



**BA (Hons) Liberal Arts
Programme specification
Academic Year 2022/23**

Contents

1. Overview
2. Why study this programme?
3. Programme aims and objectives
4. Relationship to other programmes and awards
5. Learning outcomes
6. Learning and teaching strategy/ assessment methods (non-regulatory)
7. Programme structure
8. Distinctive features of the programme and other key information.
9. Support for students and their learning
10. Learning Support facilities
11. Opportunities for personal development planning for students within the programme.
12. Admissions criteria
13. Visas and Immigrations
14. Tuition fees and other course costs
15. Assessment and progression regulations
16. Award criteria
17. Methods for evaluating and improving the quality and standards of teaching and learning.
18. Curriculum map

1. Programme Overview	
Full programme/award title(s)	<p>BA (Hons) Liberal Arts (Art History) BA (Hons) Liberal Arts (Business & Management) BA (Hons) Liberal Arts (Criminology) BA (Hons) Liberal Arts (Literature & Creative Writing) BA (Hons) Liberal Arts (International History) BA (Hons) Liberal Arts (International Relations) BA (Hons) Liberal Arts (Journalism) BA (Hons) Liberal Arts (Media & Communications) BA (Hons) Liberal Arts (Political Science) BA (Hons) Liberal Arts (Psychology) BA (Hons) Liberal Arts (Public Relations)</p> <p>All of the above are available with an integrated Foundation year.</p>
Short programme title	BA Liberal Arts
Location of study	Regent's Park
Awarding institution	Regent's University London
Institution regulated by:	Office for Students, Quality Assurance Agency
Programme entry points	September 2021, January 2022
Date of previous (re)validation	January 2020
Date of next revalidation	<i>January 2025</i>
Framework for Higher Education Qualification level of final award	Level 6
Number of credits in award	360 Credits (without Foundation); 480 (with Foundation)
UCAS code	<p>BA (Hons) Liberal Arts (Art History) - V350 BA (Hons) Liberal Arts (Art History) with Integrated Foundation - LS01 BA (Hons) Liberal Arts (Business & Management) - LS13 BA (Hons) Liberal Arts (Business & Management) with Integrated Foundation - LS02 BA (Hons) Liberal Arts (Criminology) – BA (Hons) Liberal Arts (Criminology) with Integrated Foundation – BA (Hons) Liberal Arts (Literature & Creative Writing) - Q300 BA (Hons) Liberal Arts (Literature & Creative Writing) with Integrated Foundation - LS10 BA (Hons) Liberal Arts (International History) - V100</p>

	<p>BA (Hons) Liberal Arts (International History) with Integrated Foundation - LS04</p> <p>BA (Hons) Liberal Arts (International Relations) - LS14</p> <p>BA (Hons) Liberal Arts (International Relations) with Integrated Foundation - LS05</p> <p>BA (Hons) Liberal Arts (Journalism) - 224P</p> <p>BA (Hons) Liberal Arts (Journalism) with Integrated Foundation - 225P</p> <p>BA (Hons) Liberal Arts (Media & Communications) - LS15</p> <p>BA (Hons) Liberal Arts (Media & Communications) with Integrated Foundation - LS06</p> <p>BA (Hons) Liberal Arts (Political Science) - LS16</p> <p>BA (Hons) Liberal Arts (Political Science) with Integrated Foundation - LS08</p> <p>BA (Hons) Liberal Arts (Psychology) - LS17</p> <p>BA (Hons) Liberal Arts (Psychology) with Integrated Foundation - LS09</p> <p>BA (Hons) Liberal Arts (Public Relations) - P210</p> <p>BA (Hons) Liberal Arts (Public Relations) with Integrated Foundation - LS12</p>
Underpinning QAA subject benchmark statements	English; Criminology; General Business & Management; Communication, Media, and Cultural Studies; History; Politics and International Relations; Psychology
Other external and internal references	<p>QAA Framework for Higher Education Qualifications (FHEQ)</p> <p>QAA UK Quality Code for Higher Education</p> <p>'An Introduction to LEAP' by Association of American Colleges and Universities</p> <p>Accreditation requirements of the New England Association of School and Colleges (NEASC)</p> <p>Regent's University London Learning, Teaching and Assessment strategy</p> <p>Regent's University London Academic Regulations 2022/23</p>
Professional, statutory or regulatory body recognition/accreditation	N/A
Mode of study (Full Time / Part Time)	Full time
Language of study	English (with the exception of Language electives)
Minimum / Maximum duration of programme for each mode of study	<p>Part time: N/A</p> <p>Full time:</p> <p>Minimum – 4 years including the integrated foundation (Level 3)</p> <p>3 years without the integrated foundation (Level 3)</p> <p>Maximum – 5 years including the integrated foundation (Level 3)</p>

	4 years without the integrated foundation (Level 3)
Date of production / revision of this programme specification	May 2022

2. Why study this programme?

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

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

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

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

The liberal arts approach will:

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

The programme offers a choice of 11 majors, including Art History, Business & Management, Criminology, Literature & Creative Writing, International History, International Relations, Journalism, Media & Communications, Political Science, Psychology and Public Relations. In addition to your specialism, you will select electives each year from different subject areas from the major areas identified above, and others including acting & theatre, philosophy, music, religious studies, Film Studies, Languages, sociology. You will add depth to your learning by improving your communication skills, grasp of scientific method and quantitative literacy.

There is an optional study period abroad that can be taken in either semester of level 5 and opportunities to take electives 'CAP5Y1 Career Management' and 'CAP5Y2 Industry placement' (work placement) modules at the same level to help prepare you for your future career.

Another exciting opportunity offered by the programme is the possibility to have recognised a 'minor' in a second area of interest which you explore through elective choices. It is possible to do this for all of the major subject, plus a number of other areas as below:

Art History	Chinese
Business & Management	Spanish
Criminology	Global Leadership
Literature & Creative Writing	Humanities
International History	Creative and Professional Writing
International Relations	Media Studies
Journalism	Genders & Sexualities
Media Communications	Arts Appreciation
Politics	Sociology
Psychology	
Public Relations	

3. Programme aims and objectives

This is a guideline to the main features of your course. 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.

Programme Aims and Objectives

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

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

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

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

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

Prospective Careers

The programme as a whole is not intended to be a preparation for a specific profession, but to produce well-rounded, socially and culturally aware, capable, collaborative graduates who thus can develop the capacity to adapt and be potential leaders – a grounding increasingly recognised as necessary due to the cultural, social, governing and business challenges collectively recognised under the banner of the 'fourth industrial revolution' .

As Mark Cuban observes:

"I personally think there's going to be a greater demand in 10 years for liberal arts majors than there were for programming majors and maybe even engineering, because when the data is all being spit out for you, options are being spit out for you, you need a different perspective in order to have a different view of the data. And so, having someone who is more of a freer thinker" (Mark Cuban, *Business Insider* 17.2.17)

The programme fosters an intellectually creative mindset by requiring breadth through a significant number of modules taken outside the major specialism thus triangulating, blending knowledge, understanding and skills reflected in a rich literature on fostering an entrepreneurial mindset and leadership capacities.

