BA (Hons) Philosophy, Politics & Economics

20-21 Programme specification document

Contents

1. Programme Overview	
Full programme/award title(s)	BA (Hons) Philosophy, Politics & Economics BA (Hons) Philosophy, Politics & Economics with Integrated Foundation
Short programme title	BA PPE
Fees	£18,000 (per year, subject to annual increase)
Faculty / School	Humanities, Arts & Social Sciences
Location of study	Regent's Park
Off campus elements / locations	N/A
Awarding institution	Regent's University London
Institution regulated by:	Office for Students, Quality Assurance Agency
Programme entry points	September 2020
Date of initial/previous (re)validation	December 2019
Date of next revalidation	December 2024
Framework for Higher Education Qualification level of final award	Level 6
Number of credits in award	360 credits without Foundation; 480 credits with Foundation
UCAS codes	
Underpinning QAA subject benchmark statements	**Subject Benchmark Statement: Philosophy (2015)** **Subject Benchmark Statement: Politics and International Relations (2015)** **Subject Benchmark Statement: Economics (2015)**
Other external and internal references	Regent's University London Academic Regulations Regent's University London Learning, Teaching and Assessment Strategy 2015-2020

	UK Quality Code for Higher Education: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies Annex D: Outcome classification descriptions for FHEQ Level 6 and FQHEIS Level 10 degrees
Professional, statutory or regulatory body recognition/accreditation	N/A
Mode of study (Full Time / Part Time)	Full time
Language of study	English
Minimum / Maximum duration of programme for each mode of study	**Part time: N/A** Minimum Maximum* **Full time:** Minimum: 3 Maximum*: 5 * In exceptional circumstances only – refer to Regent's University London Academic Regulations for details
Date of production / revision of this programme specification	February 2020

2. Why study this programme?

The BA (Hons) Philosophy, Politics & Economics programme offers a single Honours cross-disciplinary curriculum, aimed at forming the next generation of leaders in both the public and the private sector. Upon graduation, you will be well-equipped to address the new challenges of our world – climate change, mass migration, transnational business and human rights, and the double-edged sword of new, AI-based technologies.

The ethos of the programme is threefold:

Cross-disciplinary focus
Regent's is the only university in the UK to offer a PPE curriculum while at the same time continuing its decades-long tradition of offering both Liberal Arts and specialised programmes. This tradition provides us with the net advantage of being able to combine the breadth and flexibility of an American type of education with the disciplinary focus of the British one.

Through this cross-disciplinary approach, we enable you to become all-round thinkers and practitioners with the ability to integrate philosophical skills with political and economic knowledge, rather than become experts in one or two of the three disciplines.

The integrated nature of the programme can be seen in a series of common threads between disciplines and across levels.

Two of these are obvious in the programme structure – namely, as two module clusters: one focused on Critical Thinking *skills* and the other on Global Governance *issues.*

A third common thread is Ethics and practical philosophy more generally. This runs from PHL401 Introduction to Philosophy and PPE405 Non-Western Worldviews in Year 1, through BUS501 Business Ethics and PPE502 Political Philosophy in Year 2, to the Final Project in Year 3, where students are encouraged to build on their cross-disciplinary knowledge and skills, with a particular focus on practical issues to do with public policy, leadership etc.

Global leadership
Initially a basis for a career in the Civil Service, the PPE has now become an enabling factor for a wider range of professions in both the private and the public sectors. What these careers tend to have in common is leadership, understood as an ability to synthesise, adapt, and lead people and projects across cultures and industries, rather than a specific role in a particular sector or institution.

At Regent's University London, we have made it our main aim to develop adaptable, erudite students who are trained to become tomorrow's global leaders – our University's mantra. Your experience at Regent's will enable you hone your skills in communication, teamwork, argumentation, negotiation, and leadership.

Internationalism
The international exposure that you will get at Regent's will give you a clear comparative advantage in today's world. With students from over 140 countries, Regent's offers a life experience as memorable at a personal level as it is practically valuable in the global workplace. This international exposure adds substance and breadth to the in-class experience,

and contributes to creating an environment that simulates a real-world professional setting in today's multicultural world, where politics and economics are intertwined, both underpinned by philosophical ideas and ethical norms.

Upon completion, you will have a comparative advantage over other job seekers, due to your skills in cross-disciplinary, critical thinking and communication, and your versatility in addressing the multi-faceted issues that the contemporary world is facing, from mass migration to climate change, and human rights issues to the challenges and opportunities of artificial intelligence.

Your ability to approach such topics in a hands-on, reflective and cross-disciplinary way will make you attractive to employers in both the public and the private sector. Classical examples of careers that PPE graduates opt for are:

- **Politics**, from party leaders to prime ministers (David Cameron and MPs Michael Heseltine, William Hague, Tony Benn etc.; Tony Abbott, Australian prime minister; Benazir Bhutto and Imran Khan, prime ministers of Pakistan; and prime ministers of Thailand, Peru, Ghana, and Myanmar)
- **International finance** (e.g. Suma Chakrabarti, President of EBRD; John Crow, Governor of the Bank of Canada; Antony Jenkins, CEO of Barclays Group)
- **Industry** (Ian Davis, managing director of McKensey & Co)
- **Journalism and broadcasting** (Jana Bennett, BBC Vision & Worldwide)
- **Law** (Ken Macdonald, former Director of Public Prosecutions in the UK; Stephen Breyer, US Supreme Court of Justice)
- **Public policy** (e.g. Paul Johnson, Institute of Fiscal Studies; Mark Littlewood, Institute of Economic Affairs)

3. Programme aims and objectives

This is a guide to what you might achieve if you take full advantage of the learning opportunities provided.

