

# **BA (Hons) Liberal Studies**

## **Programme Specification**

Academic Year 2020-21

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1. Programme Overview	
<b>Full programme/award title(s)</b>	BA (Hons) Liberal Studies (Art History) BA (Hons) Liberal Studies (Business & Management) BA (Hons) Liberal Studies (English) BA (Hons) Liberal Studies (History) BA (Hons) Liberal Studies (International Relations) BA (Hons) Liberal Studies (Journalism) BA (Hons) Liberal Studies (Media & Communications) BA (Hons) Liberal Studies (Political Science) BA (Hons) Liberal Studies (Psychology) BA (Hons) Liberal Studies (Public Relations)  All of the above are available with an Integrated Foundation year.
<b>Short programme title</b>	BA Liberal Studies
<b>Fees</b>	£18,000 (per year, subject to annual increase) Fees for the January intake may vary. Please see the website for more details
<b>Faculty</b>	Humanities, Arts & Social Sciences
<b>Location of study</b>	Regent's Park
<b>Awarding institution</b>	Regent's University London
<b>Institution regulated by:</b>	Office for Students, Quality Assurance Agency
<b>Programme entry points</b>	September 2020, January 2021
<b>Date of initial/previous (re)validation</b>	June 2015
<b>Date of next revalidation</b>	Autumn 2019
<b>Framework for Higher Education Qualification level of final award</b>	Level 6
<b>Number of credits in award</b>	360 Credits (without Foundation); 480 (with Foundation)
<b>UCAS codes</b>	BA (Hons) Liberal Studies (Art History) - V350 BA (Hons) Liberal Studies (Art History) with Integrated Foundation - LS01

	<p>BA (Hons) Liberal Studies (Business &amp; Management) - LS13</p> <p>BA (Hons) Liberal Studies (Business &amp; Management) with Integrated Foundation - LS02</p> <p>BA (Hons) Liberal Studies (English) - Q300</p> <p>BA (Hons) Liberal Studies (English) with Integrated Foundation - LS10</p> <p>BA (Hons) Liberal Studies (History) - V100</p> <p>BA (Hons) Liberal Studies (History) with Integrated Foundation - LS04</p> <p>BA (Hons) Liberal Studies (International Relations) - LS14</p> <p>BA (Hons) Liberal Studies (International Relations) with Integrated Foundation - LS05</p> <p>BA (Hons) Liberal Studies (Journalism) - 224P</p> <p>BA (Hons) Liberal Studies (Journalism) with Integrated Foundation - 225P</p> <p>BA (Hons) Liberal Studies (Media &amp; Communications) - LS15</p> <p>BA (Hons) Liberal Studies (Media &amp; Communications) with Integrated Foundation - LS06</p> <p>BA (Hons) Liberal Studies (Political Science) - LS16</p> <p>BA (Hons) Liberal Studies (Political Science) with Integrated Foundation - LS08</p> <p>BA (Hons) Liberal Studies (Psychology) - LS17</p> <p>BA (Hons) Liberal Studies (Psychology) with Integrated Foundation - LS09</p> <p>BA (Hons) Liberal Studies (Public Relations) - P210</p> <p>BA (Hons) Liberal Studies (Public Relations) with Integrated Foundation - LS12</p>
<b>Underpinning QAA subject benchmark statements</b>	<p>English; General Business &amp; Management; Communication, Media, and Cultural Studies; History; Politics and International Relations; Psychology</p>
<b>Other external and internal references</b>	<p>QAA Framework for Higher Education Qualifications (FHEQ)</p> <p>QAA UK Quality Code for Higher Education</p> <p>'An Introduction to LEAP' by Association of American Colleges and Universities</p> <p>Accreditation requirements of the New England Association of School and Colleges (NEASC)</p> <p>Regent's University London Learning, Teaching and Assessment strategy 2015-2020</p>

	Regent's University London Academic Regulations 2016/17
<b>Professional, statutory or regulatory body recognition/accreditation</b>	N/A
<b>Mode of study (full time / part time )</b>	Full time
<b>Language of study</b>	English
<b>Minimum / Maximum duration of programme for each mode of study</b>	<p><b>Part time:</b> N/A</p> <p><b>Full time:</b></p> <p>Minimum – 4 years including the integrated foundation (Level 3)</p> <p>3 years without the integrated foundation (Level 3)</p> <p>Maximum* – 5 years including the integrated foundation (Level 3)</p> <p>4 years without the integrated foundation (Level 3)</p> <p>*in exceptional circumstances only, refer to Regent's University London Academic Regulations for details</p>
<b>Date of production / revision of this programme specification</b>	July 2019

## 2. Why study this programme?

We want to make sure that you have chosen the right programme to study and that you are excited about studying your programme at Regent's.

In an increasingly complex modern world, you need a degree that allows you to pursue your interests, while broadening your horizons.

This US-style liberal arts degree enables you to combine a chosen specialism - or 'major' – with the study of a broad range of topics from different subject areas.

Liberal arts degrees are designed to produce rounded, adaptable citizens who have clear values, a respect for knowledge and valuable critical-thinking skills. These are skills that will help you to secure a place in the fast-moving global economy, and test your leadership and collaborative skills.

The liberal arts approach will:

- Shape your character, and encourage you to work individually and as part of a team
- Develop your leadership skills, plus understanding of the importance of community, adaptability and cooperation
- Refine your ability to think analytically, and reflect on your own thoughts and actions
- Complement your growing specialist knowledge with broader skills and insights from other disciplines

The programme offers a choice of 10 majors, including Art History, Business & Management, English, History, International Relations, Journalism, Media & Communications, Political Science, Psychology and Public Relations. In addition to your specialism, you will select a number of electives each year from different subject areas, ranging from psychology, journalism, and acting to business, history and music. You will add depth to your learning by improving your communication skills, grasp of scientific method and quantitative literacy.

### 3. Programme aims and objectives

This is a guideline to the main features of your degree programme. It includes the overall aims and objectives and what you might achieve and be able to demonstrate if you take full advantage of the learning opportunities provided.

This programme encapsulates the educational philosophy of a US liberal arts programme in a UK honours degree. The liberal arts tradition is by far the most prevalent and successful model of higher education in north America and one of the most successful models worldwide, sought out by many students and valued by employers internationally.

The programme aims to build particular competency in a specialisation (a 'major') while also developing a breadth of education that will build key life and employability skills, including:

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving
- Intercultural knowledge and competence
- Ethical reasoning and action
- Synthesis and advanced accomplishment across general and specialised studies

In addition to the 'major' area of specialisation, this is achieved through an integrated foundation year identifiable to a US general education programme plus the ability to select a wide range of modules alongside the major area of study through levels 4-6.

There is an option to study abroad for a term at one of the University's international partner institutions in the second year of the degree (Level 5).

#### Prospective careers

As a liberal studies student, you will be attractive to many different types of employer, due to your adaptability, research abilities and communication skills.

Liberal arts graduates are suited to a broader range of career options, including:

- Academia
- Entrepreneurship
- Finance
- Law
- Management
- Politics

#### 4. Relationship to other programmes and awards

Sometimes programmes share modules or have other connections to other programmes. This is a guide to whether this is applicable for your programme.

Liberal Studies modules at Levels 4 and 5 are also available to undergraduate students in the Faculty of Business & Management.

All Level 4 (Year 1) students take Global Perspectives, the Regent's common module, which facilitates interpersonal, intercultural and cross- disciplinary learning. You will also have a choice of elective modules in the first and second years, such as fashion photography and digital media.

#### 5. Learning outcomes

This is a guide to the more specific knowledge and skills you will gain if you take full advantage of the learning opportunities available to you.

##### A. Knowledge and understanding

*On successful completion of the programme learners will be able to:*

- A1 Define the extent of information needed, demonstrating understanding by determining how the key concepts and types of information selected directly relate to the question posited.
- A2 Access and comprehend information using effective, well-designed strategies and appropriate sources.
- A3 Be able to identify and present a variety of information sources appropriate to the scope and discipline(s) of the task at hand.
- A4 Communicate, organise and synthesise information from sources to fully achieve a specific purpose demonstrating understanding through clarity and depth.

##### B. Cognitive skills

*On successful completion of the programme learners will be able to:*

- B1 Develop the ability to identify, synthesise, and analyse information including the viewpoints of experts as evidence.
- B2 Demonstrate the ability to question the viewpoints of experts and others thoroughly but with respect
- B3 Thoroughly (systematically and methodically) analyse own and others' assumptions and carefully evaluate the relevance of contexts when presenting a position.
- B4 Show the ability to present a specific position in an imaginative and persuasive manner. The limits of position are acknowledged. Others' points of view are synthesized within position.
- B5 Conclusions and related outcomes are logical and reflect informed evaluation and ability to place evidence and perspectives discussed in priority order.