Liberal arts graduates are suited to a broad range of career options, including but not limited to:

Business, Academia, Public administration, Entrepreneurship, Finance, Law, Management, Politics

4. Relationship to other programmes and awards

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

Modules may be taken from the programme as electives by other programmes. GBL402 features in all the University's undergraduate programmes. Language electives are also available as electives across the University as well CAP5Y1 Career Management and CAP5Y2 Industry placement

5. Learning outcomes

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

Programme Learning Outcomes

PROGRAMME OVERALL	
1. Creative and entrepreneurial thinking	Consistently demonstrate the ability to combine or synthesize existing ideas and knowledge in original ways and apply these assessments.
2. Critical thinking	Consistently demonstrate a well-rounded, integrated ability to objectively analyse and evaluate an issue or idea in order to form a judgement.
3. Ethical reasoning	Confidently examine human conduct based on one's own ethical values and the social context of problems. Demonstrate the ability to identify, develop and assess ethical arguments, and apply them to ethical dilemmas, while considering the outcome of alternative decisions.
4. Global awareness	Consistently demonstrate a worldview (or perspective) that is informed, open-minded, and responsible; always attentive to diversity across the spectrum, with understanding of how actions affect both local and global communities.
5. Collaboration and networking	Consistently demonstrate a capacity for collaborative debate and teamwork, fully comprehending that complex solutions are achieved by effectively working together and sharing knowledge and ideas to achieve goals.
6. Communication	To be adept at understanding how messages are sent and meaning conveyed through a variety of forms, depending on the purpose intended, and able to consistently and successfully apply these.
7. Knowledge and understanding	To be adept at identifying, finding, comprehending, evaluating and effectively and consistently using and sharing knowledge, fully informed by relevant theoretical approaches to solve the problem at hand.
8. Cross-disciplinary integration	Proficient in applying analyses and knowledge from multiple perspectives to a core issue, problem or experience to form an integrated perspective.

LEVEL 3	
1. Creative and entrepreneurial thinking	Develop awareness of and begin to reflect upon the value and range of ideas and approaches available, to obtain relevant knowledge and apply it to problem solving.
2. Critical thinking	Start questioning information and how it is both obtained and imparted; use these considerations to objectively form a judgement.
3. Ethical reasoning	Demonstrate an awareness of the ethical issues associated with human conduct by examining different ethical perspectives.
4. Global awareness	Become aware of the many different cultures and beliefs of different communities, both local and global.

5. Collaboration and networking	Begin to join in debate and teamworking, with a basic understanding of how solutions might be arrived at through sharing research and ideas.
6. Communication	Become aware of how messages are sent and meaning is conveyed through a variety of forms, depending on the purpose intended.
7. Knowledge and understanding	Become aware of the need to correctly identify, find, comprehend and effectively use and share knowledge.
8. Cross-disciplinary integration	Be aware of the need to apply analyses and knowledge from multiple perspectives to a core issue, problem or experience to form an integrated perspective.

LEVEL 4

1. Creative and entrepreneurial thinking	Begin to actively identify, obtain and integrate knowledge and ideas in problem-solving and apply the results across areas of study.
2. Critical thinking	Begin to actively and independently question sources of information and how it is conveyed, in order to form an objective judgement.
3. Ethical reasoning	Begin to assess ethical arguments from a variety of positions as these relate to human conduct, understanding that they are based on personal values that influence decisions and the social context of problems.
4. Global awareness	Begin to develop a worldview (or perspective) that is receptive, open-minded and responsive to the views, beliefs and cultures of others and shows awareness of how actions may affect both local and global communities.
5. Collaboration and networking	Begin to show competency in debate and teamworking; actively explore how solutions might be arrived at through sharing research, ideas and skills.
6. Communication	Begin to develop an understanding of how messages are sent and meaning conveyed through a variety of forms, depending on the purpose intended, with some attempt to successfully apply these.
7. Knowledge and understanding	Begin to identify, develop, comprehend, evaluate and effectively use and share knowledge, becoming aware of how theoretical ideas can be applied to solve problems.
8. Cross-disciplinary integration	Begin to develop the ability to apply analyses and knowledge from multiple perspectives to a core issue, problem or experience to form an integrated perspective.

LEVEL 5

1. Creative and entrepreneurial thinking	Increasingly and intentionally build on knowledge and ideas from a variety of sources and confidently synthesize them to make original observations in areas of study and assessment.
2. Critical thinking	Become increasingly confident at objectively analysing and evaluating an issue or idea in order to form a judgement; use this analytical ability across all areas of study and assessment.
3. Ethical reasoning	Actively develop the capacity to analyse human conduct and to understand the social context of ethical issues and how applying different ethical perspectives to ethical dilemmas may impact their outcomes.
4. Global awareness	Increasingly show evidence of a worldview (or perspective) that is informed, open-minded, and responsible; show attentiveness to diversity across the spectrum without prompting, and with increasing insight into how actions affect both local and global communities.

5. Collaboration and networking	Show increased confidence and insight in collaborative debate, building capacity to guide and occasionally lead the search for solutions through sharing knowledge, ideas and research.
6. Communication	Show increasing ability and confidence in understanding how messages and meaning are conveyed through a variety of forms, depending on the purpose intended; show expanded capacity to successfully apply these.
7. Knowledge and understanding	Show increasing confidence and ability in finding, comprehending, evaluating, using and sharing knowledge; increasingly engage with theoretical ideas and practically apply them to solve problems.
8. Cross-disciplinary integration	Increasing ability in applying analyses and knowledge from multiple perspectives to a core issue, problem or experience to form an integrated perspective.

LEVEL 6

1. Creative and entrepreneurial thinking	Consistently demonstrate the ability to combine or synthesize existing ideas and knowledge in original ways and apply these assessments.
2. Critical thinking	Consistently demonstrate a well-rounded, integrated ability to objectively analyse and evaluate an issue or idea in order to form a judgement.
3. Ethical reasoning	Confidently examine human conduct based on one's own ethical values and the social context of problems. Demonstrate the ability to identify, develop and assess ethical arguments, and apply them to ethical dilemmas, while considering the outcome of alternative decisions.
4. Global awareness	Consistently demonstrate a worldview (or perspective) that is informed, open-minded, and responsible; always attentive to diversity across the spectrum, with understanding of how actions affect both local and global communities.
5. Collaboration and networking	Consistently demonstrate a capacity for collaborative debate and teamwork, fully comprehending that complex solutions are achieved by effectively working together and sharing knowledge and ideas to achieve goals.
6. Communication	To be adept at understanding how messages are sent and meaning conveyed through a variety of forms, depending on the purpose intended, and able to consistently and successfully apply these.
7. Knowledge and understanding	To be adept at identifying, finding, comprehending, evaluating and effectively and consistently using and sharing knowledge, fully informed by relevant theoretical approaches to solve the problem at hand.
8. Cross-disciplinary integration	Proficient in applying analyses and knowledge from multiple perspectives to a core issue, problem or experience to form an integrated perspective.

