
- Student representation;
- Curricular change approval process;
- Annual Programme Monitoring and Assessment;
- Formal Programme Review, every 5 years;
- Course evaluation;
- Student feedback forms;
- Feedback from employers.

## APPENDIX 1 Curriculum Map

		Knowledge and understanding						Cognitive Skills		Prof Skills		Key Skills				
		A1	A2	A3	A4	A5	A6	B1	B2	C1	C2	D1	D2	D3	D4	D5
<b>Level 4</b>																
UG400 1	Introduction to Management	x				x	x	x		x		x	x		x	x
UG400 2	Economics for Business	x			x	x	x	x	x	x		x		x	x	x
UG400 3	Quantitative Methods for Business	x			x	x	x		x	x		x	x		x	x
UG400 4	Introduction to Business	x			x	x	x	x		x		x	x		x	x
UG400 5	Introduction to Accounting and Financial Analysis	x			x	x	x	x	x		x	x	x	x	x	x
UG400 6	Introduction to Marketing			x	x	x	x	x		x		x			x	x
UG400 7	Internship Level 4						x	x	x	x	x	x	x	x	x	x
	Language						x								x	x
	Language						x								x	x
SSW1	Study & Computer Skills Workshop						x			x		x	x			x
PPW1	Preparation for the Workplace Workshop						x			x	x				x	x

		Knowledge and understanding						Cognitive Skills		Prof Skills		Key Skills				
		A1	A2	A3	A4	A5	A6	B1	B2	C1	C2	D1	D2	D3	D4	D5
<b>Level 5</b>																
UG500 1	Business Law (ALL SPECIALISATIONS)	x				x	x	x		x		x			x	x
UG500 2	Operations Management (ALL SPECIALISATIONS)	x			x	x	x	x	x	x		x		x	x	x
UG500 3	Managing People (ALL SPECIALISATIONS)	x				x	x	x		x		x			x	x
UG500 4	Cross-Cultural E-Business and E-Commerce (ALL SPECIALISATIONS)	x				x	x	x		x		x	x		x	x
UG500 5	Corporate Finance (ALL SPECIALISATIONS)	x				x	x	x		x		x	x		x	x
UG500 6	Market Research (MARKETING/SPORTS MANAGEMENT/MEDIA & COMMUNICATIONS)	x				x	x	x		x		x			x	x
UG500 7	Management Accounting (FINANCE)				x		x	x	x	x	x	x	x	x	x	x
UG500 8	Business Decision Making (MANAGEMENT)	x			x	x	x	x	x	x		x		x	x	x
UG500 9	Internship Level 5						x	x	x	x	x	x	x	x	x	x
	Language Level 5						x								x	x
	Language Level 5						x								x	x
RMW1	Research Methodology Workshop I						x						x		x	
RMW2	Research Methodology Workshop II						x						x		x	

		Knowledge and understanding						Cognitive Skills		Prof Skills		Key Skills				
		A1	A2	A3	A4	A5	A6	B1	B2	C1	C2	D1	D2	D3	D4	D5
<b>Level 6</b>																
UG600 1	International Project Management (ALL SPECIALISATIONS)	x					x	x		x	x	x		x	x	x
UG601 1	Organisational Structure and Change (MANAGEMENT)	x	x	x			x	x		x	x	x	x		x	x
UG600 3	Financial Risk Management (FINANCE)	x		x			x	x	x	x	x	x	x	x	x	x
UG600 5	Buyer Behaviour (MARKETING)	x		x	x		x	x		x	x	x			x	x
UG600 6	Branding and Positioning (MARKETING/SPORTS MANAGEMENT)	x			x		x	x		x	x	x			x	x
UG600 7	Broadcasting & Digital Innovation (MEDIA & COMMUNICATIONS)	x			x		x	x		x	x	x			x	x
UG600 8	Global Communication Challenges (MEDIA & COMMUNICATIONS)	x		x	x		x	x		x	x	x			x	x
UG602 2	Events Management (SPORTS MANAGEMENT)	x					x	x		x	x	x	x		x	x
UG600 9	Strategy & Strategic Dilemmas (ALL SPECIALISATIONS)	x	x	x	x	x	x	x		x	x	x	x		x	x
UG601 0	International Strategic Management (MANAGEMENT)	x	x	x	x	x	x	x		x	x	x	x		x	x
UG600 2	Entrepreneurial Management & Leadership (MANAGEMENT)	x					x	x		x	x	x		x	x	x
UG600 4	International Finance (FINANCE)	x		x			x	x	x	x	x	x	x	x	x	x
UG601 2	Financial Markets (FINANCE)	x	x				x	x	x	x	x	x		x	x	x
UG601 3	Mergers & Acquisitions (FINANCE)	x		x			x	x	x	x	x	x	x	x	x	x
UG601 4	Services Marketing (MARKETING)	x					x	x		x	x	x			x	x