##### C. Practical and professional skills

*On successful completion of the programme learners will be able to:*

- C1 Demonstrate an ability to apply knowledge and understanding gained within the classroom outside the classroom in life and work to deepen understanding and to broaden own points of view.



<p>C2 Independently create wholes out of parts or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.</p> <p>C3 Develop the ability to envision a future self that makes plans that build on past experiences that have occurred across multiple and diverse contexts.</p>
<p><b>D. Key/transferable skills</b></p>
<p><i>On successful completion of the programme learners will be able to:</i></p> <p>D1 Initiative – be able to work to deadlines; have the ability to generate and pursue opportunities to expand knowledge and acquire new skills and abilities</p> <p>D2 Independence – the acquisition of new knowledge, skills and experiences are pursued independently</p> <p>D3 Transfer – make explicit references to previous learning (knowledge and skills) and can apply this in an innovative (new and creative) way demonstrating comprehension and performance in new situations</p> <p>D4 Reflection – review prior learning in depth to reveal significantly changed perspectives about education and life experiences providing the foundation for expanded knowledge, growth and maturity over time.</p>
<p><b>Foundation (Level 3) outcomes</b></p>
<p><b>A. Knowledge and understanding</b></p>
<p>A1 Begin to understand how to identify appropriate information and sources showing an awareness of relevant concepts and information discrimination.</p> <p>A2 Show an awareness of the importance of ordering information to advance understanding with tentative attempts to develop strategies to achieve this.</p> <p>A3 Begin to develop a knowledge of potential sources of information including a consideration of relative value.</p> <p>A4 Begin to address the interaction of information from different sources. Shows a developing ability to synthesise a limited range of different sources.</p>
<p><b>B. Cognitive skills</b></p>
<p>B1 Show an awareness of a variety of analytical approaches, including a sense of academic as opposed to everyday discourse.</p> <p>B2 Begin to develop an ability to enter into debate with and interrogate others' positions. Start to develop an awareness of the appropriate register both written and verbal to do so with professionalism.</p> <p>B3 Show an awareness of the need for an understanding of one's own and others' assumption. Be able to recognise that context will affect one's own interpretation and the assumptions of others and that those assumptions need to be questioned in academic debate.</p> <p>B4 Begin to develop an ability to organise evidence into an argument becoming aware of some different means of approach. An awareness of how a position can be limited.</p> <p>B5 Show an awareness of the need for conclusions to be logically supported by argument. Appreciate the need to differentiate between more and less substantial elements by importance.</p>

<b>C. Practical and professional skills</b>
<p>C1 Show an appreciation how breadth of knowledge and experience contributes to understanding. Begin to consider how knowledge, understanding and skills gained through study can be applied beyond the classroom.</p> <p>C2 Achieve an awareness of the benefits of breadth in arriving at conclusions or constructing arguments in support of a position. Begin to practice combining examples, facts and theories from more than one field.</p> <p>C3 Understand how knowledge and experiences will be of use in future situations. Begin to consider how one might put to use learning and experiences in contexts both within and beyond formal education.</p>
<b>D. Key/transferable skills</b>
<p>D1 Begin to explore techniques to work to deadlines; understanding what it means to be an active scholar and the value of an enquiring mind.</p> <p>D2 Gain an initial appreciation of the need to work independently, and understands how fundamental it is as a graduate attribute. Is able, with support, to attempt some independent tasks successfully.</p> <p>D3 Comprehend the educational philosophy of breadth within liberal arts programmes. Begin to experiment with bringing prior and new knowledge and skills together and attempting to apply them to some new situations.</p> <p>D4 Understand the need for reflection of prior learning and is able to discuss what has been learnt and consider how it might be developed further. Begin to exhibit some evidence of evolving patterns of working.</p>
<b>Level 4 outcomes</b>
<b>A. Knowledge and understanding</b>
<p>A1 Show active, accurate identification of relevant information applied to topic. The application of one or two relevant concepts.</p> <p>A2 Show evidence of identification of relevant information and the development of a limited range of strategies to order and identify appropriate sources.</p> <p>A3 Demonstrate development of discrimination between information sources. Be able to show an ability to systematically search and locate appropriate information.</p> <p>A4 Demonstrate an ability to effectively synthesise data from different sources and of differing natures. Be able to clearly communicate findings and conclusions derived therefrom.</p>
<b>B. Cognitive skills</b>
<p>B1 Show growing confidence in analysing appropriate information within a limited but developing range including challenging both professional and academic experts.</p> <p>B2 Effectively enter into debate with different viewpoints including those of experts and academics concepts. Demonstrate a growing ability to deploy academic and professional discourse in intellectual debate.</p> <p>B3 Building on an awareness of own and others' assumptions, be able to analyse them and explain the context from which they arise with growing confidence and relevance.</p>

<p>B4 Shown growing confidence in the ability to organise and present a position effectively; demonstrate an understanding of the limits of any position as supported by available evidence.</p> <p>B5 Effectively support conclusions with an argument that has a logical progression and ordering, backed by evidence and awareness of the strength and merits of various several positions.</p>
<b>C. Practical and professional skills</b>
<p>C1 Demonstrate an ability to reflect on how knowledge gained in the classroom may be applied in broader contexts. Able to demonstrate breadth of understanding and application by occasionally bringing such reflections into the classroom and assessment.</p> <p>C2 With guidance, demonstrate a developing ability to strengthen positions and argument by breadth of reference. Habitually bring to bear in class and through assessed work facts, theories, and examples from more than one field.</p> <p>C3 Frequently demonstrate the ability to think ahead and understand how knowledge and experiences can be used in future situations. Be able to reflect and consider how new knowledge, skills and understanding will be of use in future contexts.</p>
<b>D. Key/transferable skills</b>
<p>D1 Be able to consistently organise appropriate work patterns to deliver tasks to deadlines alone or in a team. Demonstrate active enquiry; active acquisition of new skills and abilities.</p> <p>D2 The expectation of extended Independent working grows encompassing tasks completed by various types of research and proactive reading into subject.</p> <p>D3 Be able to demonstrate frequent references to prior learning and experiences in tackling new tasks and enhancing comprehension.</p> <p>D4 Show evidence of active reflection demonstrated via a clear and developing progression in approach to knowledge. Contribute and discuss ideas drawing upon prior learning in class, sometimes suggesting further development.</p>
<b>Level 5 outcomes</b>
<b>A. Knowledge and understanding</b>
<p>A1 Effectively define a broad range of relevant information, demonstrating understanding through the application of a number of relevant concepts used to interrogate and order the information identified.</p> <p>A2 Demonstrate successful identification of a range of relevant information and the application of effective and appropriate strategies to develop knowledge and understanding.</p> <p>A3 Be able to systematically search a wide-range of information sources demonstrating full understanding of relative value reflected in accurate application to the task at hand.</p> <p>A4 Be able to organise a wide range of different information sources that are effectively targeted to the task. Be able to synthesise this wide range and communicate precisely and with depth findings and conclusions posited. Be able to demonstrate some sophistication in debating with different forms of information as evidence.</p>

<b>B. Cognitive skills</b>
<p>B1 Demonstrate a growing sophistication in the synthesis and analysis of a broader range of information sources, including a range of appropriate professional and academic experts.</p> <p>B2 Be able to challenge and debate the ideas of experts and others with a command of appropriate professional and academic discourse.</p> <p>B3 Be able to closely analyse assumptions and contexts with a detailed awareness of contexts. Be able to organise such insights into an effective position in discussion and debate.</p> <p>B4 Be able to organise and present an argument using a variety of approaches with clarity and precision. Demonstrating a clear ability to recognise and anticipate other positions within the argument with some sophistication.</p>
<b>C. Practical and professional skills</b>
<p>C1 Frequently and effectively articulate application of understanding beyond the classroom deepening and enhancing contributions to class discussions and academic work. Actively seek a broader perspective in order to deepen understanding.</p> <p>C2 Consistently and without prompting bring to bear breadth of reference and knowledge. Be able to use with confidence and understanding examples, facts and theories from more than one field of study or perspective.</p> <p>C3 Habitually and actively evaluate how new knowledge, understanding and skills contribute to building personal ability. Evidence of reflection of how this can be brought to bear in multiple and diverse contexts to produce knowledge and enhance comprehension.</p>
<b>D. Key/transferable skills</b>
<p>D1 Demonstrate highly professional attitude to all aspects of work and participation in class reflected in individual work and as part of a team. Habitually and without prompting seek out new skills and abilities.</p> <p>D2 The expectation of working independently with confidence grows and becomes the norm, both in terms of completing assignments and in taking the initiative to read, research and proactively seek out new skills and knowledge.</p> <p>D3 Habitual application of prior learning and experiences in tackling new tasks. Consequently solutions are frequently creative and innovative, comprehension is enhanced. Be able to respond with confidence to new situations.</p> <p>D4 Reflection on prior learning becomes the foundation for all academic activity. Approach to learning becomes professional and there is evidence of habitual reflection equally in and between subjects and topic areas. Reflection leads to breadth and innovation.</p>
<b>Level 6 outcomes</b>
<b>A. Knowledge and understanding</b>
<p>A1 Define the extent of information needed, demonstrating understanding by determining how the key concepts and types of information selected directly relate to the question posited.</p> <p>A2 Access and comprehend information using effective, well-designed strategies and appropriate sources.</p>

