

# **BA (Hons) Interior Design**

## **Programme Specification**

Academic Year 2020/21

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<b>1. Programme Overview</b>	
<b>Full programme/award title(s)</b>	BA (Hons) Interior Design BA (Hons) Interior Design with Integrated Foundation
<b>Short programme title</b>	BAID
<b>Fees</b>	£18,000 (per year, subject to annual increase) Foundation Year: £11,600
<b>Faculty</b>	Humanities, Arts & Social Sciences
<b>Location of study</b>	Regent's Park campus
<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
<b>Date of initial/previous (re)validation</b>	July 2018
<b>Date of next revalidation</b>	September 2024
<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 code</b>	8P64 BA (Hons) Interior Design W250 BA (Hons) Interior Design with Integrated Foundation
<b>Underpinning QAA subject benchmark statements</b>	Quality Assurance Agency (QAA) benchmarking statements: Art & Design, 2017.
<b>Other external and internal references</b>	Regent's University London Academic Regulations 2017/18 Regent's University London Learning Teaching and Assessment Strategy 2015-2020 QAA Framework for Higher Education Qualifications SEEC level descriptors QAA Quality Code
<b>Professional, statutory or regulatory body recognition/accreditation</b>	None

<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 Level 3 3 years without the integrated Level 3</p> <p>Maximum* – 5 years including the integrated Level 3 4 years without the integrated 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>	June 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.

Interior Design at Regent's allows you to gain a deep understanding of built spaces and to design for people and their needs. You'll learn to exercise your creativity and design spaces that improve the lives of the people who use them.

The programme covers a range of public and private spaces, considering them from a variety of angles, including:

- Historical
- Social
- Ethical
- Environmental
- Architectural

The programme will introduce you to interior design principles, practices, styles and professional standards. You will explore the importance of location and context, and learn how to create spaces that meet the requirements of its users.

You will then learn how to apply these to a brief, choosing the best materials, tools and techniques. This includes the skills you need to effectively communicate with employers and clients.

The programme is industry-focused. This means that you will be taught by expert practitioners and spend time working on real-world briefs and live competitions. You'll visit the studios of practising designers and have the chance to attend industry-insight lectures. You'll also be taught the drawing and making skills you'll need to succeed in industry.

## 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.

The BA (Hons) Interior design aims to prepare you for a creative and professional career in the area of interior design, across commercial, residential and retail design, exhibition and installation, and the creation of places of leisure, culture and social exchange. We believe that good interior design positively affects everyday lives and well-being and is thus of vital importance in a changing world. Through undertaking design projects supported by research, as well as developing associated knowledge and skills, you will be challenged to leave behind preconceived solutions. As you explore multiple ways of investigating design problems, through words, images, drawings and making, you will enhance your creativity, confidence, design ability, capacity for innovation and future potential.

We aim to:

- Provide a holistic and vibrant educational experience, which will enable you to mature into a successful, independently minded and responsible interior design practitioner, who has a desire for change and the determination to make a difference.

- Offer a stimulating environment in which to learn and practice your developing knowledge and skills through design projects and related studies, including in real-world situations, in order to prepare you effectively for your future career and personal development.
- Equip you with an in-depth knowledge of a broad range of methods and principles central to contemporary interior design including digital technologies that will enable you to develop your personal interest and ambitions as a designer, and to go onto professional practice in employment or your own practice or further study in a variety of national and international contexts.

Graduates are well equipped to enter and succeed in a wide range of Interior Design disciplines including architecture, retail, exhibition, hospitality, residential and workplace design. Using the department's strong links with industry and along with showcasing our students' work at external events, we have successfully aided recent graduates to gain positions at a number of highly regarded design agencies.

#### **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.

The BA (Hons) Interior Design programme is one of four undergraduate Fashion & Design programmes at Regent's. The other programmes are Fashion Design, Fashion Marketing and Graphic & Digital Design.

If you are enrolled on a 4-year degree with integrated foundation, in your foundation year you will experience a range of approaches and subjects that will strengthen your understanding of your chosen specialist area. Professionals increasingly work across boundaries between industries and the knowledge you gain in your foundation year will open your mind to working across different areas of fashion and design. It will also enable you to work more effectively with others, both as a student and once you graduate and work in industry. Some students find, once they start to study, that they would like to move across to another programme. Our common foundation enables you to do this.

All Level 4 (Year 1) students take Global Perspectives, the Regent's common module, which facilitates interpersonal, intercultural and cross-disciplinary learning.

## 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, students will be able to:*

- A1 Understand and use an extensive and in-depth knowledge of a broad range of methods and principles employed by practitioners in Interior Design.
- A2 Employ detailed and complex knowledge and understanding of a breadth of contexts, frameworks, and environments within which interior design operates, including contemporary, historical, theoretical, social, cultural, ethical, and environmental perspectives.
- A3 Understand the appropriate application of a comprehensive range of current and emerging tools, materials and methods relevant to confident engagement in contemporary Interior Design including inter-disciplinary and multidisciplinary approaches.
- A4 Understand and apply an extensive and in-depth knowledge of professional practice in Interior Design, including; the designers' relationship with an audience; clients; users; colleagues; environments; markets and intellectual property issues.