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

This is a guide to what academic opportunities will be available to you 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 what assessment methods will be used to test your achievement of the intended learning outcomes. Whilst exciting learning opportunities will be offered, at University-level, there is a greater emphasis on you engaging with your education in a more 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 of your programme is developed in accordance with the overall Regent's University London's Learning, Teaching and Assessment Strategy 2015-20 (LTAS). It 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 by enabling access to electives, languages and study abroad in undergraduate programmes, and,
- professional development for staff.

The BA (Hons) Liberal Arts programme offers an educational promise that strongly supports the vision of the Hallmark Pedagogy of Regent's University. Broadly premised on a US-style Liberal Arts programme, it offers you multi-disciplinary breadth through a range of electives from different disciplines while at the same time you specialise in your chosen major. At each level of study there are also interdisciplinary programme core modules which actively encourage you to seek connections across all areas of your learning and build your customised, coherent high-impact learning narrative (King et. al, 2007; Kligo, 2015). The programme builds on the development of the more advanced skills in Liberal Arts through the programme-core curriculum. LAS4Y0 Liberal Arts Seminar: Leadership and Liberal Learning (the Level 4 programme-core module) introduces you to the programme's educational ethos and its potential for leadership learning; here you are prepped to develop critical thinking, communication, cross-cultural understanding and ethical competencies. The Level 5 programme-core module, LAS5Y0 Liberal Arts Seminar: Effective Research, provides the foundation for Liberal Arts research methods and provides key grounding for HUM6Y0 Liberal Arts Capstone (the level 6 Programme-core module).

The programme also offers the opportunity to pursue a minor in a second major area or in one of the thematic minors available within the programme -- such as Chinese, Global Leadership, Creative & Professional Writing, Media Studies, Genders & Sexualities, etc. -- (a minor means that you convert six elective modules – 72 credits – into classes prescribed the minor). Collectively these offer significant opportunity to create a second area of depth to enhance the values and skills expressed above.

Ultimately you will have mastered synthesis with creativity in your Level 6 level learning and the transdisciplinary capstone project (HUM6Y0). Research suggests that such an approach is a proposition of leadership learning and development (Guthrie and Callahan, 2016; Riggio et. al., 2003), which aligns with the University's mission of "developing tomorrow's global leaders" and responds to the challenges posed by changing landscapes and the evolving nature of work (Dorman, and Brown, 2018; Selingo, 2017).

The BA (Hons) Liberal Arts programme's learning and teaching strategy demonstrates the embedded nature of principles drawn from the University's Learning, teaching and assessment strategy and explored through the six priority areas.

A personalised learning experience

As a BA(Hons) Liberal Arts student you will receive a personalised student experience:

- The programme offers small-class interactive teaching, tutorial support and personalised learning. Some modules also introduce interactive, online activity.
- Through significant elective choice from across the full curriculum and/or through the pursuit of an optional minor, you can significantly personalise the content of your degree;
- Your programme induction includes a matriculation event, designed to enhance the social identify factor and your feeling of belongingness to the programme. To enhance support and provide a sense of ownership of 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 from whom you can seek academic support throughout the length of your study. Your personal tutor will provide you with guidance, advice and ongoing support with your personal and professional development. Every time you register for the next term elective classes, you are encouraged to meet with your tutor to discuss your elective choices enhancing your personalised learning experience.
- Each module tutor is available to provide you and your peer group support during specified office hours.
- The personalised experience carries out through to Level 6 with **HUM6Y0 Liberal Arts Capstone**, a project that you undertake in your final year of study. The credit weighting of this module is the equivalent of three regular modules and is a very important part of your educational experience. You will have regular interactions with your two supervisors with whom you can regularly discuss and receive advise/feedback on the shape and development of your project. This module extends across both semesters of your final year. Your personal tutor will contact you while you are in Level 5 to submit an initial broad outline of your project idea so that your first supervision can be allocated from your major area. In Addition to the programme-core module LAS5Y0 Liberal Arts Seminar: Effective Research at Level 5, there will be a series of co-curricular hands-on workshops at level 6 designed to further support your chosen project.

Interactive and inclusive learning

A key principle of the programme’s leaning strategy is to provide varied, challenging and intellectually stimulating learning experiences that are engaging and enable the development of critical thinking. The BA (Hons) Liberal Arts response to establishing congruent learning methodologies are as follows:

- A movement away 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.
- 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, discussion and debate, practical work, problem-solving, presentations, portfolio building, research projects and teamwork, 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 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 asynchronously before the actual workshops physically take place (flipped classroom).
- Additionally, a suite of online tutorials will offer valuable tools and learning materials accessible to all Liberal Arts students to assist and enhance your learning. The suite can offer tutorial refreshers of pre-requisite knowledge, supplements and support for professional development planning. Such an approach ensures that each major module can exist as a stand-alone elective from non-major students, as well as a major core that contributes to an integrated learning narrative.
- Other than the final-year Capstone, all your modules are weighted with 12 credits. The regular size of modules is to facilitate the opportunity to choose electives from the breadth reflected within the programme

Assessment for learning

The assessment strategy of the programme has been designed to provide you with a variety of challenges that suits its cross-disciplinary nature. Biggs and Tang, (2011) argue that deep learning occurs when the curriculum is 'constructively aligned' i.e. the learning outcomes are aligned with pedagogy and assessment. 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 to gauge the quality of your work and your progress. You are assessed based on whether you have met the published learning outcomes. 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 the programme, it enables the University to determine your degree award.

Both the University's and the programme's learning, teaching and assessment strategies seek to promote assessment for learning, not simply of learning. There are three elements to this:

- Assessments are designed to be reliable, valid, fair and consistent.
- All assessments will incorporate effective and constructive feedback.
- The amount of assessment is manageable

Assessment was designed using guidance from the University's Assessment Framework:

- Each credit represents approximately 10 hours of work. A module weighted at 12 credits would therefore involve 120 learning hours respectively;
- Group work does not exceed 50% of the total mark. Where possible a Group project will include an individual task with a specific grade reflecting personal contribution and effort;
- The maximum number of assessments for a 12-credit module is two summative assessments;
- The programme is assessed via a variety of assessment methods;

Formative activities and summative assessments

Assessment is both formative and summative. Formative assessment is intended to support you in your learning to do as well as you can. It encourages a dialogue between you and your tutor and promotes active receipt of the feedback. It enables you to get constructive feedback about how to improve your work/assessment. So formative feedback is given on the assessed piece you and your peers are working on. Summative assessment is the formally graded evaluation of the learning you have achieved.

Recognising the value of formative assessment to your learning journey, the programme team have considered several ways provide you with formative feedback in an orderly and timely fashion. The following have been identified as potential options to initiate formative feedback for the different summative assessments of the programme:

Formative Feedback	Ways to deliver formative feedback
Written Assignments (various types)	Feedback on draft submitted on blackboard by a specified date
	Feedback initiated through peer to peer reviews during workshop activity
	Verbal feedback (face to face or recorded), where student makes a record of key points and shares with the tutor
Presentation	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 (face to face or recorded), where student makes a record of key points and shares with the tutor

Where tutors have encouraged assessment and feedback literacy in their classes, they could ask you which aspects you would like to focus the feedback on, instead of having to feedback on the whole piece. An assignment title page is available to use for this purpose.