<p>A3 Be able to identify and present a variety of information sources appropriate to the scope and discipline(s) of the task at hand.</p> <p>A4 Communicate, organise and synthesise information from sources to fully achieve a specific purpose demonstrating understanding through clarity and depth.</p>
<b>B. Cognitive skills</b>
<p>B1 Demonstrate a growing sophistication in the synthesis and analysis of a broader a range of information sources, including a range of appropriate professional and academic experts.</p> <p>B2 Be able to challenge and debate the ideas of experts and others with a command of appropriate professional and academic discourse.</p> <p>B3 Be able to closely analyse assumptions and contexts with a detailed awareness of contexts. Be able to organise such insights into an effective position in discussion and debate.</p> <p>B4 Be able to organise and present an argument using a variety of approaches with clarity and precision. Demonstrating a clear ability to recognise and anticipate other positions within the argument with some sophistication.</p>
<b>C. Practical and professional skills</b>
<p>C1 Frequently and effectively articulates application of understanding beyond the classroom deepening and enhancing contributions to class discussions and academic work. Actively seek a broader perspective in order to deepen understanding.</p> <p>C2 Consistently and without prompting bring to bear breadth of reference and knowledge. Be able to use with confidence and understanding examples, facts and theories from more than one field of study or perspective.</p> <p>C3 Habitually and actively evaluate how new knowledge, understanding and skills contribute to building personal ability. Evidence of reflection of how this can be brought to bear in multiple and diverse contexts to produce knowledge and enhance comprehension.</p>
<b>D. Key/transferable skills</b>
<p>D1 Demonstrate highly professional attitude to all aspects of work and participation in class reflected in individual work and as part of a team. Habitually and without prompting seek out new skills and abilities.</p> <p>D2 The expectation of working independently with confidence grows and becomes the norm, both in terms of completing assignments and in taking the initiative to read, research and proactively seek out new skills and knowledge.</p> <p>D3 Habitual application of prior learning and experiences in tackling new tasks. Consequently solutions are frequently creative and innovative, comprehension is enhanced. Be able to respond with confidence to new situations.</p> <p>D4 Reflection on prior learning becomes the foundation for all academic activity. Approach to learning becomes professional and there is evidence of habitual reflection equally in and between subjects and topic areas. Reflection leads to breadth and innovation.</p>

## **6. Learning and teaching strategy / assessment methods (non-regulatory)**

This is a guide to the academic opportunities that will be available to help you achieve the overall aims and objectives of the programme as listed under Section 3 and the intended learning outcomes listed under Section 5. It is also a guide to the assessment methods that will be used to test your achievement of the intended learning outcomes. While exciting learning opportunities are offered at University-level, there is a greater emphasis on you engaging with your education in a pro-active way. In order to meet the full intended learning outcomes of the programme, you will be expected to study independently, participate in class discussions, book extra time in the studios, ask for support in academic skills if required and engage with personal tutors.

The learning and teaching strategy adopted for this programme relates to the Regent's University London Learning, Teaching and Assessment strategy (2015-2020), which comprises six priority areas:

- A personalised student experience
- Interactive and inclusive learning
- Assessment for learning
- Focus on student skills and attributes
- Developing cultural agility, flexibility and the ability of our graduates to compete strongly in the global labour market
- Professional development for staff

In particular, the BA (Hons) Liberal Studies learning and teaching strategy demonstrates the embedded nature of the following principles:

- To provide an interesting and varied learning experience that engages and motivates students.
- To provide a learning experience that is challenging, intellectually stimulating and which develops critical thinking.
- To provide small-class teaching, tutorial support and personalised learning.
- To draw on the international diversity among the students to enrich their learning.
- To articulate the practical application of learning, making it relevant and increasing the employability potential of the students.
- To provide a learning environment that supports the learning, teaching, and research activities of the students and staff on the programme.
- To promote assessment for learning, not simply of learning.
- To ensure assessment is reliable, valid, fair and consistent.
- To ensure that assessment incorporates effective and constructive feedback.
- To ensure that the amount of assessment is manageable for both staff and students.
- To encourage staff to develop pedagogic practice through self-reflection and training.



The teaching methods include seminars, study groups, role plays, tutorials and external guest speakers. You will learn through analysis, discussion and debate, practical work, problem-solving, presentations, portfolio building, research projects and team work, all of which are designed to help you develop key skills of independent critical thinking and confidence in decision-making.

The individual modules in the programme, have been carefully designed to enable you to acquire the intellectual and practical knowledge and skills you will need to successfully complete your degree. For every module there are learning outcomes that tell you what we expect you to be able to do on successful completion of that module.

Teaching is carefully designed to enable you to learn the knowledge and skills that the module offers, and assessments are designed to enable you to demonstrate that you have adequately learned the required knowledge and skills. The programme content and the learning outcomes were designed using national references to ensure that they are appropriate for the award of a UK degree, and your achievement is monitored against those national references.

#### **Breakdown of teaching methods by percentage per level**

The following breakdown is a guide to how much time you will spend using each teaching and learning method. The exact amount of time spent in taught/practical lessons or self-study will depend on the elective modules that you take.

- 'Taught' learning typically refers to timetabled sessions led by a member of academic staff, such as lectures, seminars and tutorials
- 'Practical' sessions are also timetabled and led by an academic member of staff, but are focused on learning through experience, e.g. role plays, simulations, field trips, studio or laboratory work
- 'Self-Study' is time dedicated to self-directed learning that is guided by your own requirements to further your studies and complete assignments. This could include preparation for class, background reading, research and preparation for assessments, and writing.

<b>Foundation Year</b>		<b>Level 4</b>		<b>Level 5</b>		<b>Level 6</b>	
Taught	30%	Taught	27%	Taught	27%	Taught	19%
Practical	0%	Practical	3%	Practical	3%	Practical	3%
Self-Study	70%	Self-Study	70%	Self-Study	70%	Self-Study	78%

### **Programme management and teaching staff**

The overall Liberal Studies portfolio is managed by a Head of Programmes, who is overseen by the Head of School. The current Head of Programmes is Professor Lawrence Phillips. Gill Stark is Head of the School of Creative & Liberal Arts.

Due to the multi-disciplinary nature of the Liberal Studies portfolio, responsibility for the management and teaching of the programmes rests with a number of individuals from across the university, including colleagues from Psychology; Film, Media & Performance; Politics & International Relations and Business & Management.

You will be taught by respected academics at the forefront of their respective disciplines, who come from a diverse range of professional and academic backgrounds. The majority of our academics have postgraduate or doctoral qualifications, with some exceptions – for example, where particular specialist skills are required and are covered by visiting lecturers.

You will be linked with a personal tutor, who will support your academic and personal development throughout your time on the programme.

### **Assessment strategy and methods**

Assessment is important to your learning, and a positive element of your education. We use assessment to encourage you to do as well as you can and you can use it for the same purpose.

Each module on your programme has learning outcomes. Assessment is used to test that you have achieved those learning outcomes, and tasks can be both practical and theoretical. The aim is to ensure that you acquire the knowledge, skills and aptitudes that you should have in order to move into a variety of professional environments, where the ability to analyse problems and offer solutions is required.

The quality of your work is assessed using grade bands. You will be awarded a grade and numerical mark for each assessed piece of work on each module. The grades you receive are added up to give a final grade for the module. The University holds a record of assessment for all of the modules you take and enables you to see your overall achievement on the programme as you progress. Assessment also enables us to determine your suitability to progress to the next level of the programme, and to determine your degree award.

Assessment is both formative and summative. Formative assessment is information at interim stages during the term (and sometimes as often as once a week) which enables you to understand how you are progressing on a module, what you have done well, what you need to concentrate on in order to do better and what independent study you need to do for the next part of the module. Formative assessment is intended to help you during a module so that we can support you in your learning to do as well as you can.



Summative assessment is a final evaluation of all the learning you have achieved at the end of a period of learning (for instance at the end of a module). The aim of assessment is, therefore, to help you in your learning by telling you what you did well, what you could have improved and what you should do to improve in the future (feed-forward). Summative feedback, which your tutors will write at the end of each module, is intended to help you to understand your strengths and weaknesses in addition to discovering your final level of achievement.