### B. Skills

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

- B1 Independently source, navigate, analyse, communicate and apply relevant research material from a variety of sources, to the development of responses to creative and written briefs.
- B2 Autonomously engage creatively in the generation, development and realisation of solutions to Interior Design briefs, relevant to context and audience, independently and in collaboration with others, employing convergent and divergent thinking, and speculative enquiry within the Design Process.
- B3 Analyse, reflect and evaluate critically and independently, different contexts in Interior Design, including those that may be complex, ambiguous or unpredictable, within the process of development of ideas into outcomes.
- B4 Engage constructively, in self and peer reflection and respond positively to critical judgement of others, with relevance to both your general professional progression and your specific development within contemporary practice in Interior Design.
- B5 Independently select from, experiment with and make appropriate use of an extensive range of materials, processes, technologies and environments showing understanding of safety and quality standards and attention to detail.
- B6 Apply entrepreneurial skill, innovation and enterprise to positioning your own work and operating effectively within the context of the professional practice of Interior Design.
- B7 Communicate professionally in presenting research, ideas, reasoned arguments, and design work in a range of situations, in visual, oral, and written forms, employing relevant IT skills where appropriate.
- B8 Independently manage yourself and your work constructively, efficiently and ethically.

- B9 Work effectively with others, through collaboration, collective endeavour and negotiation.
- B10 Demonstrate self-awareness, ethical values, openness and sensitivity to diversity in terms of people, cultures, and environmental and business issues, in behaviour and work.

### **Level 3**

#### **A. Knowledge and Understanding**

- A1 Demonstrate understanding and use of knowledge of a range of methods and principles of creative practice in Art & Design.
- A2 Employ knowledge and understanding of a spread of contexts, frameworks and environments which Art & Design operates, including theoretical, historical, social, cultural, ethical and environmental perspectives.
- A3 Demonstrates understanding of the use and application of a range of current and emerging tools, materials and methods used in contemporary Art & Design.
- A4 Demonstrate understanding of your creative practice in relationship to others, including audience, users, colleagues, environments and markets.

#### **B. Skills**

- B1 Gather, sort and present relevant research material for the development and realisation of concepts and solutions with close tutor guidance.
- B2 Apply creative thinking in the generation, development, implementation of ideas and realisation of solutions to Art & Design briefs.
- B3 Apply critical thinking skills to research, analysis, and the development of ideas and outcomes.
- B4 Begin to situate and critique your own and others work in relation to contemporary practice.
- B5 Select from a range of relevant materials, tools and methods and use them safely and effectively to develop proposals through to material outcomes.
- B6 Demonstrate that you are beginning to create work in relation to contemporary Art & Design practice.
- B7 Present research, idea generation and outcomes in a manner appropriate to the specific nature of a project.
- B8 Demonstrate that you are developing the ability to study independently, manage workloads and that you can meet deadlines.
- B9 Demonstrate the ability to work with others through collaboration and contribution to group projects and outcomes.
- B10 Demonstrate an awareness of ethical values, openness and sensitivity to diversity in terms of people, culture, business and environmental issues.



<b>Level 4</b>
<b>A. Knowledge and Understanding</b>
<p>A1 Understand and use a formative knowledge of a range of methods and principles employed by other practitioners in Interior Design.</p> <p>A2 Employ a formative knowledge and understanding of the contexts, frameworks, and environments within which Interior Design operates, including contemporary, historical, theoretical, social, cultural, ethical, and environmental perspectives.</p> <p>A3 Understand the appropriate application of a formative range of current and emerging tools, materials and methods relevant used in contemporary Interior Design including inter-disciplinary and multidisciplinary approaches.</p> <p>A4 Understand and apply knowledge of how interior designers operate in a professional context including; relationship with an audience; clients; users; colleagues; environments; markets and intellectual property issues.</p>
<b>B. Skills</b>
<p>B1 Source, navigate, analyse, communicate and apply relevant research material from a variety of sources, to the development of responses to creative and written briefs with tutor guidance.</p> <p>B2 Engage creatively in the generation, development, and realisation of solutions to set interior design briefs, independently and in collaboration with others, employing convergent and divergent thinking, within the Design Process with tutor guidance.</p> <p>B3 Analyse, reflect and evaluate critically within the process of development of ideas into outcomes in set briefs within Interior Design.</p> <p>B4 Engage constructively in self and peer reflection and respond positively to critical judgement of others, with relevance to both to general personal progression, and to development within the discipline of Interior Design.</p> <p>B5 Select from, experiment with and make appropriate use of a formative range of materials, processes, technologies and environments showing understanding of safety and quality standard, with tutor guidance.</p> <p>B6 Demonstrate a pro-active attitude to developing knowledge of the contemporary context of professional practice in Interior Design and of entrepreneurial skills.</p> <p>B7 Communicate clearly in presenting research, ideas, reasoned arguments, and design work, in visual, oral, and written forms, employing relevant IT skills where appropriate.</p> <p>B8 Begin to manage self and work constructively, efficiently and ethically.</p> <p>B9 Work constructively with others, through collaboration, collective endeavour and negotiation.</p> <p>B10 Begin to apply self-awareness, ethical values, openness and sensitivity to diversity in terms of people, cultures, and environmental and business issues, to behaviour and work.</p>