The programme's general aim of forming tomorrow's global leaders is achieved by focusing on the following objectives:

- Provide you not only with a sound knowledge base in each of the three disciplines, but also (and more importantly) the ability to explore bridges between them. This **cross-disciplinary focus** translates as a continuous exploration of the overlapping areas between philosophy, politics and economics (such as political economy, business ethics, political philosophy, as well as the three-fold area of 'global affairs'), and an opportunity to learn how skills developed in one can be applied to the others, rather than pursue a parallel study of the three disciplines taken separately.

- Enable you **transfer and apply** the knowledge and skills you acquire in class, to address the challenges and opportunities of today's world (which are intrinsically multi-

faceted, and therefore require a cross-disciplinary approach). This will be done through the use of debate and simulations.

- Enable you to **evaluate and respond** to existing knowledge and debates in a personal, mature and responsible way. You will be encouraged to develop your independent thinking and creativity in relation to specific global challenges, such as the use of AI in business, politics (cyber-wars), and society ('designer' babies, technologically enhanced abilities, etc.)

- Help you develop your **leadership skills** by addressing a real-world dilemma or problem, in your final project. This can be a consultancy project, involving field research in the public, private or not-for-profit domain, where you integrate theoretical and empirical knowledge with your own reflection and propose a new approach or practical solution.

Unlike other similar programmes that favour a discipline-based structure, allowing for the possibility to concentrate on one or two of the three areas, our programme adopts a *bridge model*, which sees the three disciplines as essentially interconnected, and focuses on exploring their areas of overlap.

You will therefore develop the ability to synthesise knowledge and methods from across subject areas, in a way that enables you to approach cross-disciplinary topics like social justice and public policy, where politics meets economics, and both are shaped by normative ideas, critical thinking and argumentation.

For a detailed version of the programme overall aims, please refer to the 'PPE programme learning outcomes' from Appendix 1.

4. Programme structure

This is a guide to the overall structure of your programme, mandatory elements, modules, term dates and periods of assessment.

The degree is studied over three years, each divided into two 12-week long terms: Autumn and Spring.

Each year, you will take between six and 10 modules, amounting to 120 credits per year.

- Two modules each year will be electives, which you can choose from a wide range of Liberal Studies and language modules (see Appendix 2 on Indicative Electives)
- There are also elective modules available at Level 5 (Year 2) which focus on career development and work placement experience
- The remaining 4-8 are core modules (see below).

If you take the Foundation year, you will study 10 introductory modules on subjects ranging from humanities, business and science to politics and psychology, which underpin the cross-disciplinary nature of the degree programme.

In Year 1, you will take two modules in each of the three disciplines (Philosophy, Politics and Economics), plus two cross-disciplinary modules, in Critical Thinking (CT) and Global Governance (GG), with a focus on *Logical Reasoning* and the *History of Geopolitics*, respectively. In addition, you will take the University common module in Global Perspectives, and an elective of your choice.

In Year 2, you will start combining the three disciplines, two by two, studying e.g. Political Philosophy, Business Ethics, and Political Economy. You will also take the second-stage modules in the two cross-disciplinary clusters – Critical Thinking and Global Governance, focusing on *Argumentation, Rhetoric and Debate*, and *Contemporary Global Issue*s, respectively. You will also take one module in Research Methods for social and political analysis; and two electives.

In Year 2, you also have the option of spending a term studying abroad, at one of our partner institutions in the US, Asia or Europe.

In Year 3, you will engage in deeply cross-disciplinary study, focused on complex simulations (such as the Model United Nations or EU negotiations) and applications of Global Governance, such as the use and abuse of AI and emerging technologies in politics, business and society. You will also undertake a final project, aiming to address a particular issue through both theoretical and empirical cross-disciplinary research. And you will take two electives.

Internships are not compulsory for this programme, but in Year 2 you will have the opportunity to take a career-planning type of elective, either on Career Management or an Experiential Project, which is the equivalent of a work placement. These two electives are designed and delivered by the Careers & Business Relations team. Practical experience / field work may also be incorporated in the final project that you will undertake in Year 3.

- Terms run from September to December and January to May
- The usual class times are Monday to Friday, 09:00–19:00
- Assessment periods take place mid-term (end of October/beginning of November, and February/March respectively) and at the end of term (usually before Christmas)
- Study Abroad option: takes place either term in Year 2

Modules

Your programme is composed of a number of modules that 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. These will not all be 'taught' hours; some will include practical activities, such as debates and simulations. 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 Section 6.

You will study 120 credits per level (or year), as follows:

- Level 3 (foundation year) (optional, depending on entry qualifications): five 12-credit modules per term, 10 modules in total (120 credits)
- Level 4 (Year 1): five 12-credit modules per term, 10 modules in total (120 credits for the year)
- Level 5 (Year 2): three 12 credit-modules and one 24-credit module per term, eight modules in total (120 credits for the year)
- Level 6 (Year 3): one 12-credit module and two 24-credit modules per term, six modules in total (120 credits for the year)

Programme modules – for each level/year

Core modules	Credits
Level 3 (Foundation)	
SKL304 Foundation Seminar 1	12
HUM301 Foundation: Humanities	12
INR301 Foundation: International Relations	12
SCI301 Foundation: Scientific Understanding	12
BUS304 Foundation: Business and Management	12
SKL305 Foundation Seminar 2	12
MED301 Foundation: Media Communications	12
PSY308 Foundation: Psychology	12
POL301 Foundation: Political Science	12
QUA301 Foundation: Quantitative Literacy	12
Level 4 (Year 1)	
Philosophy 1: PHL401 Introduction to Philosophy	12
Politics 1: PPE402 Political Theory and Institutions	12
Economics 1: PPE403 Introduction to Economic Principles	12
Critical Thinking 1: PPE404 Logical Reasoning	12
GBL401 Global Perspectives (university module)	12
Philosophy 2: PPE405 Non-Western Worldviews	12
Politics 2: PPE406 Politics and Society	12