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

Formative assessment will be provided to feed forward into the module summative assessments

Some of the ways you will encounter this on the programme in 12-credit module are:

- **Option A:** Having only one assessment with strengthened emphasis on formative feedback (this cannot be an exam or a group project, as according to the Assessment Framework, none of these assessment types can be more than 50%)
- **Option B:** If one of the two assessments are set early in the term, then it will proportionally reflect a small percentage of the teaching on the module. A greater significant weight will therefore be applied to the second summative assessment, where formative feedback can be properly incorporated.
- **Option C:** Set the two assessments later in the term by utilising the exam period (i.e. weeks 13/14) to submit the final assessment. The first assessment could thus be set later in the term (e.g. week 9). In this way, it would be possible to accommodate formative feedback on both assessment tasks.

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

Types of assessments:

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 (Hons) Liberal Arts offers a variety of assessment methods in order to encourage a variety of skills/competences/cognitive processes when you address your assessment tasks. The programme team have approached this holistically by formulating a programme-level assessment guidance. We feel this approach establishes a benchmark around assessment that regulates the student experience of assessment so far as is possible on programme with such wide elective choice.

We therefore define a select number of assessment formats that we hold 'in common' within each major which test different skills. This has the effect to ensure that Liberal Arts has a common benchmark assessment experience within the entire programme. Each of the following assessment types should be minimally represented at each level in each major:

Reflective assignments	Min one per level; no max
Group work	Min one per level; max one per level
Presentations	Min one per level; no max

Groups assignments, however, have a minimum that also functions as a maximum. The reasoning behind this restriction was as follows:

Group Projects: Group Work is interdisciplinary and therefore fits well with the programme ethos. It is a skill employers' consistently and almost universally expect from graduates. The same can be argued for presentations and that is why a minimum use has been set for both on the programme assessment strategy. However, being sensitive to concerns from students about "loafing" that hamper group assignments, it has been decided to also set a maximum for this from. The Programme is of the view there are ways to design this type of assessment exercise to carry a sizable individual component to the grade awarded, while also preserving the value of the group activity.

We use reflective assessments where possible as this enables you to reflect on your which is an instance of personalised learning experience. Other than the obvious learning benefits, it also encourages reflection on the learning experience that takes place in class and is also a good means to discourage absence! We set a minimum of one reflective assignment for each major at each level, given that a key aim of Liberal Arts education is developing students' awareness of their capacity for critical thinking.

Since most 12-credit modules have on average two assessment points and each major has 13 modules, this would only define 12 assessments out of 26. The other 14 can be whatever is decided at major level (except for the maximum limitation placed on examinations and group work). This approach ensures programme convergence while also encouraging localised flexibility in each major enabling us to make a clear statement about cogency of assessment strategy for the programme.

This approach has enabled the subject teams for each major to approach assessment design in an integrated manner. It allows 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.

Employability enhancement

The University's learning, teaching, and assessment approach seeks to promote "the practical application of learning, making it relevant and increasing the employability potential of the students".

A demonstrable link exists between employability and Liberal Arts education as evidenced in various public and specialised debates about the future of work. BA (Hons) Liberal Arts graduates are encouraged to think critically and to reason analytically. As you progress to level 6, there is a stronger emphasis on critical synthesis and evaluation. This is evidenced in your assessment which is internally and externally verified.

The revalidated programme promotes job-skill alignment and enhances lifelong learning capacity in various ways:

- The level 4 common module 'LAS4Y0 Liberal Arts Seminar: Leadership and Liberal Learning enhances your leadership learning potential by the development of critical thinking, communication, cross-cultural understanding and ethical competencies.
- Assessments and pedagogies that allow you to work on real life projects, critically evaluate ideas from different perspectives, think in new directions, synthesize information and apply meaningful reflection. Simulations are used in various modules while working in groups is encouraged throughout.
- Electives at Level 5 'CAP5Y1 Career Management' and 'CAP5Y2 Industry placement' explicitly encourage you to reflect on your future career and help you gain work experience;
- You may choose to develop a minor in a second subject area that may help you prepare for a particular career path;
- Various modules have enhanced emphasis on entrepreneurialism and employability (e.g. society and entrepreneurship, Model United Nations, Integrated Business Experience etc);
- In 'HUM6Y0 Liberal Arts Capstone' you will be encouraged to choose a project that is relevant to your future ambitions and/or showcases your abilities providing you with a substantive tangible artefact that you can share with others;
- Curricular and extra-curricular opportunities for students to connect with the RUL's entrepreneurial hub and JER (Junior Entrepreneurs at Regent's).
- Mentoring opportunities with the RUL Alumni network
- The proposed suite of online tutorials will offer support for professional development planning.

Developing cultural agility

A new feature of the programme's revalidated format is that as first year undergraduates you will join all other RUL freshers in the module GBL402 Global Perspectives. Such interactions encourage the sharing of cultural and disciplinary perspectives and the explorations of the RUL values which comprise of employability and entrepreneurship, equality and mutual respect, citizenship and sustainability. You will also be able to register for a foreign language as part of your elective choices through the Regent's Connect Portfolio or even add a minor in selected languages. One of our minors – Global Leadership – clusters a series of classes that enable you to demonstrate and develop strengths of leadership and cultural agility for formal recognition through your degree programme.

To expand your global perspectives, you have the chance to complete the Spring Semester of your Level 5 study with a Partner Institution, where you have a choice from 60 institutions around the world. Such opportunities are acknowledged to both add value to your degree as well as enhance your global outlook and employability.

Cultural Agility and internationalism are also embedded in the curriculum and through extra curricula activities such as educational trips. Many modules are directly linked with Internationalism, for example various modules within the International Relations and International Histories majors but also modules such as World Stories,

Global and Geopolitical Issues in Business and Management. International and cross-cultural issues are frequently explored across the entire curriculum. You could also represent Regent's in the Model United Nations simulation activity in New York. This experience is offered as a credit-bearing activity by registering on the appropriate modules. Alternatively, you may also benefit from the experience by joining the equivalent Student Union society.

Professional Development for Staff

You will be taught by respected academics at the cutting-edge of their respective disciplines with appropriate academic and/or professional experiences and qualifications. Most of your tutors hold a Fellowship the Higher Education Academy (HEA) the premier higher education teaching qualification in the UK, and their fellowship levels range from Fellow to Principal Fellow.

Liberal Arts staff engage with continuous professional development of their teaching skills through the University's Teaching Practice Development (TPD) process, where fellow academics engage with a paired peer observation of a teaching related practice. This encourages the sharing of good practice and creates a culture of continuous improvement through enhance reflective evaluation.

Staff teaching on Liberal Arts share its interdisciplinary ethos. They supervise on the Capstone and share their knowledge as experts in their discipline and promote the cross-disciplinary value of the programme. This underpins the cross-fertilisation of pedagogic ideas. The last University Learning and Teaching Conference saw contributions from the Liberal Arts tutors sharing good practice

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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 averaged across compulsory modules only (i.e. major core modules and core programme modules). The exact amount of time spent in taught/practical lessons or self-study will depend on the elective modules that you take and the form your project for HUM6Y0 Liberal Arts Capstone taken in your final year.