<b>Level 5</b>
<b>A. Knowledge and Understanding</b>
<p>A1 Understand and use a substantial knowledge of a broad range of methods and principles employed by other practitioners in Interior Design.</p> <p>A2 Employ a substantial knowledge and understanding of a breadth of contexts, frameworks, and environments within which Interior Design operates, including contemporary, historical, theoretical, social, cultural, ethical, and environmental perspectives.</p> <p>A3 Understand the appropriate application of an increasingly broad range of current and emerging tools, materials and methods relevant to confident engagement in contemporary Interior Design.</p> <p>A4 Understand and apply a substantial knowledge of professional practice in interior design, including; the designers' relationship with an audience; clients; users; colleagues; environments; markets and intellectual property issues.</p>
<b>B. Skills</b>
<p>B1 Source, navigate, analyse, communicate and apply relevant research material from a range of relevant sources, to the development of responses to creative and written briefs with increasing independence.</p> <p>B2 Engage creatively in the generation, development, and realisation of solutions to interior design briefs, relevant to context and audience, independently and in collaboration with others, employing convergent and divergent thinking, and speculative enquiry within the Design Process with increasing self-reliance.</p> <p>B3 Analyse, reflect and evaluate critically, with increasing independence, different contexts within interior design, including those that may be complex, ambiguous or unpredictable, within the process of development of ideas into outcomes.</p> <p>B4 Engage with increasing effectiveness, in self and peer reflection, respond positively to critical judgement of others, with relevance to both general professional progression and specific development within contemporary practice in Interior Design.</p> <p>B5 Select from, experiment with and make appropriate use of a range of materials, processes, technologies and environments showing understanding of quality standards.</p> <p>B6 Apply increasingly entrepreneurial approaches including innovation and enterprise to positioning your own work and operating effectively within the context of the professional practice of Interior Design.</p> <p>B7 Communicate confidently in presenting research, ideas, reasoned arguments, and design work in a range of situations, in visual, oral, and written forms, employing relevant IT skills where appropriate.</p> <p>B8 Manage self and work in an increasingly constructive, efficient and ethical way.</p> <p>B9 Work productively and with others, through collaboration, collective endeavour and negotiation.</p> <p>B10 Apply growing self-awareness, ethical values, openness and sensitivity to diversity in terms of people, cultures, environmental and business issues, behaviour and work.</p>

<b>Level 6</b>
<b>A. Knowledge and Understanding</b>
<p>A1 Understand and use an extensive and in-depth knowledge of a broad range of methods and principles employed by other practitioners in Interior Design.</p> <p>A2 Employ detailed and complex knowledge and understanding of a breadth of contexts, frameworks, and environments within which interior design operates, including contemporary, historical, theoretical, social, cultural, ethical, and environmental perspectives.</p> <p>A3 Understand the appropriate application of a comprehensive range of current and emerging tools, materials and methods relevant to confident engagement in contemporary Interior Design including inter-disciplinary and multidisciplinary approaches.</p> <p>A4 Understand and apply an extensive and in-depth knowledge of professional practice in Interior Design, including; the designers' relationship with an audience; clients; users; colleagues; environments; markets and intellectual property issues.</p>
<b>B. Skills</b>
<p>B1 Independently source, navigate, analyse, communicate and apply relevant research material from a variety of sources, to the development of responses to creative and written briefs.</p> <p>B2 Autonomously engage creatively in the generation, development and realisation of solutions to Interior Design briefs, relevant to context and audience, independently and in collaboration with others, employing convergent and divergent thinking, and speculative enquiry within the Design Process.</p> <p>B3 Analyse, reflect and evaluate critically and independently, different contexts in Interior Design, including those that may be complex, ambiguous or unpredictable, within the process of development of ideas into outcomes.</p> <p>B4 Engage constructively, in self and peer reflection and respond positively to critical judgement of others, with relevance to both your general professional progression and your specific development within contemporary practice in Interior Design.</p> <p>B5 Independently select from, experiment with and make appropriate use of an extensive range of materials, processes, technologies and environments showing understanding of safety and quality standards and attention to detail.</p> <p>B6 Apply entrepreneurial skill, innovation and enterprise to positioning your own work and operating effectively within the context of the professional practice of Interior Design.</p> <p>B7 Communicate professionally in presenting research, ideas, reasoned arguments, and design work in a range of situations, in visual, oral, and written forms, employing relevant IT skills where appropriate.</p> <p>B8 Independently manage yourself and your work constructively, efficiently and ethically.</p> <p>B9 Work effectively with others, through collaboration, collective endeavour and negotiation.</p> <p>B10 Demonstrate self-awareness, ethical values, openness and sensitivity to diversity in terms of people, cultures, and environmental and business issues, in behaviour and work.</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

### **Learning and teaching methods**

When you begin to study interiors, you will need to acquire new skills, develop some of your existing skills and learn how to approach the subject critically. The teaching and learning on the Interior Design programme is designed around the Design Studio modules, which focus on project-based learning as a tool to develop the skills and knowledge you require as an interior designer. You will learn how to approach the subject creatively and critically, how to apply design methodologies, test your design at a variety of scales and how to communicate in the 'language' of the discipline. You will work with existing sites/buildings and, when appropriate, collaborate with real clients in Live Projects.