Examples of the assessments you may be asked to undertake include essays, reports, presentations, creative work, examinations, class tests, script and performance analysis, assessed simulations, reflective learning diaries.

### **Preparing for the Liberal Arts Capstone**

The Liberal Arts Capstone is a project that you undertake in your final year of study. The credit weighting of this module is the equivalent of three regular modules and is a very important part of your educational experience. It is taught as a supervised project rather than a scheduled class, meaning that you will work with one or two supervisors from academic staff who will meet with you regularly to advise on the shape and development of your project. This module extends across your final year.

You will be expected to submit an initial broad outline of the area in which you wish to work (no more than 300 words) by the end of week 6 of the spring term preceding your final year of study (if you started your degree in autumn) or week 6 of the autumn term if you started in spring. Advisory lectures in both terms look at the module in detail, how your proposal should be shaped, and give you an opportunity to think about potential topics before submitting your proposal.

Once the outline is submitted we allocate you a supervisor with the correct academic background by the end of week 10. We encourage you to discuss potential topic areas with tutors in their office hours prior to submission of your outline. However, supervisors are allocated according to expertise and not personal preference.

### **Summary of timeline:**

If you started your degree in September and are on an autumn/spring study pattern, in the year preceding your final year:

1. Autumn term attend advisory lecture
2. Autumn/spring term think about potential topics and take the opportunity to informally discuss with tutors in office hours
3. By the end of week 6 of the spring term submit project outline
4. By week 10 of the spring term, advisor(s) allocated. Arrange an initial discussion with them before the end of the term.

If you started your degree in February and are on a spring/autumn study pattern, in the year preceding your final year:

1. Spring term attend advisory lecture

2. Spring/summer think about potential topics and take the opportunity to informally discuss with tutors in office hours
3. By the end of week 6 of the autumn term submit project outline
4. By week 10 of autumn term, advisor(s) allocated. Arrange an initial discussion with them before the end of the term.

### Breakdown of assessment by percentage per level

The assessment breakdown below is based on the common Foundation year (Level 3) and the core modules for each major (Levels 4-6). In addition, your choice of electives will determine the overall assessment methods that you will experience. Elective module descriptions detail the types of assessment used.

#### Art History major

Level 3		Level 4		Level 5		Level 6	
Written exams	19%	Written exams & in-class test	30%	Written exams & in-class test	58%	Written exams & in-class test	18%
Presentation	10%	Presentation	10%	Presentation	0%	Presentation	0%
Coursework	71%	Coursework	60%	Coursework	42%	Coursework	82%

#### Business & Management major

Level 3		Level 4		Level 5		Level 6	
Written exams	19%	Written exams & in-class test	70%	Written exams & in-class test	30%	Written exams & in-class test	21%
Presentation	10%	Presentation	0%	Presentation	30%	Presentation	25%
Coursework	71%	Coursework	30%	Coursework	40%	Coursework	54%

#### English major

Level 3		Level 4		Level 5		Level 6	
Written exams	19%	Written exams & in-class test	0%	Written exams & in-class test	20%	Written exams & in-class test	0%
Presentation	10%	Presentation	0%	Presentation	0%	Presentation	0%
Coursework	71%	Coursework	100%	Coursework	80%	Coursework	100%

**History major**

Level 3		Level 4		Level 5		Level 6	
Written exams	19%	Written exams & in-class test	42%	Written exams & in-class test	40%	Written exams & in-class test	25%
Presentation	10%	Presentation	0%	Presentation	0%	Presentation	0%
Coursework	71%	Coursework	58%	Coursework	60%	Coursework	75%

**International Relations major**

Level 3		Level 4		Level 5		Level 6	
Written exams	19%	Written exams & in-class test	30%	Written exams & in-class test	40%	Written exams & in-class test	14%
Presentation	10%	Presentation	20%	Presentation	10%	Presentation	18%
Coursework	71%	Coursework	50%	Coursework	50%	Coursework	68%

**Journalism major**

Level 3		Level 4		Level 5		Level 6	
Written exams	19%	Written exams & in-class test	0%	Written exams & in-class test	0%	Written exams & in-class test	8%
Presentation	10%	Presentation	20%	Presentation	15%	Presentation	0%
Coursework	71%	Coursework	80%	Coursework	85%	Coursework	92%

**Media and Communications major**

Level 3		Level 4		Level 5		Level 6	
Written exams	19%	Written exams & in-class test	0%	Written exams & in-class test	0%	Written exams & in-class test	8%
Presentation	10%	Presentation	10%	Presentation	40%	Presentation	12%
Coursework	71%	Coursework	90%	Coursework	60%	Coursework	80%

**Political Science major**

Level 3		Level 4		Level 5		Level 6	
Written exams	19%	Written exams & in-class test	20%	Written exams & in-class test	30%	Written exams & in-class test	15%
Presentation	10%	Presentation	20%	Presentation	10%	Presentation	15%
Coursework	71%	Coursework	60%	Coursework	60%	Coursework	70%

**Psychology major**

Level 3		Level 4		Level 5		Level 6	
Written exams	19%	Written exams & in-class test	30%	Written exams & in-class test	20%	Written exams & in-class test	7%
Presentation	10%	Presentation	20%	Presentation	20%	Presentation	14%
Coursework	71%	Coursework	50%	Coursework	60%7%	Coursework	79%

**Public Relations major**

Level 3		Level 4		Level 5		Level 6	
Written exams	19%	Written exams & in-class test	10%	Written exams & in-class test	0%	Written exams & in-class test	10%
Presentation	10%	Presentation	24%	Presentation	34%	Presentation	0%
Coursework	71%	Coursework	66%	Coursework	66%	Coursework	90%

<b>Programme Structure LEVEL 3</b>	
<b>Core modules</b>	<b>Credits</b>
SKL304 Foundation Seminar I	12
SKL305 Foundation Seminar II	12
QUA301 Foundation: Quantitative Literacy	12
SCI302 Foundation: Scientific Understanding	12
HUM301 Foundation: Humanities	12
BUS304 Foundation: Business and Management	12
INR301 Foundation: International Relations	12
MED301 Foundation: Media Studies	12
PSY308 Foundation: Psychology	12
POL301 Foundation: Political Science	12
Total core module credits:	<b>120</b>
Total credits for Level 3:	<b>120</b>
<b>Programme Structure LEVEL 4</b>	
<b>Core modules (for list of core modules for each major, see Section 18)</b>	<b>Credits</b>
Major 201	12
Major 202	12
Major 203	12
Major 204	12
Major 205	12
Total core module credits:	<b>60</b>
<b>Elective modules (for a list of electives, see Section 18)</b>	
Elective 201	12
Elective 202	12
Elective 203	12
Elective 204	12
Elective 205	12
Total elective module credits:	<b>60</b>
Total credits for Level 4:	<b>120</b>

<b>Exit awards and learning outcomes achieved (if appropriate)</b>	
Certificate of Higher Education	
<b>Programme Structure LEVEL 5</b>	
<b>Core modules (for list of core modules for each major, see Section 18)</b>	<b>Credits</b>
Major 301	12
Major 302	12
Major 303	12
Major 304	12
Major 305	12
Total core module credits:	<b>60</b>
<b>Elective modules (for a list of electives, see Section 18)</b>	
Elective 301	12
Elective 302	12
Elective 303	12
Elective 304	12
Elective 305	12
Total elective module credits:	<b>60</b>
Total credits for Level 5:	<b>120</b>
<b>Exit awards and learning outcomes achieved (if appropriate)</b>	
Diploma of Higher Education	
<b>Programme Structure LEVEL 6</b>	
<b>Core modules (for list of core modules for each major, see Section 18)</b>	<b>Credits</b>
Major 407	12
Major 408	12
Major 409	12
Major 410	12
Liberal Arts Capstone	36
Total core module credits:	<b>84</b>
<b>Elective modules (for a list of electives, see Section 18)</b>	
Elective 409	12