The percentage is calculated using the credit system e.g. a 12-credit module will have 120 hours of learning. Your module descriptions will have a breakdown of how these hours are divided. You can then extrapolate this across the programme.

- '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.

Common Modules- (LAS4Y0, LAS5Y0, HUM6Y1)

Level 3		Level 4		Level 5		Level 6	
Oral Exam	20%	Oral Exam	0%	Oral Exam	0%	Oral Exam	0%
Presentation	25%	Presentation	50%	Presentation	50%	Presentation	33%
Coursework	65%	Coursework	50%	Coursework	50%	Coursework	67%

Art History major

Level 3		Level 4		Level 5		Level 6	
Oral Exam	10%	Oral Exam	0%	Oral Exam	17%	Oral Exam	10%
Presentation	25%	Presentation	28%	Presentation	25%	Presentation	30%

Coursework	65%	Coursework	72%	Coursework	58%	Coursework	60%
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Business & Management major

Level 3		Level 4		Level 5		Level 6	
Oral Exam	10%	Oral Exam	0%	Oral Exam	10%	Written exams & in-class test	0%
Presentation	25%	Presentation	12%	Presentation	40%	Presentation	50%
Coursework	65%	Coursework	88%	Coursework	50%	Coursework	50%

Criminology major

Level 3		Level 4		Level 5		Level 6	
Oral Exam	10%	Oral Exam	0%	Oral Exam	0%	Written exams & in-class test	0%
Presentation	25%	Presentation	12%	Presentation	30%	Presentation	29%
Coursework	65%	Coursework	88%	Coursework	70%	Coursework	71%

Literature & Creative Writing major

Level 3		Level 4		Level 5		Level 6	
Oral Exam	10%	Oral Exam	12%	Oral Exam	0%	Oral Exam	0%
Presentation	25%	Presentation	12%	Presentation	20%	Presentation	24%
Coursework	65%	Coursework	76%	Coursework	80%	Coursework	76%

International History major

Level 3		Level 4		Level 5		Level 6	
Oral Exam	10%	Oral Exam	0%	Oral Exam	0%	Oral Exam	0%
Presentation	25%	Presentation	12%	Presentation	20%	Presentation	28%
Coursework	65%	Coursework	88%	Coursework	80%	Coursework	72%

International Relations major

Level 3		Level 4		Level 5		Level 6	
Oral Exam	10%	Oral Exam	0%	Oral ExM	0%	Oral Exam	0%
Presentation	25%	Presentation	38%	Presentation	20%	Presentation	38%
Coursework	65%	Coursework	62%	Coursework	80%	Coursework	62%

Journalism major

Level 3		Level 4		Level 5		Level 6	
Oral Exam	10%	Oral Exam	0%	Oral Exam	8%	Oral Exam	9%
Presentation	25%	Presentation	33%	Presentation	40%	Presentation	30%
Coursework	65%	Coursework	67%	Coursework	60%	Coursework	70%

Media and Communications major

Level 3		Level 4		Level 5		Level 6	
Oral Exam	10%	Oral Exam	0%	Oral Exam	0%	Oral Exam	0%
Presentation	25%	Presentation	25%	Presentation	50%	Presentation	25%
Coursework	65%	Coursework	75%	Coursework	50%	Coursework	75%

Political Science major

Level 3		Level 4		Level 5		Level 6	
Oral Exam	10%	Oral Exam	12%	Oral Exam	0%	Oral Exam	0%
Presentation	25%	Presentation	12%	Presentation	30%	Presentation	12%
Coursework	65%	Coursework	76%	Coursework	70%	Coursework	88%

Psychology major

Level 3		Level 4		Level 5		Level 6	
Oral Exam	10%	Oral Exam	0%	Oral Exam	0%	Oral Exam	0%
Presentation	25%	Presentation	38%	Presentation	20%	Presentation	25%
Coursework	65%	Coursework	62%	Coursework	80%	Coursework	75%

Public Relations major

Level 3		Level 4		Level 5		Level 6	
Oral Exam	20%	Oral Exam	0%	Oral Exam	0%	Oral Exam	0%
Presentation	25%	Presentation	50%	Presentation	40%	Presentation	12%
Coursework	65%	Coursework	50%	Coursework	60%	Coursework	88%

General Electives

Level 3		Level 4		Level 5		Level 6	
Oral Exam	20%	Oral Exam	10%	Oral Exam	0%	Oral Exam	0%
Presentation	25%	Presentation	40%	Presentation	38%	Presentation	%

Coursework	65%	Coursework	50%	Coursework	62%	Coursework	100%
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Programme Management and Teaching Staff

The overall programme is managed by Directors of Content while each major and the Foundation level are headed by a Subject Leader. Staff are, in general, educated to Masters 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 of Higher Education Academy (HEA) from Fellow to Principal Fellow. We also encourage our teaching staff to undertake the Postgraduate Certificate in Higher Education.

Our lecturers have a high-level of academic experience as well as familiarity with industry where appropriate. We also welcome guest lecturers to provide insight into the latest developments in specific disciplines and/or industries.

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

Every student on the programme is allocated a Personal Tutor, who will meet you on a one-to-one basis at various stages throughout the academic year and provide you with guidance and advice to support your ongoing personal and professional development throughout your studies at Regents University London.

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 Research Ethics Committee 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 Semester dates, assessment periods and what core modules will delivered each year.

To complete your programme, you will need to achieve a certain number of credits (360 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 12 credits, then you would expect to spend 120 hours studying this – this is the case for all Liberal Arts module except HUM6Y0 Liberal Arts Capstone which as your final major project is 36 credits. 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.

On an undergraduate degree programme, you can usually expect to study 120 credit per level (or year), with no more than 84 credits per term in exceptional circumstances.

Classes on the programme are scheduled Monday-Friday between the hours of 9am and up to 7pm.

The academic year for the programme follows the regular University undergraduate calendar: Autumn semester September-December; Spring semester January to May.