Success on the programme will depend on both good management of your time and on commitment to your learning. This means attending all sessions of a module, and making up any work missed through, for instance, illness. If you miss teaching sessions, you will miss essential module content, and it is unlikely that you will be able to achieve your potential on that module unless you gain that learning in your own time. In a subject where there is a lot of practical content, it is essential that you speak with your lecturers about what you have missed. They will not be able to cover work missed in future teaching sessions because the rest of the class will have moved on. Please be advised that the Regent's University London attendance regulations are rigorously enforced.

Your programme, and the individual modules in your 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 all assessments for the module are designed to enable you to demonstrate that you have adequately learned the 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.

At the beginning of each module you will be given a module specification and other materials (such as project briefs) by your lecturer(s). These set out everything you need to know about your learning on that module, for example: what form learning and teaching will take, the module content, the aims and learning outcomes for the module, and the ways in which you will be assessed, deadlines for submission of work and how the module will be scheduled in terms of how much time you will spend in different kinds of activities each week (for example: studio-based work, lectures, CAD workshops, shoots, visits). It will also contain information about what kind of work you are asked to submit for assessment; for instance projects, essays, presentations, reflective self-evaluations, critiques, work in industry, curriculum vitae, portfolios, models, boards and sketchbooks and it will tell you the weightings of those assessments (for instance: 70% for a project and, 30% for a presentation).

Typically, each 10-credit module would entail a single coursework assessment, 20 and 30 credit modules two and 40 credit modules two to three. The size and scope of these assessments vary as to credit weighting and level of study.

The curriculum is modular, but each is designed to complement prior and future modules, alongside achieving the respective stage aims and philosophy. Further, modules at higher levels advance topics explored earlier in more depth and encourage a greater level of creative thinking and autonomous evaluation to provide the opportunity for greater depth of learning. On the course, specific skill focused modules (Communication Skills and Professional Practice) and History & Theory modules support the Design modules and provide you with an overall rounded education as a design professional as well as preparing you for your future career. Overall, the degree is designed to take you through a progression that moves you gradually towards greater independence, self-direction and self-reliance as you prepare for your final portfolio of work. This is done through active and experiential learning processes, that is, through 'learning by doing'.

Small class sizes mean that you will have a personalised student experience, with support customised to your own particular requirements and needs. The programme fosters a deep approach to learning by encouraging you to establish your own fields of interest and take on responsibility for your own learning, whilst offering individual support. On some projects, you will collaborate with others, developing team-working and other professional skills.

Tutors use a wide range of learning and teaching methods. Modules are taught in a studio environment, using project-based learning, supported by a wide range of learning and assessment methods, individual tutorials, group reviews, workshops, seminars, presentations, discussion groups, critiques, peer evaluations, group work and site visits when appropriate. In addition to contact time with your tutors, your programme includes independent study.

You will have access to the model making workshop located within the university, which will allow you to work with a range of techniques under the guidance of dedicated technicians. A study trip in level 5 will allow you to research and investigate relevant precedent spaces and details abroad. Live project work experience is given by tutors who are industry professionals, and guest lecturers will provide you with valuable links with industry and information about business practices.

### **Industry-relevant learning**

Your programme is industry-orientated. For that reason experiential learning is fundamental to many of the learning and teaching methodologies used on the programme and to many of the assessments that you will complete. Preparation for careers in relevant disciplines contributes to the mission and goals of the University and is integral to the design of your programme.

We encourage you to complete as many internships/work placements in the industry as possible as long as this does not interfere with your studies. Students who do several work placements are more likely to find appropriate employment in industry once they graduate. Work placements enable you to enrich your understanding of the industry, consolidate what you have learned and make valuable contacts in industry. Some students are offered jobs once they graduate with the companies that they have worked with on work placements. Work placements may be as short as a few hours and as long as several months during the summer break.

There is a dedicated team in the Regent's Careers & Business Relations department which maintains a board of work experience vacancies. In the 2nd term of the second year of your programme, you have the option to study a Professional Practice module. The move from Level 5 to Level 6 (Year 2 to 3) is an important one and you are strongly encouraged to consider how you will use the summer months before you return to university to complete the final year of your programme. While some students may feel that they need to take a break, to travel or to prepare for their final year of study, we strongly encourage you to consider completing a work placement. Please discuss this with your Programme Director and/or your lecturers in the second term of Level 5. Help with careers related learning is also built into the first term of your final year on the programme.