UG601 5	International Marketing (MARKETING)	x				x	x	x		x	x	x			x	x
UG601 6	New Media Management (MEDIA & COMMUNICATIONS)	x			x		x	x		x	x	x	x		x	x
UG602 3	Sport Business Analytics (SPORTS MANAGEMENT)	x					x	x	x	x	x	x	x	x	x	x
UG602 4	Sport Promotion & Sponsorship (SPORTS MANAGEMENT)	x					x	x		x	x	x			x	x
UG602 6	Public Relation Theory & Practice (MEDIA & COMMUNICATIONS)	x				x	x	x		x	x	x	x		x	x
CTW3	Creative Thinking Workshop							x				x			x	x
FPPW 3	Final Project Preparation Workshop							x				x			x	x
	Final Project						x	x			x	x			x	x

### Programme Specification Publication Dates

<b>First edition</b>	2005
<b>Revision 1</b>	2013, Validation by the University of Buckingham
<b>Revision 2</b>	2017 (substantial revision, including FHEQ and ILOs mapping with assessments)
<b>Revision 3</b>	Module Specifications minor changes (ILOs update and module name change)
<b>Revision 4</b>	2018, the addition of QAA benchmark statements
<b>Revision 5</b>	2019, addition of Media & Communications and Sports Management specialisation
<b>Revision 6</b>	2022, revision with Richmond American University London. Programme title changed to: "BSc (Hons) Business Administration: Finance", "BSc (Hons) Business Administration: Management", "BSc (Hons)

	<p>Business Administration: Marketing”, “BSc (Hons) Business Administration: Media &amp; Communications”, “BSc (Hons) Business Administration: Sports Management”.</p> <p>Corporate Finance module positioned at level 5 for all the specialisations, removal of “Environmental Economics” from level 6 finance specialisation, the addition of “Mergers &amp; Acquisition” and “international finance” level 6 finance specialisation, replaced “international trade and financial markets” with “Financial Markets”.</p> <p>Anticipation of “computer skills workshop” to level 4, and combination with the “study skills workshop” now called “study and computer skills workshop”. “Business Decision Making” is now a core management specialisation. Removal of “supply chain management” level 6 management and addition of the SCM topic to “operations management” level 5 all specialisation and addition of “Entrepreneurship &amp; Leadership” to level 6 core management.</p> <p>Internship courses UG4007 and UG5009 are now non-credit courses, with the addition of 5 credits each to “Research Methodology &amp; Analysis Workshop Part I” and “Research Methodology &amp; Analysis Workshop Part II”, the addition of 10 credits to “study and computer skills workshop”. Reading list update for all the courses.</p>
<b>Revision 7</b>	<p>Updated QAA benchmark statement for Bachelor’s Degrees in Business and Management March 2023</p> <p><a href="https://www.qaa.ac.uk/docs/qaa/sbs/sbs-business-and-management-23.pdf?sfvrsn=8370a881_6">https://www.qaa.ac.uk/docs/qaa/sbs/sbs-business-and-management-23.pdf?sfvrsn=8370a881_6</a></p>

<b>Revision 8</b>	May 2024 Language courses update: Adapted Year 2 language modules (French, Spanish and Italian) to FHEQ Level 5, removed the previous English Advances courses and added the new English courses (English Advanced - Storytelling for Business and English Advanced - Business Presentation) as optional modules for Year 2 languages.
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