Programme Structure - LEVEL 3

Core modules	Credits
FDN3Y1 Foundation Seminar Part I	12
FDN3Y6 Foundation Seminar Part 2	12
FDN3Y0 Foundation: Data, Probability and Statistics	12
FDN3Y5 Foundation: Appreciating the Arts	12
FDN3Y2 Foundation: Humanities	12
FDN3Y4 Foundation: Business and Management	12
FDN3Y3 Foundation: International Relations	12
FDN3Y7 Foundation: Media Studies	12
FDN3Y8 Foundation: Psychology	12
FDN3Y9 Foundation: Political Science	12
Total core module credits:	120
Total credits for Level 3:	120

Programme Structure - LEVEL 4

Core modules (for list of core modules for each major, see Section 18)	Credits
Level 4 Major Core 1	12
Level 4 Major Core 2	12
Level 4 Major Core 3	12
Level 4 Major Core 4	12
GBL402 Global Perspectives	12
LAS4Y0 Liberal Arts Seminar: Leadership and Liberal Learning	12
Total core module credits:	72
Optional modules (all major core modules are available to other majors as electives)	
Level 4 Elective module 1	12
Level 4 Elective module 2	12

Level 4 Elective module 3	12
Level 4 Elective module 4	12
Total optional module credits students need to choose:	48
Total credits for Level 4:	120
Exit awards and learning outcomes achieved (if appropriate)	
Certificate of Higher Education	
Programme Structure - LEVEL 5	
Core modules (for list of core modules for each major, see Section 18)	Credits
Level 5 Major Core 1	12
Level 5 Major Core 2	12
Level 5 Major Core 3	12
Level 5 Major Core 4	12
Level 5 Major Core 5	12
LAS5Y0 Liberal Arts Seminar: Effective Research	12
Total core module credits:	72
Optional modules (all major core modules are available to other majors as electives)	
Level 5 Elective module 1	12
Level 5 Elective module 2	12
Level 5 Elective module 3	12
Level 5 Elective module 4	12
Total optional module credits students need to choose:	48
Total credits for Level 5:	120
Exit awards and learning outcomes achieved (if appropriate)	
Diploma of Higher Education i	
Programme Structure - LEVEL 6	
Core modules (for list of core modules for each major, see Section 18)	Credits
Level 6 Major Core 1	12
Level 6 Major Core 2	12
Level 6 Major Core 3	12

Level 6 Major Core 4	12
HUM6Y0 Liberal Arts Capstone	36
Total core module credits:	84
Optional modules (all major core modules are available to other majors as electives)	
Level 5 Elective module 1	12
Level 5 Elective module 2	12
Level 5 Elective module 3	12
Total optional module credits students need to choose:	36
Total credits for Level 6:	120
Exit awards and learning outcomes achieved (if appropriate)	
BA (Hons) Liberal Arts	
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 might seem a bit unusual or different to similar programmes in other institutions.	
<ul style="list-style-type: none"> • Available as a three-year or four-year programme -- the latter with an integrated Level 3 foundation year (120 credits) designed to be broadly equivalent to a US-style general education programme • Entry possible in Autumn and Spring • 11 majors are offered: <ul style="list-style-type: none"> ▪ Art History ▪ Business & Management ▪ Criminology ▪ Literature & Creative Writing ▪ International History ▪ International Relations ▪ Journalism ▪ Media Communications ▪ Politics ▪ Psychology ▪ Public Relations • At levels 4-6 students take: <ul style="list-style-type: none"> ▪ a subject major (156 credits) ▪ electives from across the curriculum ▪ university common module GBL402 must be taken at level 4 ▪ programme core modules (60 credits – LAS4Y0 Leadership & Liberal Learning; LAS5Y0 Effective Research in Liberal Arts; HUM6Y0 Liberal Arts Capstone (36 credits)) • Languages are available as electives at levels 4-6 • Level 5 work/career-focused electives are available at level 5: 'CAP5Y1 Career Management' and 'CAP5Y2 Industry placement' • A minor in a second major subject can be declared (replacing 72 elective credits) • An optional semester-long study period abroad can be taken at level 5 (either semester is possible, but we recommend semester 2) • All modules include at least one item of formative assessment 	

9. Support for students and their learning

We want you to make the most of your time at Regent's and we also know that sometimes life at university can be really hard. We have a number of ways to support you whether you have a problem or need advice with regard to your academic study, language skills, careers, disabilities, mental health, gender, sexuality, finance or many other queries.

Regent's is proud to provide the Student Hub which will be the first port-of-call for the majority of your needs. You can contact the Student Hub by email at hub@regents.ac.uk; through an online portal which you will have access to when you become a registered student or attend in person.

The Student Hub will either be able to 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 at the link below.

<https://www.regents.ac.uk/information/student-life/for-current-students>

10. Learning Support Facilities

Regent's has a variety of different facilities and technologies to help support your study. These may include lecture theatres, seminar rooms, the library, IT labs, specialist software etc. There may be some more specific facilities available for certain programmes such as design labs and media studios. Should you require support or advice with regard to access to facilities, we recommend you speak with our disability support office so we may address your concerns. <https://www.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, course timetable, module information and more. You will be able to download it for Apple or Android devices or access it via <http://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. As Regent's are members of the Eduroam network, our students can also connect to this service to access Wi-Fi worldwide.

To learn more about our learning resources, visit our website at the below link.

<https://www.regents.ac.uk/about/learning-resources>

11. Opportunities for personal development planning for students within the programme.

See section 8 above.

Careers support

All students will benefit from an initial consultation with a careers advisor in their first weeks on campus. Based on their individual interests, students will, guided by their advisor, develop knowledge and networks in relevant sectors and roles, and they will be encouraged to team up with like-minded individuals to build communities centred around them. They have access to the vacancies shared by our business relations team on StudentHub, as well as multiple other resources, and they will be trained to run application campaigns in the UK and beyond. Students who have not identified an area of interest are offered guidance consultations to enable decision making.

Those looking for internships or graduate positions will be signposted to workshops which will help them 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.

Those looking to start their own business will be invited to work in the Hive, a collaborative workspace and community, which includes start-up advice and masterclasses, student consultancy services, and a hot desk space – and if required, support with a graduate entrepreneurship visa.

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

Each semester a number of masterclasses (held by industry specialists), seminars, networking events and meetups will be 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 StudentHub vacancy board (internships, placements, or graduate jobs) get introduced to (and given the opportunity to interview onsite) students right away.

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 students in their job search. These include advice sheets, videos and self-assessment tools. All this is accessible 24/7/365 on StudentHub to current students and alumni.

12. Admission Criteria

Details of the University's entry requirements can be at <https://www.regents.ac.uk/policies>

Our Admissions Policy and Admissions, Appeals and Complaints Policy can also be found at the link above.

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

13. Visas and Immigrations

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 are applying from a country outside the UK, please see our [International Students](#) page on our web site, where you will find advice and guidance. If you require a visa to study in the UK, please visit our [Visas and Immigration](#) page on the website.

<https://www.regents.ac.uk/study/international-students>

<https://www.regents.ac.uk/study/international-students/visas-and-immigration>

14. Tuition Fees and other costs

Please see the Tuition fees page on the Regent's University website (<https://www.regents.ac.uk/admissions/tuition-fees>).

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 "Learning and teaching strategy/ assessment methods". In order to continue with your studies, there are minimum requirements to be achieved to progress to the next level of your programme. The current progression regulations are published within the academic regulations at the below link. 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.

<https://www.regents.ac.uk/about/governance/academic-governance/academic-regulations>

Some students will be taking 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 "Admissions Criteria"). For those students, this module has to be passed in order to progress to the next level of their studies. Students who have to take this 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. Regent's also has a generic description of each grade available at the link below.

<https://www.regents.ac.uk/about/regents-teaching-exchange/learning-teaching/assessment-framework>

16. Award criteria

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

You must also meet the requirements of any specific regulations as stated under 15 "Assessment and Progression Regulations"

For further details on award requirements, please see the Academic Regulations.

The current regulations are at the below link. 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.

<https://www.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, however these are subject to annual review. We will let you know if there are any major changes to the regulations that may affect you.