### Breakdown of teaching methods by percentage per level

The following breakdown is a guide to how much time you will spend doing 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.

Foundation Year		Level 4		Level 5		Level 6	
Taught	36%	Taught	9%	Taught	7%	Taught	4%
Practical	3%	Practical	29%	Practical	24%	Practical	26%
Self-Study	61%	Self-Study	62%	Self-Study	69%	Self-Study	70%

### Programme management and teaching staff

Interior Design is overseen by a course leader and a head of programme. The course leader is supported by a team of academic staff many of whom are active industry practitioners. Each module has its own module leader who is responsible for the smooth running of the module and the staff involved in its teaching. There is also a designated year coordinator for each Level who coordinates the modules and timetable for this year group.

Our teaching team come from a wide variety of academic and industry backgrounds. The majority of our staff hold postgraduate qualifications in their subject area and/or are experts in their fields of industry. In addition, many of our staff hold the Fellowship of Higher Education Academy (HEA). We also encourage our teaching staff to undertake the Postgraduate Certificate in Higher Education. In short, we strive for excellence in our teaching and place a huge emphasis on maintaining this excellence. All of our contracted staff act as personal tutors across the programme.

Staff on the programme have been published in a range of publications, as well as carrying out practical research in their own design businesses.

The Interior Design course leader is Laoura Englezou and the Head of Fashion & Design Programmes is Mark Eley.

### Assessment strategy and methods

#### Purpose

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

#### How your work is marked

Information about assessment for all the modules you take is found in the Module Specifications document as well as in the Module Outline, given to you in the first class of each module. You can find information about how your work is specifically marked under the following categories:

- *Learning Outcomes*: what we expect you to have learned on successful completion of the module.
- *Assessment Criteria*: statements of intended achievement, against which you will be assessed.
- *Assessment Weighting*: a breakdown of the different assessment elements (e.g. essay, report, project) and the percentage of the final grade that each of the assessment elements is worth.
- *Project briefs/essay titles*: these give you detailed information about the assessment method and what is expected of you in completing the work for assessment.

In addition to this you will be assessed more generally in two important ways every term:

### **Formative assessment**

During each module you will be given formative assessment which takes place regularly and sometimes on a weekly basis. This is feedback from your tutors (and sometimes peers), given either verbally or in writing (or both) that enables you to understand how you are progressing in your work for the module. It will state 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 not necessarily given a mark, and is intended to help you to do as well as you can.

### **Summative assessment**

Summative assessment is carried out at the end of each module. Tutors complete feedback sheets which contain information about your progress and achievement on the module and also “feed-forward”, providing important information about how you should carry that learning forward and use it during the rest of the term and during the next term, what you could do better, and how to do so in the future.

Summative assessment gives you a final mark for each module and the feedback sheet(s) will show you the breakdown of the final mark. The quality of your work is assessed using grade bands, and for each assessed piece of work on each module you will receive a grade or numerical mark.

Feedback is given to students through:

Verbal interaction: individually or in group critiques.

Assessment and feedback sheets, completed often at mid-term and always on completion of every module, providing the student with critical feedback and appraisal of each aspect of their work against the specified module learning outcomes and assessment criteria.

You are strongly encouraged to seek as much feedback as possible about your progress on your modules from your lecturers. You are also urged to read and consider the feedback carefully and ask if anything is unclear before moving into new modules. Your lecturers will write about your performance and progress on your modules (feedback) and they will also write about what you are advised to do in the future (feed-forward). This information is very valuable as it will support you in understanding how well you did in one module, and what you should concentrate on to do as well as possible in future modules.



Coursework is assessed using the Intended Level Learning Outcomes listed in module descriptors and the School General Grading Criteria.

### **Breakdown of assessment by percentage per level**

Assessment is by 100% coursework – there are no written exams.

Foundation Year		Level 4		Level 5		Level 6	
Coursework	100%	Coursework	100%	Coursework	100%	Coursework	100%

### **Alternative forms of assessment**

Students with student support agreements may be offered an alternative form of assessment. When this is the case, the University's Disability Guidelines for Alternative Forms of Assessment are followed.

### **Ethical approval of research**

All research conducted within and outside the University by students at Regent's University London must be approved by the Faculty/Institute Research Ethics Review Panel prior to its commencement. This will include, but is not limited to, all research involving human or other living participants, and all experiments, investigations and procedures involving human or other living participants, or data relating to such living entities.

## **7. Programme structure**

This is a guide to the overall structure of your programme such as term dates, assessment periods and what core modules will be delivered each year.

You need to achieve a certain number of credits for an undergraduate degree. You will study a number of modules across your programme, which will each have a credit value. On successfully passing each of these modules, you will gain credits that count towards the total needed for your degree.

One credit equates to 10 notional hours, which is the average time a student will take to achieve the specified learning outcomes. So if a module is worth 10 credits, then you would expect to spend 100 hours studying this. Remember, these will not all be 'taught' hours. You will receive guidance and instruction through lectures, seminars etc., but you will also need to engage in self-study. A percentage breakdown of teaching contact hours and self-study required on this programme is indicated in the section above.