Elective 407	12
Elective 408	12
Total elective module credits:	<b>36</b>
Total credits for Level 6:	<b>120</b>
<b>Exit awards and learning outcomes achieved (if appropriate)</b>	
<p>BA: to qualify for the award of a non-honours degree you must have been awarded 300 credits overall, including at least 120 credits at levels 4 and 5, and 60 credits at Level 6.</p> <p>BA (Hons): to qualify for the award of an Honours degree you must have been awarded at least 360 credits overall, including at least 240 credits at levels 5 and 6, of which at least 120 credits are at Level 6.</p>	
<b>8. Distinctive features of the programme and other key information</b>	
<p>This is a guide to anything else you may need to know about your programme, including anything that may seem a bit unusual or different to similar programmes in other institutions.</p>	
<p>The BA (Hons) Liberal Studies is modelled on a US liberal arts degree. It aims to provide students with a broad set of capabilities such as critical thinking, effective communication, quantitative reasoning, creative thinking, problem solving, integrative thinking, and personal and social responsibility.</p> <p>The programme has the following features:</p> <ul style="list-style-type: none"> <li>• <b>An area of specialisation</b> reflected in a 'major' area of study (Art History, Business &amp; Management, History, English, International Relations, Journalism, Media Communications, Political Science, Psychology and Public Relations).</li> <li>• <b>A general education programme</b> providing introductory classes in qualitative reasoning, scientific understanding, humanities, business &amp; management, international relations, media communications, psychology and politics.</li> <li>• <b>A wide range of elective modules</b> to enable students to explore various intellectual interests alongside their major and general education programme.</li> <li>• <b>Option to undertake a dual major.</b> This requires declaration at the outset of Level 4 as there would be no room left for any elective modules.</li> <li>• <b>Option to take a minor</b> This requires 72 credits (6 modules) from a major area of study.</li> </ul> <p>Elective modules from Level 5 and Level 6 can be taken concurrently; this does not apply to Major credit modules however. A student may register for up to two Level 6 elective modules in Level 5, and if they opt to do this, they may also register for up to two Level 5 electives in Level 6.</p>	

In the final year of the programme students take a 36-credit major project – the Liberal Arts Capstone – normally supervised by one but sometimes two tutors depending on topic. While based in your major area of study, there is an expectation that the project will also demonstrate an integrated approach across the curriculum that you have studied, demonstrating broadness of the liberal arts experience.

### **Optional Study Period Abroad**

Preparing students to be global citizens and leaders is a core feature of a liberal arts education. To further enhance this aspect of the programme, there is the option to complete a period of a study abroad at Level 5 of the programme in either autumn or spring term with any of the University's partner institutions worldwide with which we have an exchange agreement (provided that comparable modules to our own are offered) or throughout Europe and beyond via the EU's ERASMUS scheme.

Credits gained by students who successfully complete a term abroad are applied to their BA (Hons) Liberal Studies programme at Regent's. The optional study period abroad contributes 60 credits (or 30 ECTS) towards the 120 credits required at Level 5.

The calculation of your final degree classification is based on a credit-based average of your total marks at Level 5 and 6 of your programme. There is a weighting of 30% of your total marks at Level 5 and 70% of your total marks at Level 6. For students who complete a study abroad term, marks from Level 5 modules completed at Regent's as well as those taken at a partner institution will be used to determine your credit-based average for Level 5.

If you fail any modules at the partner institution you will be required to repeat one or more modules, or the whole of the Level 5 term spent abroad.

You will be supported by your programme leader and Regent's International Partnerships Office to apply and to prepare for the term abroad.

### **Languages**

Electives modules in nine languages (Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian, and Spanish) are offered at Levels 4-6.



## 9. Student support

We want you to make the most of your time at Regent's and we also know that sometimes life at university can be hard. We can give you the support and you need, on academic study, language skills, careers, disabilities, mental health, gender, sexuality, finance and many other issues.

Regent's Student Hub will be the first port-of-call for the majority of your needs. Staff in the Hub can either deal with your enquiry directly or point you to one of our services for more support. Our support services include:

- Personal tutor scheme
- Student Services
- Academic Skills
- English for Academic Purposes
- Careers advice, including placements
- Disability support
- Accommodation
- Student Union

For more information about life at Regent's and the services we offer please visit our website:

[regents.ac.uk/information/student-life/for-current-students](https://regents.ac.uk/information/student-life/for-current-students)

## 10. Learning support facilities

Regent's offers a variety of different facilities and technologies to support your studies. These include lecture theatres, seminar rooms, the library, IT labs and specialist software.

All facilities are wheelchair accessible. If you require support or advice with regard to accessing campus facilities, please speak with our disability support officer, so we may address your concerns. [regents.ac.uk/information/student-life/for-current-students/disability-information](https://regents.ac.uk/information/student-life/for-current-students/disability-information)

The Library at Regent's supports teaching and learning at the University. Our relevant and extensive collections, flexible study spaces and knowledgeable staff can help you achieve your academic goals. During term time, the Library is open until late in the evenings. During busy exam periods, it is open 24/7. Most areas are fully accessible to people with disabilities and wherever there are challenges we work with individual(s) to overcome, rearrange or support to facilitate good and safe access.

Regent's uses Blackboard as its virtual learning environment (VLE), where you will find learning materials and content for your modules. You will also submit your coursework online and receive feedback through Blackboard.

MyRegent's is a free app and web dashboard which contains Regent's email, degree programme timetable, module information and more. You will be able to download it for Apple or Android devices or access it at [my.regents.ac.uk](https://my.regents.ac.uk) once you have enrolled with us.

Regent's has IT labs where you can use our computers and there are dedicated areas for you to use your own laptops and tablets. The campus has free Wi-Fi, including most areas

of our extensive gardens, so any area can be adapted into a student study space. Regent's is a member of the Eduroam network, so you can connect to this service to access Wi-Fi worldwide.

For more about Regent's learning resources, see [regents.ac.uk/about/learning-resources](https://regents.ac.uk/about/learning-resources)

## 11. Opportunities for personal development planning

Early in your programme you will be encouraged to engage in self-reflection and evaluation. This will be related to your chosen major and it might constitute an assessed part of your learning. You might be asked to evaluate your strengths and weaknesses, to reflect upon your learning and your personal responses, behaviour and development.

You will also be encouraged to consider your personal development on individual modules and as you progress through your degree you will increasingly see your development, not just in terms of each module, but in relation to your degree as a whole and to your major. Completing a degree is not simply about the intellectual and practical skills that you acquire, it is also about your personal and professional development as an individual.

### Extracurricular activities

You also have opportunity to engage with extracurricular activities on and off campus organised by staff from across Regent's. These include but are not limited to: prominent guest speakers' presentations, conferences, competitions, university societies, Student Union membership and student representation. Participation in competitions or engagement with societies and Student Union are a great way to develop a host of skills and evidence demonstrating your diverse capabilities and can contribute to fruitful personal development planning.

### Careers support

All students benefit from an initial consultation with a careers adviser in their first weeks on campus. Based on your individual interests you will, guided by your adviser, develop knowledge and networks in relevant sectors and roles. You will be encouraged to team up with like-minded individuals to build communities centred around shared interests.

You will have access to the vacancies shared by our business relations team on the Student Hub, as well as multiple other resources, and help with making applications for internships and graduate roles in the UK and beyond. Students who have not identified an area of interest are offered guidance consultations to enable decision-making.

A variety of workshops throughout the year will help you succeed at every stage of the selection process, including CV and cover letter writing, interview (including video interviews) and assessment centre preparation, networking, LinkedIn and psychometric testing. Support with individual applications is available.

Students who wish to start their own business will be invited to work in The Hive (see below).

Students looking to complete a consultancy project, such as a capstone, receive support in developing practical consultancy skills, as well as help with sourcing suitable projects. This offer is tailored with sector relevant information to reflect subject specialisms (e.g. fashion, design, business).

Each term a number of masterclasses (held by industry specialists), seminars, networking events and meetups are organised on campus. They offer an invaluable opportunity to find

out about employment prospects in different industries and business sectors and to develop a professional network.

At our hiring breakfasts, employers who currently seek students via the Student Hub vacancy board (internships, placements, or graduate jobs) are introduced to (and given the opportunity to interview onsite) students directly.

In addition to regular face-to-face contact with our expert staff, we offer a wide range of online resources including VoIP (e.g. Skype) appointments to help you in your job search. These include advice sheets, videos and self-assessment tools. All this is accessible on the Student Hub to current students and alumni.

### **The Hive**

The Hive is a workspace and community for both current students and alumni, which offers a full suite of services, including start-up advice, masterclasses, careers advice, student consultancy services and a bookable hot desk environment for start-ups. There is also support with graduate entrepreneurship visas if required.

The Hive offers a collaborative environment in which careers and enterprise advice happens in a live working environment, allowing knowledge and opportunities to flow between its users. It aims to break down barriers between job seekers and creators, learners and staff, changing the way our learners relate to the University and develop their career skills.

## **12. Admissions criteria**

A Regent's education provides you with a high level of personal attention, and this begins from the moment you apply to study with us. We want to understand who you are and what your skills and interests may be – we are interested in your potential, as well as your prior achievements. We review each application comprehensively and on its individual merit, considering all of your skills, interests and attributes.

We receive applications each year from over 170 countries and are happy to assess all international qualifications.

For applicants who wish to improve their English language proficiency, please see our [English language courses](#).

### **Level 3 Foundation Entry**

For applicants entering at Foundation Level 3, we will typically make you an offer at least 5 GCSEs at grades A-C / 9-4 or international equivalent including Mathematics.