<https://www.regents.ac.uk/about/governance/academic-governance/academic-regulations>

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

Programme (re)validations

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

Programme modifications

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

Programme monitoring

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

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

Student feedback systems

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

External examiner reports

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

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

18. Curriculum map

The following tables indicates which study units assume responsibility for delivering and assessing particular learning outcomes.

Level	Module								
		1	2	3	4	5	6	7	8
3	FDN3Y1 Foundation Seminar Part 1		x	x	X			x	x
	FDN3Y2 Foundation: Humanities		x				x	x	x
	FDN3Y3 Foundation: International Relations	x	x		x			x	
	FDN3Y4 Foundation: Business and Management	x	x		x	x		x	x
	FDN3Y5 Foundation: Appreciating the Arts	x			x	x	x		x
	FDN3Y6 Foundation Part 2		x	x	x			x	x
	FDN3Y7 Foundation: Media Communications	x	x			x	x	x	x
	FDN3Y8 Foundation: Psychology	x		x		x		x	
	FDN3Y9 Foundation: Political Science	x	x		x		x	x	
	FDN3Y0 Foundation: Data, Probability and Statistics	x	x					X	x

Level	Module	Learning outcomes															
		1	2	3	4	5	6	7	8								
4	Art History																
	ARH4Y1 Understanding Art Histories	x	x	x	x		x	x	x								
	ARH4Y2 Introduction to drawing	X			x	x	x	X									
	ARH4Y3 Contemporary art	x	x	x	x	x	x	x	x								
	ARH4Y4 Town and country house interiors		x	x	x			x	x								
	Business & Management																
	BUS4Y0 Finance, Budgets and Decisions		x				x	x	x								
	BUS4Y1 Markets and Consumers	x	x				x	x	x								
	BUS4Y2 Communicating with Data		x	x			x	X	x								
	BUS4Y3 Enterprise and Society	x	x		x			X	x								
	Criminology																
	CRI4Y1 Understanding Crime		x	x		x	x	x									
	CRI4Y2 Crime and Criminal Justice	x	x	x				x									
	CRI4Y3 Introduction to Sociology		x		x			X	x								
	CRI4Y4 Principles of Law				x	x	x	x									
	International History																
	HIS4Y0 Understanding World History		x	x	x		x		x								
	HIS4Y1 Skills for History		x		x	x	x	x	x								
	HIS4Y2 World Religions	x	x	x	x	x	x	X	x								
	HIS4Y3 The History of London		x		x	x	x	x	X								

International Relations															
INR4Y1 Understanding International Relations	x	x		x			x	x							
INR4Y2 Introduction to Human Rights		x		x	x		x	x							
INR4Y3 International Law		x		x		x	x	x							
INR4Y4 Politics of Development	x	x	x	x	X	x	x	X							
Journalism															
JRN4Y1 Journalism in Society		x	x	x		x	x	X							
JRN4Y2 Journalism Practice I	x		x	x		x	x	x							
JRN4Y3 Photographic Practice	x	x	x	x	X	x	x	x							
MED4Y2 Analysing Media, Texts and Audiences	x	x	x	x	X	x	x	X							
Literature & Creative Writing															
WRI4Y0 Classic Literature: Writing before 1810	x	x	x				x	X							
WRI4Y1 Creative Writing: Poetry	x			x	X	x	x	x							
WRI4Y2 Literature and Revolution		x	x		X	x	x	x							
WRI4Y3 Modern Imagination: Writing Since 1750		x	x	x		x	x								
Media & Communications															
JRN4Y1 Journalism in Society		x	x	x		x	x	X							
JRN4Y3 Photographic Practice	x	x	x	x	x	x	x	x							
MED4Y1 Media, Communications and Culture	x	x	x	x	x	x	x	X							
MED4Y2 Analysing Media, Texts and Audiences	x	x	X	x	x	x	x	x							
Political Science															
POL4Y1 Society and Mass Violence	x	x	X	x	x		x								

POL4Y2 Political Ideologies		x	x	x		x	x											
POL4Y3 Introduction to Comparative Politics	x	x	x	x			x	x										
POL4Y4 Understanding Political Science		x	x	x	x			x										
Psychology																		
PSL4Y0 Introduction to psychology		x	x		x	x	x											
PSL4Y1 Conceptual and historical issues in psychology	x		x			x	x											
PSL4Y2 Personality Psychology	x	x	x	x		x	x	x										
PSL4Y3 Developmental psychology	x	x		x		x	x											
Public Relations																		
PRL4Y1 Public Relations Strategy and Management	x	x	x	x	x	x	x	x										
PRL4Y2 Creating Content for PR and Media	x	x	x	x	x	x	x	x										
PRL4Y3 Interpersonal and Intercultural Communication	x	x	x	x	x	x	x	x										
JRN4Y3 Photographic Practice	x	x	x	x	x	x	x	x										

Level	Module	Learning outcomes																
		1	2	3	4	5	6	7	8									
5	ARH5Y1 Renaissance Art and Society	x	x		x		x	x	x									
	ARH5Y2 The Art World	x	x	x	x			x	x									
	ARH5Y3 Baroque Art: Faith, Crown and Commerce	x	x			x	x	x										
	ARH5Y4 Photography	x	x	x	x	x	x	x	x									
	ARH5Y5 Writing about art		x		x		X	x	x									

BUS5Y0 Business ethics	x	x	x	x			x	x										
BUS5Y1 Situating Business in Macro-economy	x	x		x	x		x	x										
BUS5Y2 Developing the Agile Workforce	x		x	x	x	x		X										
BUS5Y3 Operations and Information Management	x			x	x	x	x	X										
BUS5Y4 Integrated Business Experience	x	x			X	X	x	x										
CRI5Y1 Police and Policing	x		x		x	x	x											
CRI5Y2 Young People and Crime	x	x			x		X	x										
CRI5Y3 Equality and Social Justice		x	x	x		x	x	X										
CRI5Y4 Punishment and Social Control	x	x	x	x			X											
CRI5Y5 Media, Crime and Society				x	x	x		X										
HIS5Y0 War and Extremism	x	x	x	x			x	x										
HIS5Y1 Understanding Modern Britain		x	x	x	X	x	x											
HIS5Y2 Themes in History	x	x			x	x	x	X										
HIS5Y3 The Sources of American Power	x	x	x	x		x	x	X										
HIS5Y4 Empires and Imperialism		x	x	x		x	x											
INR5Y1 International Security	x	x	x	x			x	x										
INR5Y2 International Organisations		x	x	x	x			X										
INR5Y3 The International Politics of the United States		x	x	x		x	x											