Classes take place over two terms each year, from September to December and January to May. Classes normally take place Monday to Friday, between 09:00 and 19:00.

Assessment submission deadlines are typically at the end of the term in which the module runs. Some modules have submission deadlines for components of the module during the run of term – all submission deadlines can be found in the programme and module handbooks.

<b>Programme Structure - LEVEL 3</b>	
<b>Core modules</b>	<b>Credits</b>
Design Cycle	20
Design in Industry	20
Materiality and Making	20
Research – Theory and Practice	20
<b>Total core module credits:</b>	<b>80</b>
<b>Elective modules – choose 2 of the following:</b>	
Fashion Design Specialist Option	20
Fashion Marketing Specialist Option	20
Graphic and Digital Design Specialist Option	20
Interior Design Specialist Option	20
<b>Total elective module credits</b>	<b>40</b>
<b>Total credits for Level 3:</b>	<b>120</b>
<b>Exit awards and learning outcomes achieved (if appropriate)</b>	
Certificate of Completion	
<b>Programme Structure - LEVEL 4</b>	
<b>Core modules</b>	<b>Credits</b>
Communication Skills 1: Representing Space, Structure & Form	12
Communication Skills 2: Digital Skills	12
Design: Inhabitation	30
Design: Spatial Investigation	20
Global Perspectives	10
Interior Histories 1: Close Looking	10
Interior Histories 2: Experiencing Interiors	10
<b>Total core module credits:</b>	<b>104</b>
<b>Elective modules – choose from the following (subject to availability):</b>	
Digital Photography	12
Fashion Drawing	12
Genre Short Film	12
Language	10
<b>Total elective module credits you need to choose:</b>	<b>20</b>
<b>Total credits for Level 4:</b>	<b>124-128</b>

<b>Exit awards and learning outcomes achieved (if appropriate)</b>	
Certificate of Higher Education	
<b>Programme Structure - LEVEL 5</b>	
<b>Core modules</b>	<b>Credits</b>
Communication Skills 3: Rendering and 3-D Modelling	12
Design: Events and Exhibition	40
Design: ReHab ReUse	40
Interior Theories 1: Design Philosophies	10
<b>Total core module credits:</b>	<b>102</b>
<b>Elective modules – choose from the following (subject to availability):</b>	
Bodies, Spaces and Objects: Action Research	10
Communication Skills 4: Digital Skills for Storytelling	10
Language	10
Professional Practice	12
<b>Total elective module credits you need to choose:</b>	<b>20-22</b>
<b>Total credits for Level 5:</b>	<b>122-124</b>
<b>Exit awards and learning outcomes achieved (if appropriate)</b>	
Diploma of Higher Education	
<b>Programme Structure - LEVEL 6</b>	
<b>Core modules</b>	<b>Credits</b>
Design: Site, Research and Initial Investigations	40
Design: Major Project	40
Dissertation: Research and Development	10
Final Dissertation	10
Professional Practice	10
Technology and Sustainability	10
<b>Total credits for Level 6:</b>	<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 the student must have been awarded 300 credits.</p> <p>BA (Hons): to qualify for the award of an Honours degree a student must have been awarded at least 366 credits.</p>	

## 8. Distinctive features of the programme and other key information

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.

### Level 3: Foundation

The foundation year provides a broad-based introduction to fashion and design, where you can explore and develop an understanding of the creative industries. You will gain a basic knowledge of some of the skills and methodologies of art and design history and theory, of graphics, interiors, photography, illustration, fashion design and fashion marketing. You will start to learn to use your creative and thinking skills, and to develop aesthetic sensibilities in relation to design. You will develop visual, verbal and text-based communication skills and you will start to learn to reflect on and adapt to changing challenges and situations.

In the second term of Level 3, you will choose to take 2 out of 4 specialist option modules: Graphic and Digital Design, Interior Design, Fashion Design and Fashion Marketing. All of the specialist modules are designed to give students an introduction to the specialist area of study. The Interior Design specialist option will introduce you to the fundamental concepts and knowledge about interior design and will provide you with an introduction to the basic skills of research, development, drawing and making. You will be given the opportunity to explore and experiment with these techniques and begin to understand how they relate to three-dimensional and spatial design.

On successful completion of Level 3 you should be ready to progress onto one of the Fashion and Design BA programmes: Fashion Design, Fashion Marketing, Graphic & Digital Design or Interior Design.

### Level 4: Year 1 BA (Hons)

The first year of the Interior Design course is structured around a series of design studio projects, which will allow you to explore and experiment with the fundamental elements of the interior design process such as: methods for analysing a site, learning from precedents, developing a project programme, acquiring a design vocabulary, and experimenting with methods for prototyping ideas. You will be expected to start to use your creative thinking skills, learn to reflect on your work and start to express your ideas visually and verbally through periods of experimentation and testing.

You will investigate the notions of domestic/private through a first design proposal that you will develop in the first term of your studies. This is followed by a more complex spatial design proposal in a given site, which addresses the notion of public/community as well as looking at materiality and construction in term 2. Where possible, you will be working with live clients and briefs.