For applicants where English is not their native language we will require proof of English language proficiency, for example we ask for:

- IELTS: Overall score of 5.5, with a minimum of 5.5 in each individual component
- GCSE/IGCSE English, grade C / 4 (for IGCSE certificates, please provide the Supplementary Certifying Statement with the breakdown of component grades)
- On-campus English diagnostic test (for more information contact: [admit@regents.ac.uk](mailto:admit@regents.ac.uk))

Or equivalent qualification.

### Level 4 Entry

For applicants entering at Level 4, if you are holding A levels, we would typically make you an offer at three A-Levels at grades BCC.

We also assess your application for proficiency in Mathematics, asking for a GCSE in this subject at grade A-C / 9-4 (or the international equivalent).

We will require proof of English language proficiency, for example we ask for:

- IELTS: Overall score of 6.0, with 5.5 or above in all four components
- On-campus English diagnostic test (for more information contact: [admit@regents.ac.uk](mailto:admit@regents.ac.uk))

Or equivalent qualification.

#### *English for Academic Purposes (EAP)*

You will take an English for Academic Purposes (EAP) module in your first term in order to support the development of your academic work in English.

Students who achieve an IELTS 6.5, with a minimum score of 5.5 in each component, or an equivalent result, are exempt from the EAP module and will take an additional academic module instead.

#### *Students entering with Recognition of Prior Learning*

If you are joining your programme at an advanced entry point, we require IELTS 6.5 with a minimum 6.0 in Reading and Writing, with no score below 5.5 in any other components.

We offer a range of courses that can help to improve your English language proficiency. Please see the website for more details:

[regents.ac.uk/study/short-courses/english-courses-london](https://regents.ac.uk/study/short-courses/english-courses-london)

For more information, see the How to Apply tab under each programme on our website.

You can find our Admissions Policy and Admissions Appeals and Complaints Policy at: [regents.ac.uk/about/governance/academic-governance/academic-governance-documents](https://regents.ac.uk/about/governance/academic-governance/academic-governance-documents)

### 13. Visas and immigration

At Regent's, you will be part of a truly international community, with the opportunity to make friends and contacts from around the world.

If you require a visa to study in the UK, please visit the Visas and Immigration page on the website: [regents.ac.uk/study/international-students/visas-and-immigration](https://regents.ac.uk/study/international-students/visas-and-immigration)

### 14. Tuition fees and other course costs

For students enrolling on the BA (Hons) Liberal Studies, the annual fee for the academic level/year in 2020-21 is £18,000 paid in equal instalments over the first two terms. Fees for the January 2021 intake may vary. Please see the website for further details.

Tuition fees are set by the University's Board of Trustees for each financial year, which runs from 1 August to 31 July. Therefore your annual fee will rise each year/level. The maximum increase per year for existing students is based on the Consumer Price Index (CPI) inflation rate, plus a maximum of 3%.

To secure your place at Regent's you will need to pay a deposit. These are currently set at:

Home/EU students advance deposit on tuition fees: £1,000 (non-refundable\*)

Non-EU advance deposit on tuition fees: £4,000 (non-refundable\*)

Fees are normally payable once a term and are due two weeks before the start of term. They can be paid through our online portal. Payment plans are available for eligible new and returning students. For more information visit the Pay Fees page on our website:

[regents.ac.uk/study/how-to-pay/pay-fees-online-and-payment-plans#close](https://regents.ac.uk/study/how-to-pay/pay-fees-online-and-payment-plans#close)

Our current Payment Terms and Conditions are available at:

[regents.ac.uk/study/how-to-pay/payment-terms-conditions#close](https://regents.ac.uk/study/how-to-pay/payment-terms-conditions#close)

London is an expensive place to live so it is important to ensure that you can afford to stay here for the duration of your studies. In addition to your tuition fees, you will have expenses such as accommodation, food, bills, transport, clothes, socialising, books and other material costs. If you would like to discuss the financial impact of studying at Regent's then please contact us: [regents.ac.uk/about/contact-us](https://regents.ac.uk/about/contact-us)

One of your main financial outlays will be your accommodation. There are three types of accommodation available to choose from. We offer limited accommodation on campus at competitive prices, off-campus accommodation at Urbannest, or you could choose private accommodation which we can help you find. For more detail on accommodation please see our website: [regents.ac.uk/study/accommodation](https://regents.ac.uk/study/accommodation)

There may be field trips involved in your programme depending on the major and electives that you chose. Any entry fees will be paid for by Regent's. However you will be responsible for your own travel costs. All of the trips will be in central London locations.

Reading lists will be made available and materials may be borrowed from the library or purchased by students at their own cost.

\* If you decide you no longer want to study at Regent's, refunds of deposits and fees can only be granted in limited circumstances. For more information, see our Refund Policy (subject to review) at: [regents.ac.uk/study/how-to-pay/refunds-policy](https://regents.ac.uk/study/how-to-pay/refunds-policy)

## 15. Assessment and progression regulations

You will be assessed on how well you are achieving the intended learning outcomes at different stages throughout your time of study at Regent's. This will include a variety of methods as described under Section 6 above.

In order to continue with your studies, there are minimum requirements to be met in order to progress to the next level of your programme. The current progression regulations are published within the Academic Regulations on our website at the link below. These are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

[regents.ac.uk/about/governance/academic-governance/academic-regulations](https://regents.ac.uk/about/governance/academic-governance/academic-regulations)

Some students will be required to take a compulsory English for Academic Purposes (EAP) module in their first term. You will be told if this applies to you when you receive an offer of acceptance (see Section 12). Students must pass this module in order to progress to the next level of their studies. Students who have to take the compulsory EAP module will take it in place of an elective module.

You will be provided with guidelines on what you need to achieve in each assessment to ensure you receive a good mark. A generic description of each grade is available at:

[regents.ac.uk/about/regents-teaching-exchange/learning-teaching/assessment-framework](https://regents.ac.uk/about/regents-teaching-exchange/learning-teaching/assessment-framework)

At certain points on the degree your suitability will be assessed by the teaching panel. Such decisions as your pathway, choice of project, specialism and choice of group will be scrutinised. In most cases staff will act in an advisory capacity, in others, for example your chosen pathway and specialism will be subject to an analysis of your progress thus far.

## 16. Award criteria

To qualify for your intended undergraduate award, you must obtain 360 credits, including 120 credits at Level 4 or higher; 120 credits at Level 5 or higher; and 120 credits at Level 6 or higher.

You must also meet the requirements of any specific regulations as stated under Section 15 Assessment and progression regulations.

For further details on award requirements, please see the Academic Regulations, available at on our website at the link below. The regulations are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

[regents.ac.uk/about/governance/academic-governance/academic-regulations](https://regents.ac.uk/about/governance/academic-governance/academic-regulations)

## 17. Methods for evaluating and improving the quality and standards of teaching and learning

All quality assurance policies and procedures are found in the University Academic Regulations. The current versions are available at the link below. The regulations are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

[regents.ac.uk/about/governance/academic-governance/academic-regulations](https://regents.ac.uk/about/governance/academic-governance/academic-regulations)

Regent's University London operates a number of institutional processes for ensuring and enhancing its academic quality standards. These include: programme (re)validations, programme modifications, programme monitoring, student feedback systems and external examining.

### *Programme (re)validations*

The University has a formal process to approve a new programme or reapprove an existing programme of study. This involves a panel of academics from within and outside Regent's to ensure that your programme is of appropriate academic standard and of a high quality.

### *Programme modifications*

We listen to your feedback and make changes to your programme as appropriate. You will be consulted on any significant changes to your programme which may affect the outcomes of your study. All changes to programmes or modules are subject to approval through Regent's Academic Governance structures.

### *Programme monitoring*

In order to ensure programmes continue to meet their academic and professional aims and objectives, Heads of Programme are required to prepare an Annual Monitoring Report (AMR). The reports include module feedback as well as external examiner reports and



responses. They are reviewed at Faculty and Institutional level, and are published on the University intranet under the Quality webpage where student are able to view these.

#### *Student feedback systems*

Students play a key role in the University's processes for enhancing the quality of its educational provision and broader student experience. There will be multiple ways for you to provide feedback on your experiences at module level, programme level, through student representatives and at Programme Committees. Student representatives are elected and sit on institutional level committees such as Senate. Final year undergraduate students (Level 6) will be invited to take part in the National Student Survey (NSS).

#### *External examiner reports*

External Examiners ensure that Regent's standards and quality processes are appropriate and are of a standard comparable to those of other Higher Education Institutions. There are two types of external examiners. One reviews subject level assessment and the other reviews institutional level processes and attends the Progression and Finalist Boards.

An annual external examiner report is produced at the end of every academic year at levels 5, 6 and 7. These are made available to students through the Annual Monitoring Reports which are published online and are submitted to Programme Committees.

### **18. Curriculum map**

The tables below indicate which study units assume responsibility for delivering (shaded) and assessing (✓) particular learning outcomes in Section 5.