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Economics 2: PPE407 Global Economic Systems	12
Global Governance 1: PPE408 History of Geopolitics	12
Level 5 (Year 2)	
PPE501 Business Ethics	12
PPE502 Political Philosophy	12
Critical Thinking 2: PPE503 Argumentation, Rhetoric and Debate	24
PPE504 Political Economy, between Theory and Praxis	12
PPE505 Research Methods for PPE	12
Global Governance 2: PPE506 Contemporary Global Issues	24
Level 6 (Year 3)	
Critical Thinking 3: PPE601 Complex Applications	24
PPE602 Final Project 1: Proposal stage	24
Global Governance 3: PPE603 The Fourth Industrial Revolution	24
PPE602 Final Project 2: Write-up stage	24
Total core module credits	**300**
Elective modules (subject to availability)	**Credits**
Year 1: any module from the Liberal Studies curriculum, or a language	12
Year 2: any two modules from the Liberal Studies curriculum, Languages, or CAP501 Career Management plus one elective, or CAP502 Experiential Project plus an elective or both CAP501 and CAP502	24
Year 3: any two modules from the Liberal Studies curriculum, or one Language and one Liberal Studies	24
Total elective module credits	**60**
Exit awards and learning outcomes achieved (if appropriate):	
Certificate of Higher Education – 120 credits Diploma of Higher Education – 240 credits BA (Hons) – 360 credits	

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.

LEVEL 3 OUTCOMES

The integrated Foundation operates to provide a broad academic foundation to prepare you for the cross-disciplinary nature of the award and has learning outcomes to reflect this. It also forms the integrated Foundation for the BA (Hons) Liberal Studies programme, and so

represents an exciting opportunity to meet, exchange ideas and forge friendships with students from another strongly cross-disciplinary programme (the University's second largest).

A. Knowledge and understanding

A1. Begin to understand how to identify appropriate information and sources showing an awareness of relevant concepts and information discrimination.

A2. Show an awareness of the importance of ordering information to advance understanding with tentative attempts to develop strategies to achieve this.

A3. Begin to develop a knowledge of potential sources of information including a consideration of relative value.

A4. Begin to address the interaction of information from different sources. Shows a developing ability to synthesise a limited range of different sources.

A5. Show an awareness of a variety of analytical approaches, including a sense of academic as opposed to everyday discourse.

A6. Begin to develop an ability to enter into debate with and interrogate others' positions.

A7. Show an awareness of the need for an understanding of one's own and others' assumptions. 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.

A8. 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.

A9. 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.

B. Skills

B1. 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.

B2. 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.

B3. 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.

B4. Begin to explore techniques to work to deadlines; understanding what it means to be an active scholar and the value of an enquiring mind.

B5. 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.

B6. 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.

B7. 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.

LEVEL 4 OUTCOMES

A. Knowledge and understanding

A1. Show accurate identification of relevant information on topics from each discipline.

A2. Show evidence of correct identification of relevant sources of information from each of the three disciplines, using basic strategies.

A3. Show evidence of basic understanding of some discipline-based methods, like philosophical interpretation, or economic analysis.

A4. Show an awareness of areas of overlap between disciplines, and a basic understanding of how specific notions, theories, or topics from one discipline might be relevant – albeit differently applied – in another.

A5. Show an awareness of how truth, validity, and meaning are understood in a particular discipline, in a way that may be different from other disciplines, traditions, or paradigms.

B. Skills

B1. Show a basic understanding of how to use logical reasons in support of one's view on a particular topic.

B2. Effectively enter into debate with different viewpoints, including those of experts, and demonstrate an ability to question these in an academic manner.

B3. Show awareness of own and others' assumptions, analyse them, offer counter-arguments, and explain the context from which they arise, with a view to building a coherent argument.

B4. Show an awareness of the role of rhetoric in debates, and examples of it.

B5. Show an understanding of the role of research skills in academic and professional discourse

B6. 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.

B7. 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.

B8. Be able to demonstrate frequent references to prior learning and experiences in tackling new tasks and enhancing comprehension.

B9. Show an awareness of the role of management skills in academic discourse.

B10. 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.

LEVEL 5 OUTCOMES

A. Knowledge and understanding

A1. Demonstrate understanding of relevant information through correct application of concepts, theories etc. to key topics from each discipline.

A2. Demonstrate an ability to systematically search a wide range of information sources, including on cross-disciplinary topics (from across two disciplines).

A3. Demonstrate an ability to use appropriate methods for social sciences, in each discipline and start to apply them to cross-disciplinary topics.

A4. Demonstrate an ability to explore cross-disciplinary themes, concepts, or paradigms (from two disciplines).

A5. Show an ability to compare and contrast various interpretations of 'truth' and ways to achieve it in two or more disciplines or traditions.

B. Skills

B1. Demonstrate an ability to use sound logical reasoning techniques, in order to justify a particular view.

B2. Demonstrate a growing sophistication in the synthesis and analysis of a broad range of information sources, including from professional and academic experts.

B3. Demonstrate an ability to challenge and debate others' ideas, using adequate arguments, relevant evidence, and appropriate examples.

B4. Start working on one's ability to employ rhetorical skills, in order to build convincing arguments.

B5. Show an ability to research, combining multiple sources of information and choosing adequate techniques for particular research projects.

B6. 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.

B7. 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.

B8. 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.

B9. Be able to show management skills in planning and delivering specific projects.

B10. 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.

LEVEL 6 OUTCOMES

A. Knowledge and understanding

A1. Demonstrate in-depth understanding of information needed (e.g. theories, paradigms etc.) in order to address specific topics from each discipline analytically.

A2. Be able to systematically identify, organise, synthesise and utilise a variety of information sources, in relation to topics from each of the three disciplines as well as crossing disciplinary boundaries of all three.

A3. Be able to systematically use analytical methods across disciplines, in a complex, integrated approach to cross-disciplinary topics.

A4. Be able to investigate cross-disciplinary topics analytically, moving with confidence across boundaries between all three disciplines.

A5. Be able to consciously apply particular notions of truth or meaning (or certain ways of thinking), rather than other, with a view to address particular topics in a personal, analytical way.