The design modules will be supported by *Communication Skills 1 and 2*, where you will learn to effectively communicate and present your interior design proposals by developing your analogue and digital drawing and representational skills. You will also be introduced

to digital modelling techniques such as laser cutting. The *Interior Histories* modules explore how the study of history can inform your own design practice by developing your understanding of design vocabularies and their combination in different contexts. Studying the evolution of interior design will also enable you to better understand the present and to situate your own work within a contemporary context.

### **Elective modules**

In both terms you can choose between a variety of optional modules. You can opt to study one of the many languages on offer; improve your English for academic purposes; or develop your digital photography, film making or fashion drawing skills.

### **Regent's University Common Module**

Global Perspectives is a 10-credit module shared across all undergraduate programmes at the University. You will have the opportunity to work with and get to know students from different disciplines and many different cultural backgrounds. You will be expected to participate actively in the events of the module and to show your ability to critically reflect on your own values and how they may differ from those around you.

### **Level 5: Year 2 BA (Hons)**

In your second year, at Level 5, you will increasingly apply, consolidate and develop your knowledge and skills in relation to more complex design projects, working with existing sites. You will begin to work with greater independence at this level, as you will be encouraged to select and apply conceptual, technical and communication skills to design projects.

In your design studio work you will begin your first large scale design project (*Design: ReHab ReUse*), responding to the challenges of a given scenario by undertaking user and site analysis. The site(s) and brief for the module will vary each year, with an emphasis on exploration of commercial programmes, such as retail, leisure or offices. If appropriate, the brief will be a Live Project. As part of the design module you will undertake a study trip exploring relevant and exciting spaces.

*Design: Events and Exhibition* will provide you with the opportunity to design an exhibition installation. As part of this module, you will work as a group to develop the display for the School of Fashion & Design's end of year show - and to make and build the final design. This is an opportunity to work with other disciplines on a live project with the reality of real world clients, budgets and construction methods.

*Communication Skills 2* and *Interior Theories* will continue to support the design modules, and allow you to develop your abilities in effective communication, creative research, critical thinking and professional skills. In this way, each of the supporting studies modules enable you to deepen your understanding of the discipline and positively inform your individual practice.

### **Elective modules**

Elective allow you to develop your individual skills and specialist expertise. You can opt to develop advanced communication skills in *Digital Skills for Storytelling*; investigate the nature of contemporary interior design practice in *Professional Practice* or explore, through an action research project, different ways of understanding the role and cultural and social meanings of objects and spaces in *Bodies, Spaces and Objects*. You can also choose to start or continue to study a language.

### **Level 6: Year 3 BA (Hons)**

During the final year of the programme, at Level 6, you will draw on all your learning to date in order to build a final body of written and visual work for assessment and to prepare you for professional practice or postgraduate studies. At this stage you will be increasingly working independently, seeking advice and guidance from tutors within group sessions or one-to-one tutorials.

The two design modules *Design: Site, Research and Initial Investigations* and *Design: Major Project* work in conjunction to provide you with a year-long opportunity to develop a design proposal from initial ideas to the final detailed resolution. The project will be determined by your own personal interests and ambitions as a designer.

Your design project development is supported by the Technology and Sustainability module, where you will identify and develop technological and environmental aspects of your individual design project.

In addition you will undertake a Dissertation, developing and showcasing your abilities in research, critical analysis and creative thinking.

*Professional Practice 2* will introduce you to the administrative, financial and marketing issues involved in setting up your own design business, and allow you to further hone your verbal and visual presentation skills in preparation for your career in the professional design community.

### **Live projects**

Throughout the course, some design modules are based on 'live' projects, working on real-life problems with clients and/or user groups, within a competitive framework and to external deadlines. These give you a valuable understanding of how interior design operates in a professional context, and introduces you to key players in the field.

### **Individual Learning Project**

This module is designed for transfer students to complete requirements for their degree and in exceptional circumstances to enable students to undertake special projects. It can facilitate pursuit of individual interests in the field of fashion and design. The module can only 'replace' an elective module within the student's degree programme and cannot be used for core modules. It is only available at the discretion of the Head of School and appropriate Head of Programme.

### **Credit hours**

Each year of your undergraduate programme consists of two terms and you are expected to attend each week of study during the two terms. Your programme comprises 60 to 62 credits worth of study each term.

For each module you will have set contact time per week. Contact time is time when you are being directly taught. You will be expected to complete a total of 100 hours of learning for each 10 credits and this will comprise both contact time and independent study. In addition to contact time with your tutors, your programme includes independent study. For instance, every 20 credit module you should engage in 200 hours of study or 'notional student hours', for every 40 credit module you should engage in 400 hours of study, and so on. That means, for example, that if you have 50 hours of contact time on a 20 credit module, you will be expected to engage in another 150 hours of committed independent study for that module.