## Foundation

Level	Module	Level learning outcomes															
		A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3	D4
3	SLK304 Foundation: Seminar 1	✓		✓	✓	✓	✓			✓	✓		✓	✓	✓		✓
	SKL305 Foundation: Seminar 2	✓		✓	✓	✓	✓			✓	✓		✓	✓	✓		✓
	QUA301 Foundation: Quantitative Literacy	✓	✓			✓		✓	✓	✓	✓	✓		✓	✓	✓	✓
	SCI302 Foundation: Scientific Understanding	✓	✓	✓	✓												
	HUM301 Foundation: Humanities	✓		✓	✓	✓	✓			✓	✓	✓		✓	✓	✓	
	BUS304 Foundation: Business and Management	✓			✓	✓	✓	✓	✓		✓			✓		✓	
	INR301 Foundation: International Relations	✓	✓	✓		✓	✓				✓	✓	✓	✓	✓	✓	
	MED301 Foundation: Media Studies	✓		✓		✓				✓	✓		✓	✓		✓	✓
	PSY308 Foundation: Psychology	✓		✓			✓	✓	✓			✓		✓			✓
	POL301 Foundation: Political Science	✓	✓		✓	✓	✓			✓	✓	✓		✓			✓



### Art History major

Level	Module	Level learning outcomes															
		A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3	D4
4	ARH401 Introduction to the History of Art 1	✓	✓	✓	✓	✓		✓	✓		✓	✓		✓	✓		✓
4	ARH402 Introduction to the History of Art 2	✓	✓	✓	✓	✓		✓	✓		✓	✓		✓	✓		✓
4	ART401 Introduction to Drawing	✓		✓		✓				✓	✓	✓		✓		✓	
4	ARH403 Contemporary art	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓		✓
4	ARH404 Introductory Special Subject in Art History	✓	✓	✓	✓	✓	✓	✓			✓	✓		✓		✓	✓
5	ARH501 Early Renaissance Art and Society	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	ARH502 High Renaissance Art and Mannerism	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	ARH503 Baroque Art	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	ART501 Art and Business	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓
5	ARH504 Intermediate Special Subject in Art History	✓	✓	✓	✓	✓	✓	✓			✓	✓		✓		✓	✓
6	ARH601 Enlightenment to Impressionism	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	

6	ARH602 Modernism to Postmodernism	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
6	ARH603 Curating	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓
6	ART604 Writing about Art	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓		✓

### Business & Management major

Level	Module	Level learning outcomes															
		A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3	D4
4	ACC401 Financial Accounting	✓	✓	✓	✓	✓		✓		✓		✓	✓			✓	
4	ECO402 Introduction to Micro-Economics	✓			✓		✓		✓		✓			✓	✓		
4	ECO401 Introduction to Macro-Economics	✓			✓		✓		✓		✓			✓	✓		
4	ACC402 Management Accounting	✓	✓		✓	✓			✓	✓	✓		✓	✓			✓
4	LAW402 Principles of Business Law	✓		✓					✓	✓	✓		✓			✓	✓
5	HRM501 People, Management and Organisations	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
5	BUS501 Business Ethics			✓	✓				✓		✓				✓		
5	MKT501 Principles of Marketing	✓	✓	✓		✓		✓			✓	✓	✓				✓
5	MGT501 Operations and Supply Chain Management	✓	✓	✓		✓	✓		✓		✓		✓		✓	✓	
5	FIN501 Business Finance				✓			✓	✓			✓	✓	✓		✓	

6	BUS601 International Business and Management				✓					✓		✓				✓	
6	BUS602 Advanced Topics in Business and Management		✓		✓		✓		✓			✓			✓	✓	
6	MGT601 Creative Leadership	✓	✓		✓	✓		✓	✓		✓	✓	✓	✓		✓	✓
6	STG601 Strategic Management	✓		✓	✓				✓	✓	✓	✓		✓		✓	

### English major

Level	Module	Level learning outcomes															
		A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3	D4
4	ENL401 Introduction to Medieval and Renaissance Literature	✓	✓			✓	✓			✓	✓	✓		✓			✓
4	ENL402 Introduction to Eighteenth Century and Romantic Literature	✓	✓			✓	✓			✓	✓	✓		✓			✓
4	ENL403 Introduction to Victorian and Modern Literature	✓	✓			✓	✓			✓	✓	✓		✓			✓
4	ENL404 Introduction to Literary Theory and Criticism	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓
4	ENL405 Introduction to Creative Writing	✓	✓		✓	✓	✓		✓		✓	✓	✓	✓		✓	✓
5	ENL501 Intermediate Creative Writing	✓	✓		✓	✓	✓		✓		✓		✓	✓		✓	✓
5	ENL502 From Text to Screen: Adapting Literature for Cinema	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

5	ENL503 American Literature 1: Origins of the Civil War	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓		✓		✓
5	ENL504 American Literature 2: Civil War to the Present	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓		✓		✓
5	ENL505 London's Literature	✓	✓		✓	✓		✓		✓			✓	✓	✓	✓	
6	ENL601 Advanced Creative Writing	✓	✓		✓	✓			✓		✓		✓	✓	✓		
6	ENL602 Literature in Context	✓	✓		✓	✓	✓	✓					✓	✓		✓	
6	ENL603 Shakespearean Drama 1: Comedy and History	✓		✓	✓	✓			✓			✓		✓			✓
6	ENL604 Shakespearean Drama 2: Tragedy and Tragi-comedy	✓		✓	✓	✓			✓			✓		✓			✓

## History major

Level	Module	Level learning outcomes															
		A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3	D4
4	HIS401 Introduction to Western History	✓			✓		✓	✓		✓	✓	✓		✓			✓
4	HIS402 Study of History			✓	✓		✓	✓				✓		✓	✓		
4	REL401 The World's Religions	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
4	HIS403 The Formation of Modern Europe		✓	✓	✓		✓		✓		✓	✓		✓	✓		
4	HIS404 History of London			✓	✓		✓				✓			✓	✓		
5	HIS503 Early Modern England			✓	✓		✓					✓		✓	✓		
5	HIS504 20 <sup>th</sup> Century Britain		✓	✓	✓		✓		✓		✓	✓		✓	✓		
5	HIS505 20 <sup>th</sup> Century Europe		✓	✓	✓		✓		✓		✓	✓		✓	✓		
5	HIS506 20 <sup>th</sup> Century US International History		✓	✓	✓		✓		✓		✓	✓		✓	✓		
5	HIS507 Topics in International History	✓		✓	✓	✓		✓		x	✓		x	✓	✓		✓
6	HIS601 Medieval and Early Modern Europe			✓	✓		✓	✓			✓	✓		✓	✓		
6	HIS602 Advanced Topics in History		✓	✓	✓		✓		x		✓	✓		✓	✓		

6	HIS603 The History of Modern China: Imperialism and Recovery	✓	✓	✓		✓	✓	✓	✓		✓	✓	x	✓	✓	✓	
6	HIS604 Philosophy of History		✓	✓	✓		✓		✓		✓	✓		✓	✓		

### International Relations major

Level	Module	Level learning outcomes															
		A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3	D4
4	INR401 International Relations Theory and Practice	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	LAW403 International Law	✓	✓		✓	✓	✓	✓	✓		✓		✓	✓			✓
4	INR402 Introduction to Human Rights	✓	✓		✓	✓	✓			✓	✓	✓	✓		✓	✓	✓
4	INR403 Contemporary International Security	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	
4	INR404 Politics of Development		✓		✓		✓	✓			✓			✓	✓		
5	INR502 Research Methods for International Relations	✓		✓	✓	✓		✓		✓	✓	✓	✓		✓	✓	✓
5	INR503 The International Politics of the United States	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	
5	INR504 The Politics of Conflict in the Middle East	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓		✓

5	INR505 Contemporary African Politics and History	✓		✓	✓	✓		✓		✓	✓		✓	✓			✓
5	INR506 International Organisations	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓		✓	
6	INR601 Latin American Political History	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	
6	INR602 International Political Economy	✓	✓		✓		✓	✓			✓	✓		✓		✓	✓
6	MED602 Media and Global Politics	✓	✓	✓	✓			✓									
6	INR603 Diplomacy and Negotiations: Theory and Practice	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓		✓