B. Skills

B1. Be able to apply advanced logical reasoning to engage in cross-disciplinary debates.

B2. Be able to challenge and debate the ideas of experts and / or other traditions, with a command of appropriate academic and professional discourse.

B3. Be able to develop a sophisticated and coherent line of argumentation, using complex analytical and argumentation skills to derive a well-founded conclusion.

B4. Demonstrate an ability to use sophisticated rhetorical skills to strengthen one's line of argumentation, on topics from any field.

B5. Independently plan and undertake complex research projects on cross-disciplinary topics.

B6. Independently create wholes out of parts or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.

B7. 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.

B8. 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.

B9. Be able to manage complex projects, both independently and in a team.

B10. 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.

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

This is a guide to the academic opportunities available to help you achieve the overall aims and objectives of the programme as listed in Section 3 and the intended learning outcomes in Section 5. It is also a guide to the assessment methods used to test your achievement of the intended learning outcomes. In order to meet the full intended learning outcomes of the programme, you will be expected to study independently, participate in class discussions, ask for support in academic skills if required and engage with your 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 graduates' ability to compete strongly in the global labour market
- Professional development for staff

The BA (Hons) Philosophy, Politics & Economics (BA PPE) offers an educational promise that strongly supports the developing hallmark pedagogy of Regent's University London.

It offers you cross-disciplinary breadth through the applied integration of the named disciplines, as well as the opportunity to supplement that range through electives in different academic areas, but also languages and career planning.

You are exposed to increasingly cross-disciplinary common modules, which actively encourage you to seek connections across all areas of your learning, with a view to developing applied, transferable skills that will help you address contemporary world-problems. Our pedagogy is consciously built on this link between high-impact activities and learning (Kilgo, Sheets and Pascarella, E.T., 2015).

Your advanced skills are developed through the programme, from primarily discipline-based study at Levels 3 and 4, through a two-fold cross-disciplinary at Level 5, onto the three-fold based cross-disciplinary focused on practical type of study at Level 6.

Ultimately you will have mastered synthesis with applied creativity in your Level 6 learning and the cross-disciplinary PPE Final Project. It has been previously argued that such an approach is a proposition of leadership learning and development (Guthrie and Callahan, 2016; Riggio et. al., 2003), one that aligns with the University's mission of 'developing tomorrow's global leaders' and responds to the challenges posed by changing landscapes and evolving nature of work (Dorman and Brown, 2018; Selingo, 2017).

We have developed our teaching and learning ethos and practices based on expert opinion from both academia and industry (see the CMI report on 21st Century Leaders, February 2018), for example by setting both reflection and management skills as key programme learning outcomes, and by increasing the practical element of teaching, from 1% in Year 1 to 11% in Year 2 and 25% in Year 3. This is reflected in the assessment structure, which is of an increasingly practical nature, from 17% in Year 1, to 31% in Years 2 and 3 (see the section below).

The BA PPE programme's learning and teaching strategy demonstrates the embedded nature of principles drawn from the University's learning and teaching strategy and explored through the six priority areas.

A personalised student experience
As a BA PPE student you will receive a personalised student experience:

- The programme offers small-class interactive teaching, tutorial support and personalised learning.
- Your programme induction includes a matriculation event, designed to enhance the social identify factor and your feeling of belonging within the programme. To enhance support and provide a sense of ownership to your academic journey (Brown and Janssen, 2017), you will attend an 'understanding plagiarism' workshop in the first few weeks of your study.
- You will be allocated a Personal Tutor, who you can interact with throughout the length of your study. Your personal tutor will provide you with guidance, advice and ongoing support for your personal and professional development.
- Each module tutor is available to offer support for you and your peer group during specified office hours.
- The personalised experience continues through to Level 6 with PPE602 Final Project, which you undertake in your final year of study. The 48-credit weighting of this module means it is a very important part of your educational experience. You will have regular interactions with your two supervisors, who will advise you on the shape and development of your project. This module extends across both terms of your final year. The module leader will make contact with you, while you are in year 2, asking you to submit an initial broad outline of your project idea, so they can allocate you a first supervisor from the appropriate disciplinary area. In addition to the PPE506 Research

Methods module at Level 5, there will still be a series of hands-on workshops designed to allow you to consider key Research elements in relation to your chosen project.

Interactive and inclusive learning

A key LTAS principle is to provide varied, challenging and intellectually stimulating learning experiences that engage students and enable them to develop their critical thinking. The BA PPE response to establishing congruent learning methodologies are as follows:

- A diversion from the traditional lecture-hall towards a more personalised learning delivery model (Sledge and Fishman, 2014), making full use of small-classes and interactive seminars, where rich pedagogies that suit respective disciplines may be employed.
- Such a personalised teaching and learning model lends itself well to stimulating reflective practice, which is key (Brockbank and McGill, 2007) to the transformative type of education that we support.
- Teaching methods are varied and make full use of study groups, role plays, field trips, tutorials, simulations and external guest speakers. You will learn through analysis, 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.
- Learning outcomes will tell you what we expect you to be able to do on successful completion of your module. Teaching and assessments are designed accordingly to enable you to demonstrate that you have adequately met these outcomes.
- The programme content and learning outcomes were designed using national references, such as the QAA benchmarks, to ensure that they are appropriate for the award of a UK degree, and your achievement is monitored against those national references.
- Some of the more integrated modules on your programme are blended. You will participate through virtual platform – either the University's, or outside websites and blogs, before the actual workshops take place. This flipped classroom model ensures a more holistic educational experience, as it allows communication and engagement both in and outside class.
- Additionally, a suite of online tutorials will be available, offering valuable tools and learning materials accessible to all BA PPE students to assist and enhance your learning. This may include tutorial refreshers of pre-requisite knowledge, supplements and support for professional development planning.

Assessment for learning

The programme's assessment strategy has been designed to provide you with a variety of challenges that suits its cross-disciplinary nature, while also offering the opportunity to develop your personal skillset in a way that suits your strengths and potential.