Your tutors will tell you what this independent study should comprise. If you are not sure how to use independent study time, please speak with your tutors or your Personal Tutor. They will be able to advise you and to help you to plan. It is vital to your success on the programme that you manage your time well, demonstrating a responsible attitude to your own learning. You are highly unlikely to be successful on the degree programme unless you spend adequate time in independent study. This is because the combination of contact time with tutors and time spent in independent study makes up the total study time and effort needed to successfully complete your degree programme.

### **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.

The Interior Design programme specific learning environment includes design studios for each year group and a CAD lab with plotter accessibility. In addition the programme has a dedicated technician who is responsible for the workshop facilities and equipment. These include the wood workshop and the digital workshop which is equipped with a laser cutter and 3D printers.

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, visit:

[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 start to engage in self-reflection and evaluation. This will be related to your study on some modules and it will be an assessed part of your learning. You will be asked to evaluate your strengths and weaknesses, to reflect upon your learning and your personal responses, behaviour and development. From the outset, you will 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 individual



modules, but also in terms of your degree as a whole and then in relation to the wider contexts of the industry. Completing a degree is not simply about the intellectual and practical skills that you acquire, it is also about the personal and professional development of you as an individual.

Your programme culminates in modules at Level 6 where you will work on projects that reflect your particular interests and career aspirations. Your personal and professional development planning feeds into these modules as you work on projects and a portfolio which communicates your individual style. You will write curriculum vitae and a personal statement that articulate who you are and what you wish to do after graduation. You should be in a position by the end of Level 6 to prepare applications for work, internships and/or postgraduate study.

### **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 two A-Levels at grades A-C.

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).

#### *Interview / portfolio*

Once you have satisfied the admissions criteria you will be offered an interview with one of the course or pathway leaders where you will be asked to present your design work.

Your portfolio should include an edited body of work with examples of your research, design development process and outcomes. We would like to see at least three different projects, showing a design response to your in-depth and individual research. We are keen to see your design process and not just the final outcome as this will allow us to assess your creative thinking and problem solving abilities. Evidence may be in the form of sketches, research, photographs, drawings, renderings, material experimentation, physical models and can include work you've made outside of your school coursework.

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) Interior Design, the annual fee for the academic level/year in 2020/21 is £18,000 paid in equal instalments over the first two terms. For students enrolling on the BA (Hons) Interior Design with Integrated Foundation, the fee for the first year is £11,600.

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)

### **Course materials and study costs**

Some materials are provided by the University and others must be purchased at an additional cost. You will be involved in study trips within London where you will be able to explore your subject within the city. You will also have the opportunity to be involved in a study trip outside London. The cost for study trips and site visits in the UK are included in the fees. Study trips abroad are paid for by students, but these are optional.

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

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.

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.

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**

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular learning outcomes in Section 5.

Level	Module	Learning outcomes													
		A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10
3	Research – Theory and Practice		✓			✓							✓		✓
	Design Cycle	✓			✓		✓	✓				✓			
	Materiality and Making			✓					✓	✓	✓			✓	
	Design in Industry	✓			✓		✓	✓			✓			✓	✓
	Fashion Design specialist option		✓	✓		✓			✓	✓		✓	✓		
	Fashion Marketing specialist option		✓			✓		✓					✓	✓	
	Graphic Design specialist option		✓			✓	✓		✓	✓		✓	✓		
	Interior Design specialist option		✓	✓		✓			✓	✓		✓	✓		

Level	Module	Learning outcomes													
		A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10
4	Design: Spatial Investigations	✓	✓	✓		✓	✓	✓			✓	✓			
	Design: Inhabitation	✓	✓		✓	✓	✓			✓		✓	✓		
	Interior Histories 1	✓	✓			✓						✓	✓		
	Interior Histories 2	✓	✓			✓						✓	✓		
	Communication Skills 1			✓								✓		✓	
	Communication Skills 2			✓						✓		✓			
	Global Perspectives														
	Elective: Language Connect														
	Elective: Digital Photography														
	Elective: Fashion Drawing														
Elective: Genre Short Film															
Elective: English for Academic Purposes															

Level	Module	Learning outcomes													
		A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10
5	Design: ReHab ReUse	✓		✓		✓	✓	✓		✓		✓			
	Design: Events + Exhibitions	✓	✓	✓			✓		✓	✓		✓	✓	✓	
	Interior Theories: Design Philosophies	✓	✓			✓						✓			✓
	Communication Skills 3			✓			✓					✓			
	Elective: Professional Practice 1		✓		✓	✓			✓		✓	✓			
	Elective: Communication Skills 4			✓			✓					✓			
	Elective: Bodies, Spaces + Objects	✓	✓			✓			✓					✓	✓
	Elective: Language														



Level	Module	Learning outcomes													
		A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10
6	Design: Site, Research and Initial Investigations	✓		✓		✓	✓		✓	✓		✓	✓	✓	
	Design: Major Project	✓		✓			✓	✓	✓	✓		✓	✓		
	Dissertation: Research and Development	✓	✓			✓						✓	✓		
	Dissertation – Final	✓	✓			✓		✓				✓	✓		
	Professional Practice 2		✓		✓						✓	✓			✓
	Technology & Sustainability	✓	✓	✓		✓				✓		✓			