## Journalism major

Level	Module	Level learning outcomes															
		A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3	D4
4	MED402 Introduction to Media Production	✓	✓		✓		✓	✓	✓	✓	✓		✓	✓	✓		✓
4	MED401 Media Analysis and Literacy	✓	✓					✓	✓	✓		✓	✓	✓	✓	✓	
4	JRN401 Journalism Practice 1	✓		✓	✓	✓	✓	✓			✓	✓		✓		✓	✓
4	PHT401 Digital Photography		✓		✓	✓	✓				✓	✓	✓		✓		✓
4	JRN402 Journalism in Society	✓		✓	✓	✓	✓			✓	✓	✓		✓	✓		✓
5	MED502 Media Research Methods	✓	✓			✓	✓		✓		✓	✓		✓	✓		✓
5	MED501 Media and Ethics		✓	✓	✓		✓	✓		✓		✓	✓		✓		✓
5	MED503 Interactive Media	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	
5	JRN501 Photojournalism	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
5	JRN502 Journalism Practice 2	✓	✓	✓	✓	✓		✓		✓	✓	✓		✓	✓		✓
6	JRN601 Broadcast Reporting	✓		✓	✓	✓		✓	✓		✓		✓	✓			✓
6	MED603 Media and the Law	✓	✓		✓	✓	✓		✓		✓	✓			✓	✓	✓
6	PHT601 Editorial Photography	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		
6	JRN602 Publication and Design	✓	✓		✓	✓		✓	✓		✓	✓		✓		✓	



## Media & Communications major

Level	Module	Level learning outcomes															
		A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3	D4
4	MED403 Media, Communications and Culture	✓			✓	✓	✓			✓		✓	✓	✓	✓		✓
4	JRN402 Journalism in Society	✓		✓	✓	✓	✓			✓	✓	✓		✓	✓		✓
4	MED404 Understanding Social Media	✓	✓	✓		✓	✓			✓	✓	✓	✓	✓	✓		
4	MED402 Introduction to Media Production	✓	✓		✓		✓	✓	✓	✓	✓		✓	✓	✓		✓
4	PHT401 Digital Photography		✓		✓	✓	✓				✓	✓	✓		✓		✓
5	MED501 Media and Ethics		✓	✓	✓		✓	✓		✓		✓	✓		✓		✓
5	MED504 Identities in Media	✓	✓	✓		✓	✓	✓		✓			✓		✓	✓	✓
5	MED505 Critical Television Studies in the 21 <sup>st</sup> Century	✓	✓	✓		✓	✓	✓			✓	✓			✓		✓
5	MED502 Media Research Methods	✓	✓			✓	✓		✓		✓	✓		✓	✓		✓
5	FLM502 Understanding World Cinemas	✓	✓	✓		✓	✓	✓	✓		✓	✓		✓	✓	✓	
6	MED603 Media and the Law	✓	✓		✓	✓	✓		✓		✓	✓			✓	✓	✓
6	MED604 Media and Global Politics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

6	MED605 Current Issues In Media and Public Relations		✓	✓	✓		✓		✓		✓		✓	✓	✓		✓
6	MED606 TV Studio Production	✓	✓		✓	✓	✓				✓	✓		✓	✓		✓

### Political Science major

Level	Module	Level learning outcomes															
		A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3	D4
4	POL401 Theory and Practice in Political Science	✓	✓		✓		✓	✓	✓		✓		✓	✓		✓	✓
4	POL402 Introduction to Political Ideologies		✓	✓	✓		✓	✓	✓		✓	✓		✓	✓		
4	POL403 Introduction to Comparative Politics	✓	✓		✓	✓	✓		✓			✓	✓	✓	✓		✓
4	SOC401 Society and Mass Violence	✓		✓	✓	✓	✓	✓		✓	✓	✓		✓		✓	✓
4	POL404 Energy Security and Economics	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
5	POL501 The Politics of Gender	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓		✓
5	POL502 Research Methods for Political Science	✓		✓	✓	✓		✓		✓	✓	✓	✓		✓	✓	✓
5	POL503 NGOs and Civil Society	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓		✓	✓
5	SOC501 Crime and Society	✓	✓		✓			✓	✓	✓	✓	✓	✓		✓	✓	✓

5	POL504 Global Human Trafficking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	POL601 British Politics		✓	✓	✓		✓	✓	✓		✓	✓		✓	✓		
6	POL602 Theory and Practice of Social Enterprise		✓	✓	✓	✓		✓			✓	✓		✓		✓	✓
6	POL603 European Politics: Integration and Polarisation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	POL604 Globalisation and Individual Lives	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

## Psychology major

Level	Module	Level learning outcomes															
		A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3	D4
4	PSY4A1 Introducing Psychology	✓	✓		✓				✓	✓		✓		✓	✓		
4	PSY4A2 Conceptual and Historical Aspects of Psychology	✓	✓	✓			✓	✓	✓		✓		✓	✓	✓		✓
4	PSY4A3 Personality and Individual Differences	✓		✓	✓		✓	✓		✓	✓	✓		✓	✓	✓	
4	PSY4A4 Introduction to Psychological Research Methods I	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓
4	PSY4A5 Psychology of Child and Adult Development	✓	✓		✓	✓		✓	✓	✓	✓		✓	✓		✓	✓
5	PSY5A1 The Psychology of Fashion		✓	✓	✓		✓			✓		✓			✓		✓
5	PSY5A2 Abnormal Psychology	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
5	PSY5A3 Introduction to Psychological Research Methods II	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	
5	PSY5A4 Social Psychology	✓	✓		✓	✓	✓	✓	✓	✓		✓		✓	✓		
5	PSY5A5 Biological and Cognitive Psychology	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	PSY6A6 Sexuality and Gender		✓	✓	✓		✓			✓	✓	✓		✓	✓		✓

6	PSY6A7 Cultural Psychology	✓	✓	✓	✓		✓			✓		✓		✓	✓		✓
6	PSY6A8 Evolutionary Psychology	✓	✓		✓		✓		✓	✓		✓		✓	✓		✓
6	PSY6A9 Applied Psychology		✓	✓	✓	✓			✓	✓	✓	✓	✓		✓	✓	

## Public Relations major

Level	Module	Level learning outcomes															
		A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3	D4
4	PRL401 Introduction to PR Strategies and Management	✓	✓		✓	✓	✓	✓			✓	✓	✓		✓	✓	
4	PRL402 Writing for PR and Media	✓		✓	✓	✓			✓	✓	✓		✓	✓	✓		
4	PRL403 Media Relations	✓	✓	✓		✓		✓	✓	✓	✓	✓		✓	✓	✓	✓
4	COM401 Interpersonal Communications	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓
4	MED404 Understanding Social Media	✓	✓	✓		✓	✓			✓	✓	✓	✓	✓	✓		
5	PRL501 Visual Communications for PR (InDesign)	✓	✓			✓		✓	✓			✓	✓	✓	✓	✓	
5	MED501 Media and Ethics		✓	✓	✓		✓	✓		✓		✓			✓		✓
5	COM501 Corporate Communications Management	✓	✓	✓		✓	✓		✓	✓	✓	✓			✓	✓	✓
5	PRL502 Managing Public Relations Campaigns	✓	✓	✓	✓	✓	✓	✓			✓		✓	✓	✓		✓
5	MED502 Media Research Methods	✓	✓			✓	✓		✓		✓	✓		✓	✓		✓
6	COM601 Crisis and Strategic Communications	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓		✓	✓

6	MED603 Media and the Law	✓	✓		✓	✓	✓		✓		✓	✓			✓	✓	✓
6	COM602 Political Communications	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
6	MED605 Current issues In Media and Public Relations		✓	✓	✓		✓		✓	✓	✓		✓	✓	✓		✓

### Liberal Arts Capstone

Level	Module	Level learning outcomes															
		A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3	D4
6	HUM601 Liberal Art Capstone	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

## Elective modules

Level	Module	Level learning outcomes															
		A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3	D4
4	BUS405 Entrepreneurship	✓	✓				✓		✓	✓	✓	✓			✓		✓
4	ATP406 Introduction to Acting	✓				✓							✓	✓		✓	
4	PHL401 Introduction to Philosophy		✓	✓			✓		✓		✓	✓			✓	✓	
4	SOC402 Introduction to Sociology	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	MUS401 Music Appreciation	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	
4	COM402 Skills of Argumentation and Debate	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
4	THE401 Theatre Appreciation	✓			✓			✓		✓			✓			✓	✓
5	ATP504 Acting Studio	✓				✓							✓	✓		✓	
5	SOC503 Applied Ethics		✓	✓	✓		✓		✓		✓	✓		✓	✓		
5	THE502 Theatre in London: From Shakespeare's Globe to the West End	✓			✓			✓		✓	✓					✓	
5	SOC502 Gender, Sexuality and Religion	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	
5	THE503 Musical Theatre in London	✓	✓					✓				✓		✓			



5	POL505 Model United Nations I	✓	✓	✓	✓	✓		✓		✓	✓		✓	✓			✓
5	POL506 Model United Nations II	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	THE501 Special Topic in Theatre	✓	✓						✓			✓	✓		✓		
5	MUS501 Studies in Music History	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	
6	THE601 Contemporary London Theatre	✓			✓			✓	✓		✓	✓			✓	✓	
6	REL601 Global Religions in Contemporary London	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