Biggs and Tang (2009) argue that deep learning occurs when the curriculum is 'constructively aligned', meaning that the learning outcomes of each module are aligned with assessments, as well as the underlying pedagogy. National and international standards such as the Quality Assurance Agency (UK) and equivalents abroad (e.g. the Australian Tertiary Education Quality

and Standards Agency, the China Academic Degrees and Graduate Education Development, the Malaysian Qualifications Agency etc.) also highlight the importance of this consistency between pedagogy, learning aims and assessments methods.

Assessment is a positive element of your education. Your lecturers have sought to develop valuable, creative assessments that are constructively aligned to the learning outcomes of each module and will therefore enhance your learning capacity.

Assessment can be a guide and a learning tool for you as well to establish the quality of your work. You are assessed whether you have met the learning outcomes. We use the grade bands of the common assessment scale, which means that you will be awarded a grade and numerical mark for each assessed piece of work on each module. The grades you receive for assessed work on each module are added up to give a final grade for the module. Assessment also determines your suitability to progress onto the next year of your programme, and at the end of your programme, it enables us to determine your degree award.

The University's and the programme specific Learning and Teaching Strategy seek to promote assessment **for** learning, not simply of learning. There are three elements to this aspect:
- Assessments proposed need to be reliable, valid, fair and consistent.
- All assessments should incorporate effective and constructive feedback.
- The amount of assessment is manageable for both staff and students

Focus on student skills and attributes
This is achieved through an emphasis on formative assessments, in our LTA Strategy – see sections on *Types of Assessments* and *Formative activities and summative assessments* below.

Employability enhancement
The University's Learning, Teaching and Assessment Strategy seeks to promote 'the practical application of learning, making it relevant and increasing the employability potential of the students'.

BA PPE graduates learn to think critically and to reason analytically. We seek to embed learning activities at each level, which increase your employability, such as debates of current issues and simulations. This strategy is based on recommendations formulated during a recent Advance HE webinar on *Embedding Employability in Higher Education* (13 November 2019), such as authenticity in assessments (through intrinsic feedback, purpose, and realistic context), integrating research process into teaching, and multiple group activities. Such strategies help build your confidence, resilience and adaptability, your social and cultural awareness, and a set of transferable skills, which will make you attractive to a wide range of employers.

At Level 5, you will have the opportunity to take electives in Career Management and also an Experiential Project (the equivalent of a work placement), to better equip you for the pressures of real-life professional experience.

As you progress to Level 6, you will notice a stronger emphasis on critical synthesis and evaluation, in your modules. This is evidenced in your assessment which is internally and externally verified.

At all levels, practical skills are one of the key learning outcomes, ranging from research and cross-disciplinary skills, to application, transfer, and management skills.

The programme promotes job-skill alignment and enhances lifelong learning capacity in the following ways:

- Assessments and pedagogies allow you to work on real life projects, critically evaluate ideas from different perspectives, think in new directions, synthesise information and apply meaningful reflection. Simulations are used in various modules while group work is encouraged throughout.
- Some of the core modules – especially those from the Global Governance cluster – have an enhanced emphasis on entrepreneurialism and employability. Two University electives are focused on career-planning and work placement experience (see Appendix 2).
- For the PPE Final Project, students are encouraged to choose a project that is relevant to their future professional endeavours.
- Curricular and extra-curricular opportunities are available for student to connect with the HIVE (the University's entrepreneurial hub) and JER (Junior Enterprise Regent's).
- Mentoring opportunities are also available through the Regent's Alumni network
- The proposed suite of online tutorials will offer support for professional development planning.

Developing cultural agility
As a first-year undergraduate you will join all other Regent's freshers in the GBL401 Global Perspectives module. Such interactions encourage the sharing of cultural and disciplinary perspectives and exploration of Regent's Values, which comprise employability and entrepreneurship, equality and mutual respect, citizenship and sustainability.

You will also have the opportunity to study a foreign language as part of your elective choices through the Regent's Connect Portfolio.

To expand your global perspective, you will have the chance to complete one term of study abroad in Year 2 at one of our partner institutions in the USA, Europe and Asia. You will be able to choose from 60 institutions around the world, provided they offer modules which are equivalent to our PPE core modules in Year 2. This opportunity will add value to your degree, while also enhancing your global outlook and networking opportunities.

Cultural agility and internationalism are also embedded in the curriculum through extra-curricula activities such as educational trips. Some of your core modules have an intrinsic international aspect, such as Economics 2: Global Economic Systems, Global Governance 2: History of Geopolitics, and Global Governance 3: Contemporary Global Issues.

International and cross-cultural issues are frequently explored across the entire Liberal Studies curriculum, from which you will be able to choose electives. You will also have the opportunity

to engage in simulations of policy consultations and international negotiation as part of your Critical Thinking 3: Complex Applications module. You will have the opportunity to represent Regent's at the Model United Nations simulation activity in New York. And you may also benefit from joining the Student Union society.

Professional development for staff
You will be taught by respected academics at the cutting-edge of their respective disciplines with credible academic and/or professional experience and qualifications. Most of your tutors hold a Fellowship of Advanced Higher Education (formerly known as Higher Education Academy - HEA) and their fellowship levels range from Fellow to Principal Fellows.

We also encourage our teaching staff who do not already have a certificate in HE to undertake the University's in-house Postgraduate Certificate in Higher Education.

PPE staff engage with the Teaching Practice Development (TPD) process, where fellow academics participate in paired peer observation of a particular teaching related practice, e.g. syllabus structure, assessment development, or engagement with Blackboard. This encourages the sharing of good practice and creates a culture of continuous improvement through enhanced reflective evaluation.

Staff teaching on PPE share its cross-disciplinary ethos. They supervise on the Final Project and share their knowledge as experts in their discipline but at the same time promote the cross-disciplinary value of the programme. This promotes cross fertilisation of pedagogic ideas.