INR5Y4 Politics of the Middle East	x	x		x		x	x											
INR5Y5 African Politics	x	x	x	x			x	X										
INR5Y6 China in a Globalised World	X		x				x	X										
Journalism																		
JRN5Y1 Journalism Practice II	x	x	x			x	x	X										
JRN5Y2 Data in Media and Communications Research	X	x	x			x	X	X										
JRN5Y3 Photojournalism and Documentary Photography	x	x	x	x	x	X	x	X										
JRN5Y4 Introduction to Media Production	X	x	x	x	X	x		X										
PRL5Y1 Design and Visual Communications	X	x				x	x											
Literature & Creative Writing																		
WRI5Y0 London's Literature	x	x				x	x	x										
WRI5Y1 Literature, Gender and Sexuality	x	x	x		x	x	x											
WRI5Y2 Creative Writing: Autobiographical Narratives	x	x		x	X	x	x	xx										
WRI5Y3 Short Fiction from Around the Globe	x		x		X	x												
WRI5Y4 From Text to Screen: Shakespeare the Movie	X	x		x		x	x	x										
Media & Communications																		
MED5Y0 Visual Cultures in the Digital Age	X	x	x	x		x	x	x										
MED5Y2 Understanding Social Media	X	x	x	x	X	x	x	x										
MED5Y3 Media and Ethics	X	x	x	x	X	x	x	x										
MED5Y4 Introduction to Film Studies		x	x	x	X	x		x										
JRN5Y4 Introduction to Media Production	X	x	x	x	X	x		x										

Political Science																					
POL5Y1 Politics of Gender	x	x	x	x			x	x													
POL5Y2 Energy, Food and Water Security and Sustainability	X		x	x	X		x														
POL5Y3 Politics of Belonging: Nationalism, Identity and Migration		x	x	x		x	x	x													
POL5Y4 Global Human Trafficking		x	x	x		x		x													
POL5Y5 Politics and Protest		x		x		x	x	X													
Psychology																					
PSL5Y0 Psychopathology	x	x		x	X	x	x														
PSL5Y1 Evolutionary psychology	x	x	x	x			x	X													
PSL5Y2 Research Methods and Statistics in Psychology	x		x	x	x		X														
PSL5Y3 Social psychology	x	x	x	x			x	x													
PSL5Y4 Biological and cognitive psychology	x	x	x			x	x	X													
Public Relations																					
PRL5Y1 Design and Visual Communications	x	x			x	x	x														
PRL5Y2 Social Media and Online Communications	x	x	x	x	x	x	x	x													
JRN5Y2 Data in Media and Communications Research	x	x	x			x	x	X													
PRL5Y3 Corporate Communications Strategy and Management	x	x	x	x	x	x	x	x													
PRL5Y4 Public Relations Campaign Management	x	x	x	x	x	X	x	X													

Level	Module	Learning outcomes																
		1	2	3	4	5	6	7	8									
6	Art History																	
	ARH6Y1 Art in the Age of Revolution		x	x			X	x	x									
	ARH6Y2 Approaches to Curating	x	x	x	x		x		x									
	ARH6Y3 Twentieth century Modernism	x	x		x		X	x	x									
	ARH6Y4 Art and global conflict		x	x	x	x		x										
	Business & Management																	
	BUS6Y0 Geopolitical Business Trends		x		x	x	X	x	x									
	BUS6Y1 Contemporary Challenges in Business	x	x		x	x	X	x	x									
	BUS6Y2 Creative Leadership	x	x		x	x	x		x									
	BUS6Y3 Strategic Management	x	x		x	x	x	x	X									
	Criminology																	
	PSL6Y3 Forensic Psychology		x			x	X	x										
	CRI6Y1 Cybercrime	x	x	x	x		x	x	X									
	CRI6Y2 Crime and Power	x	x	x	x	x	x	x	X									
	CRI6Y3 Transnational Crime and Security	x	x	x	x			x	X									
	International History																	
	HIS6Y0 Cross-Cultural Encounters in the Early Modern World	x	x		x		x	x	x									
	HIS6Y1 Advanced Themes in History	X	x		x		x	x	x									
	HIS6Y2 History of Modern China		x	x	x		x	x	X									
	HIS6Y3 Philosophy of History		x	x		x	X	X	X									

International Relations																
INR6Y1 Politics of Latin America	X	x	x	x			X	X								
INR6Y2 International Political Economy		x	x	x	x		X	x								
INR6Y4 Media and Global Politics	x	x	x	x		X										
INR6Y3 Diplomacy and Negotiations: Theory and Practice	x	x	x	x		x		X								
Journalism																
MED6Y1 Media and the Law	x	x	x	x			x	x								
MED6Y2 Global Media Economies	x		x	x	x	x		X								
JRN6Y1 Pitching and Producing Media Ventures	x	x	x	x	x	x	x	X								
JRN6Y2 Contemporary Issues in Journalism	x	x	x			x	X	X								
Literature & Creative Writing																
WRI6Y0 Feminist Futures: Speculative Fiction as Resistance	x	x	x			x	X									
WRI6Y1 The Literature and Cinema of Horror	x	x			x	x	x	x								
WRI6Y2 Literature and Conflict: From Homer to the Holocaust	x	x	x	x		x	x									
WRI6Y3 Creative Writing: Extended Narrative	X	x	x		x	x	x									
Media & Communications																
MED6Y1 Media and the Law	X	x	x	x			x	x								
MED6Y2 Global Media Economies	X		x	x	x	x		X								
MED6Y3 Current Issues in Media and Public Relations	X	x	x	x	x	x	x	X								
MED6Y4 Political Communications	X	x	x	x	x	x	x	X								
Political Science																
POL6Y1 British Politics		x	x	x		x	x	X								

POL6Y2 Theory and Practice of Social Enterprise	x	x	x	x	x	x	x	X									
POL6Y3 Europe in Global Politics	x	x		x				X	X								
POL6Y4 Globalisation and World Politics		x	x	x			x	X	X								
Psychology																	
PSL6Y0 Cross-cultural psychology		x		x			x	X	X								
PSL6Y1 Sexuality and gender	x	x	x	x				x	X								
PSL6Y2 Applied psychologies	x	x		x			x	x	X								
PSL6Y3 Forensic psychology		x				x	x	X									
Public Relations																	
MED6Y1 Media and the Law	x	x	x	x				x	X								
PRL6Y1 Issues and Crisis Management	x	x	x	x			x	X	X								
MED6Y3 Current Issues in Media and Public Relations	x	x	x	x	x		x	X	X								
PRL6Y2 Persuasion, Public Opinion and Change	x	x	x	x	x		x	x	X								

Liberal Arts Capstone

HUM6Y0 Liberal Arts Capstone																	
		x		x			x							x		x	x

Elective Modules

ATP4Y6 Introduction to Acting		x		x										x			
COM4Y2 Debating Skills							x		X					x		x	
MUS4Y1 Music Appreciation							x		x					X			
																x	x

PHL4Y1 Introduction to Philosophy		x		X	x	x		
THE4Y1 Theatre in London from Shakespeare's Globe to the West End	x	x				x	x	
POL5Y6 Preparing for Module United Nations		x		X	x	x	x	
POL5Y7 Model United Nations- New York		x		X	x	x	x	
SOC5Y3 Applied Ethics: Life, Death and Existential Risk		x	x			x	x	x
THE5Y3 Musical Theatre in London		x	x			x	x	x
REL6Y0 Global Religions in London		x	x	X			x	x
THE6Y1 Contemporary London Theatre	x	x		X	x	x		X
MUS5Y1 From Handel to Hip Hop, Politics and Identity								