The programme development team also includes external experts, who have advised on the PPE programme structure and ethos. One example is Lord Stephen Green, who studied PPE at Oxford and went on to become Group Chairman of HSBC (2005-2011), Minister of State for Trade and Investment in the British government (2011-2013), currently Chair of the Natural History Museum and the Asia House, and a member of the House of Lords. He has also written numerous books on international commerce, politics, and culture – the most recent one, *The Human Odyssey: East, West and the Search for Universal Values* was published at SPCK in September 2019. Lord Green engaged in numerous conversations with the Course Leader, about the programme structure, and helped formulate the basis for one of the modules – Global Governance 1: History of Geopolitics.

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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.

- '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.

Level 4		Level 5		Level 6	
Taught	29%	Taught	30%	Taught	13%
Practical	1%	Practical	11%	Practical	25%
Self-Study	70%	Self-Study	59%	Self-Study	62%

Programme management and teaching staff

The programme is managed by a Course Leader with a two-fold background in philosophy and economics, and public policy experience. Staff are, in general, educated to master's or doctoral level. (Exceptions are where particular specialist skills are required and are covered by fractional posts or visiting lecturers.) In addition, most of our staff hold a Fellowship, Senior Fellowship, or Principal Fellowship of Advance HE (former Higher Education Academy). Some have relevant industry experience, e.g. in media, international politics, public policy, and entrepreneurship (both for profit's and social enterprise). Most of our staff are research active, with conference talks and publications in relevant fields.

We also encourage our teaching staff to undertake the Postgraduate Certificate in Higher Education.

Lecturers have a high level of academic experience, as well as familiarity with the industry. Our staff have worked in a range of fields in business, politics and media. We also welcome guest lecturers to provide insight into the latest developments in the industry.

Staff on the programme have published in a range of academic journals, authored books and industry publications.

You will be allocated a personal tutor, who will meet you on a one-to-one basis at various stages throughout the academic year and give you guidance and advice to support your ongoing personal and professional development throughout your studies at Regent's University London.

The current Course Leader is Dr Ana-Maria Pascal, who is Reader in Philosophy and Public Ethics. With a two-fold background in philosophy and economics (PhD in Pragmatist Philosophy, 2005; MBA, 2006), she has 20 years' experience in academia, including several years of programme management and development. Her teaching is informed by research in Continental philosophy, pragmatism, corporate accountability, and business and human rights, and backed by practical experience in microfinance and UK public policy on health and safety law enforcement. She is a QAA reviewer for Higher Education, a Senior Fellow of Advance HE, a member of the CMI UK, and engages in continuous development on cross-disciplinary education and integrating employability and technological advances in it.

Assessment strategy and methods

Assessment for this programme was designed using guidance from the University's Assessment Framework, which stipulates that –

- Each credit represents approximately 10 hours of work. Therefore, a module weighted at 12 credits involves 120 learning hours; a 24-credit module involves double that (240 learning hours).
- Group work does not exceed 50% of the total mark. Where possible, a group project mark should contain an individual contribution element.
- The maximum number of assessments for a 12-credit module is two summative assessments.
- The programme is assessed via a range of assessment methods (see 'Types of assessments' section below).

Formative activities and summative assessments
There is a combination of formative and summative assessments in the BA PPE programme.

Formative activities are used for developmental purposes and are designed to help you learn more effectively by giving you feedback on your progress and on how it can be improved and/or maintained. They do not contribute to the award mark.

Summative assessment is the formally graded evaluation of the learning you have achieved. Summative assessments are used to determine your success in meeting the intended learning outcomes of a module and do contribute to the award.

The focus on formative assessment reflects our programme ethos, which is to help you build a skillset for life, rather than just for a degree. Formative assessment is intended to support you in your learning, to do as well as you can, by identifying and working on your strengths and weaknesses. It encourages a dialogue between you and your tutor and enables you to get constructive feedback about how to improve your work. So formative feedback is given on the assessed piece that you and your peers are working on.

The following have been identified as potential formative activities, for the different summative assessments of the programme:

Type of assessment	Ways to deliver formative feedback
Written assignments	Feedback on draft submitted on blackboard by a specified date, or in face to face tutorials
	Feedback initiated through peer-to-peer reviews during workshop activity
	Verbal feedback in face-to-face meetings, where the student shares their ideas with the tutor and the latter advises
Presentations or debates	Presenting a practice run in class, receiving feedback from peers and/or tutor
	Formative feedback on recordings of presentation practice submitted on Blackboard by a specified date.
	Feedback on students' own assessment on the recorded practice presentation (both submitted on Blackboard by a specified date)
Posters and creative work	Feedback from tutors/peers through an exhibiting event. Student make a record of key points and shares with the tutor
	Feedback on student's own assessment of their work
	Verbal feedback in face-to-face meetings, where the student shares their ideas with the tutor and the latter advises

Tutors might ask you which aspects of your coursework you would like more feedback on.

To take advantage of the flexibility afforded by the different types of feedback, each module specification in the programme handbook includes a general statement of commitment to formative feedback:

Formative assessment will be provided to students feeding forward into the module summative assessments.

Three options are presented in order to accommodate timely formative feedback within programme modules:

- **Option A**: Having only <u>one assessment</u> with strengthened emphasis on formative feedback throughout the term (this cannot be an exam or a group project, as according to the Assessment Framework, none of these assessments can be more than 50%).

- **Option B**: If one assessment is set earlier in the term, this will have a smaller weight out of the total module mark. A more significant weight will be applied to the second assessment, where formative feedback can be properly incorporated.

- **Option C**: Set both assessments later in the term – the first one in weeks 8/9 (instead of 6/7) and the second – in the exam period (i.e. weeks 13/14). This would make it possible to offer formative feedback on both assessments.

In assignments where extensive formative feedback has been provided, feedback on the equivalent summative assessment will be shorter and it could be built on the formative feedback previously given.

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. We aim to give you timely feedback in accordance to university guidance (2-3 weeks from the submission date). We will notify you of the feedback release day in your assessment briefs.

If you are on a support agreement (SSA) you may be offered alternative assessments in accordance with the University's Disability Guidelines for Alternative Forms of Assessment.

Types of assessment

Assessment overall can be a complex issue for cross-disciplinary programmes to grapple with because of having to honour a variety of disciplinary cluster conventions. BA PPE aims to expose you to a variety of assessment methods in order to encourage a wide range of skills, competences, and cognitive processes when you address your assessment tasks. We therefore tried to approach this issue holistically by formulating a programme-level assessment guidance, as detailed below. We feel this approach establishes a benchmark around assessment that regulates the student experience of assessment.

This has the effect to ensure that each student has a common benchmark assessment experience within the entire programme. Each of the following assessment types should be minimally represented at each level:

Formal exams / 'In class exams'	Min one per level; preferably no more than two per level
Reflective assignments (essays, study projects)	Min one per level; no max
Group work	Min one per level; preferably no more than two per level
Presentations	Min one per level; no max

Formal exam and group assignments are limited to two per level, in order to avoid over-reliance on end-of term exams. Any group work should include an individual component to the grade awarded.

You will be encouraged to use reflective assessments where possible, which enables you to reflect on your learning in a way that can only be personal. We set a minimum of one reflective

REGENT'S
UNIVERSITY LONDON

assignment for each major at each level, given that a key aims of BA PPE education is developing your capacity for critical thinking.

This approach gives space for constructive dialogue and reflection on how each module assessment is situated within the entire assessment narrative of each level, striking thus a balance between some core assessment approaches and major/disciplinary preferences.

Optional study period abroad
Preparing students to be global citizens and leaders is a core feature of a PPE 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.

The credits you gain having successfully completed a term abroad will be applied to your BA (Hons) PPE programme at Regent's. The optional study period abroad contributes 60 credits (or 30 ECTS) towards the 120 credits required at Level 5.

Breakdown of assessment by percentage per level
The following breakdown is a guide to the types of assessment you will experience on your programme. The exact amount of each assessment type will depend on the elective modules that you take.

Foundation Year		Level 4		Level 5		Level 6	
Written exams	19%	Written exams	11%	Written exams	13%	Written exams	6%
Practical exams / presentation	10%	Practical exams / presentation	17%	Practical exams / presentation	31%	Practical exams / presentation	31%
Coursework (e.g. essays, group work)	71%	Coursework	72%	Coursework	56%	Coursework	63%

Alternative forms of assessment
Students with student support agreements may be offered an alternative form of assessment, in line with the University's Disability Guidelines for Alternative Forms of Assessment.

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. Relationship to other programmes and awards

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

BA (Hons) PPE shares the same Integrated Foundation as BA (Hons) Liberal Studies.

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

Regent's Electives are a set of modules offered on undergraduate programmes in addition to the core and elective modules for individual programmes. They cover a wide range of topics in arts, humanities and social sciences.

Regent's Connect is a programme of language, culture and cross-cultural modules available to students on any programme. Languages available include Arabic, Chinese, French, German,

Italian, Japanese, Portuguese, Russian, and Spanish. The programme also includes a number of modules covering English for Academic Purposes, and intercultural issues, such as global communication skills. You will be able to choose any of these modules, as part of your two electives per year.

For more information about electives, see Appendix 2.

8. 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 help.

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, visit: regents.ac.uk/information/student-life/for-current-students

9. Learning support facilities

Regent's offers a variety of different facilities and technologies to support your studies. These include lecture

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

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.

For postgraduate students, there are restricted-access facilities with computer terminals, group- and silent-study rooms, a kitchen and social space.

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 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

10. Opportunities for personal development planning

You will have the opportunity to tailor your study to your own needs and career choices through the electives that you choose. These include a wide range of discipline-based and cross-disciplinary modules from the Liberal Studies curriculum, as well as Languages, and Career Planning modules. (See more details in Appendix 2).

Extracurricular activities

You will 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

REGENT'S
UNIVERSITY LONDON

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 career 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.

11. 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.

Level 3 entry (Foundation)
For applicants entering at Foundation Level 3, we would typically make you an offer for at least 5 GCSEs at grades A-C / 9-4 or international equivalent, including mathematics.

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

  Or equivalent qualification.

Level 4 entry (Year 1, undergraduate)
For applicants entering at Level 4, if you are holding A-levels, we would typically make you an offer at grades BCC.

We will 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 components
- On-campus English diagnostic test (for more information contact: 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

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

12. 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

13. Tuition fees and other costs

For students enrolling on the BA (Hons) Philosophy, Politics & Economics and the BA (Hons) Philosophy, Politics & Economics with Integrated Foundation, the annual fee for the academic year in 2020/21 is £18,000, paid in equal instalments over the first two terms.

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*)

Non-Eu students in receipt of US Federal Loans: £1,000 (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

Our current Payment Terms and Conditions are available at: regents.ac.uk/study/how-to-pay/payment-terms-conditions#close

There are a number of way to help fund your studies through scholarships, bursaries and student loans. For more information, visit our Scholarships, bursaries and funding page at: regents.ac.uk/study/scholarships-funding-and-bursaries

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

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

Reading lists will be made available at the start of each module. You are encouraged to borrow materials from the library where possible, or you may choose to purchase materials from external suppliers at your 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

14. Assessment and progression regulations

You will be assessed on how well you are achieving the intended leaning 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

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

15. Award criteria

To complete your programme, you will need to achieve 360 credits for an undergraduate degree.

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

16. 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

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

REGENT'S
UNIVERSITY LONDON

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.

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 are multiple ways for you to provide feedback on your experiences at module level (e.g. through questionnaires), programme level (through programme managers), through student representatives and at programme committees. Student representatives are elected and sit on institutional committees such as Senate. Final-year undergraduate students (Level 6) are 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 AMRs which are submitted to programme committees.

17. Curriculum map

This table indicates which study units assume responsibility for delivering the learning outcomes detailed in Section 5.

No of LOs	Module	Learning outcomes													
		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10
7	PHL401		✓				✓			✓	✓	✓	✓	✓		
8	PPE402	✓	✓			✓	✓	✓	✓		✓				✓	
7	PPE403	✓		✓		✓		✓		✓		✓				✓

	Module															
7	PPE404	✓		✓	✓		✓			✓			✓	✓		
9	PPE405		✓		✓	✓	✓	✓	✓		✓				✓	✓
9	PPE406	✓	✓		✓	✓	✓	✓	✓		✓				✓	
8	PPE407	✓		✓		✓		✓		✓	✓		✓		✓	
7	PPE408	✓			✓	✓		✓	✓		✓	✓				
10	BUS501		✓	✓			✓		✓	✓		✓	✓	✓	✓	✓
8	PPE502			✓	✓				✓	✓		✓	✓	✓		✓
10	PPE503			✓		✓	✓	✓	✓	✓			✓	✓	✓	✓
9	PPE504	✓	✓		✓	✓			✓		✓	✓	✓		✓	
9	PPE505	✓	✓	✓		✓		✓			✓	✓		✓		✓
10	PPE506	✓	✓		✓			✓	✓			✓	✓	✓	✓	✓
14	PPE601		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14	PPE602	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
13	PPE603		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Frequency of LO	10	11	10	10	11	10	12	12	10	11	11	10	10	10	10

REGENT'S UNIVERSITY LONDON

Appendix 1

PPE Programme Learning Outcomes

Knowledge and Understanding

A1. Knowledge and understanding of key **theories, concepts, paradigms and debates** that have informed philosophy, politics and economics.

A2. Knowledge of relevant **sources of information** for studying the three disciplines and their areas of overlap, including an ability to identify and select these various sources.

A3. Knowledge of, and ability to use, **appropriate methods** for each discipline and their areas of overlap.

A4. Understanding of theoretical and empirical **links between the disciplines**, e.g. an exploration of normative issues; an understanding of how modern politics incorporates concerns with economic issues; and how philosophical ideas permeate both politics and economics.

A5. Knowledge and understanding of **different modes of thinking** and explanation (i.e. what counts as the truth) in different disciplines or traditions, e.g. Western v. non-Western; epistemological v. hermeneutical; historical v. metaphorical etc.

Skills

B1. **Logical skills**: the ability to think critically about the theoretical, empirical, and methodological approaches, concepts, and debates you learnt about in each subject area, and across disciplines.

B2. **Evaluation skills**: the ability to question received thinking and evaluate alternative viewpoints.

B3. **Argumentation skills**: the ability to develop one's own thinking, based on relevant facts, logical reasons, and adequate examples.

B4. **Rhetorical skills**: the ability to use rhetorical tools to engage in meaningful debate, deal with dilemmas, and be persuasive.

B5. **Research skills**: reading, learning, research and study skills, including selection and management of information from a variety of sources, and using this to plan and inform one's own research.

B6. **Cross-disciplinary skills**: the ability to make connections between theories, facts, and events, across disciplines; use the information or normative framework from one, to topics from another.

B7. **Application skills**: ability to apply knowledge and understanding gained within the classroom outside the classroom, in relation to work scenarios, or real-life dilemmas.

B8. **Transfer**: the ability to make explicit references to previous learning (knowledge and skills) to address a new challenge or situation, preferably of cross-disciplinary nature.

B9. **Management skills**: the ability to organise information and manage projects, assets, and timetables – in such a way as to achieve intended outcomes.

B10. **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.

Details of how these translate at each level are available in the 'PPE Programme Learning Outcomes by level' table.

Appendix 2

BA (Hons) Philosophy, Politics & Economics – electives

BA PPE students have access to an extensive range of electives drawn from the Liberal Studies curriculum at Levels 4 to 6, Career Management and Experiential Project modules at Level 5, and the University's language provision, which extends across nine languages available throughout Levels 4 to 6. The source programmes are intensely modular, meaning they are designed and taught in a way that does not assume prior knowledge thus making them highly suitable as a source of electives (although assessment expectations are appropriate to the level of the module).

The list below is indicative. The two sources above represent availability of around 30 electives in Autumn term at each level and around 40 in Spring term at each level. Availability is, of course, subject to timetabling and demand as they serve multiple programmes. Students are advised to choose electives from different discipline areas (not two electives from the same area per year).

Level 4 Indicative electives:
ARH403 Contemporary Art
LAW402 Principles of Business Law
ENL405 Introduction to Creative Writing: Narrative Non-Fiction
HIS403 The Formation of Modern Europe
INR404 Politics of Development
JRN402 Journalism and Society
MED404 Understanding Social Media
POL404 Energy Security and Economics
PSY4A1 Introducing Psychology
PRL401 Introduction to Public Relations Strategy and Management
Language modules (Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian, Spanish)

Level 5 Indicative electives:
ART501 Art and Business
MKT501 Principles of Marketing
ENL503 US Literature: Colonial Period to Civil War
HIS505 Twentieth-Century Europe
INR505 Contemporary African Politics and History
MED501 Media and Ethics
MED504 Identities in Media
POL503 NGOs and Civil Society
PSY5A4 Social Psychology
COM501 Corporate Communications Management
Language modules (Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian, Spanish)

CAP501 Career Management
CAP502 Experiential Project

Level 6 Indicative electives:
ARH603 Curating
MGT601 Creative Leadership
ENL602 Literature in Context
HIS603 History of Modern China: Imperialism and Recovery
INR602 International Political Economy
MED603 Media and the Law
MED604 Media and Global Politics
POL603 European Politics: Integration and Polarisation
PSY6A9 Applied Psychology
COM602 Political Communications
Language modules (Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian, Spanish)