

Programme Specification  
**BSc (Hons) Business,  
Technology &  
Entrepreneurship**

**22-23**

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<b>1. Programme Overview</b>	
<b>Full programme/award title(s)</b>	BSc (Hons) Business, Technology & Entrepreneurship
<b>Short programme title</b>	BSc BTE
<b>Fees</b>	See the Tuition Fees on the Regent's University London website <a href="https://www.regents.ac.uk/admissions/tuition-fees">https://www.regents.ac.uk/admissions/tuition-fees</a>
<b>Location of study</b>	Regent's University London campus
<b>Awarding institution</b>	Regent's University London
<b>Institution regulated by:</b>	Office for Students, Quality Assurance Agency
<b>Programme entry points</b>	September, January
<b>Date of initial/previous (re)validation</b>	March 2021
<b>Validated until</b>	Academic year 2025/2026
<b>Framework for Higher Education Qualification level of final award</b>	Level 6
<b>Number of credits in award</b>	360 credits (without foundation), 480 (with foundation)
<b>UCAS code</b>	N215, N216
<b>Underpinning QAA subject benchmark statements</b>	The programme overall is underpinned by the Business and Management 2019 QAA subject benchmarks statement.
<b>Other external and internal references</b>	Regent's University London Academic Regulations 2022-2023 Regent's University London Hallmark Pedagogy Principles RADAR (Learning Design Framework) Regent's University London Assessment Framework
<b>Professional, statutory or regulatory body recognition/accreditation</b>	None
<b>Mode of study (FT /PT)</b>	Full Time
<b>Language of study</b>	English

<b>Minimum / Maximum duration of programme for each mode of study</b>	<p><b>Full time:</b>  Minimum – 4 years including the integrated Level 3 foundation; 3 years without the integrated Level 3 foundation  Maximum* – 5 years including the integrated Level 3 foundation; 4 years without the integrated Level 3 foundation  * in exceptional circumstances only (refer to Regent’s University London Academic Regulations for details)</p> <p><b>Part time:</b> not applicable</p>
<b>Date of production / revision of this programme specification</b>	<p>May 2022</p>
<b>2. Why study this programme?</b>	
<p><b>BSc (Hons) in Business, Technology and Entrepreneurship</b> is an exciting degree borne out of the accelerated learning that businesses, professionals and societies have experienced during the COVID-19 pandemic – where it has become apparent that the way that we work and do business needs to adapt with agility. With this in mind, the programme brings together cross-disciplinary content - designed to help you innovate, build and weatherproof the businesses of the future.</p> <p>If you are looking to disrupt the world with innovative ideas, products or services, with a technological focus – then this course is for you. Your study will prepare you for a future as an entrepreneur or global business leader - the aims of which are to help you develop the commercial aptitude to exploit new trends and emerging markets, both ethically and with integrity.</p> <ol style="list-style-type: none"> <li>1. We will take you through the core elements of business, so that you receive a solid grounding in the art and science of enterprise and making informed decisions.</li> <li>2. You will develop a solid grounding in the different categories, classifications and applications of technologies.</li> <li>3. You will gain a critical understanding of how technology and business work hand in hand in today’s markets.</li> <li>4. We will push you to adopt a digital-first mindset and encourage you to think about how you can transform your ideas into profitable enterprises.</li> <li>5. You will have opportunities to start using what you learn right away - to help carve out a pathway as an entrepreneur or credible business professional while you study.</li> <li>6. Using a series of Technology and Creativity labs and bootcamps, we will immerse you in variety of cultures - from start-up ecosystems right through to more corporate environments.</li> <li>7. You will have the chance to innovate, design and deploy product development frameworks – so that you can acquire the skills to spot and analyse trends, and then road-test concepts, scoping out their marketability.</li> <li>8. Finally, we will help you to polish your strategic planning, budgeting and pitching skills – to energise your ability to build a personal brand as a tech entrepreneur or business professional, seek funding and forge networks.</li> </ol>	

We offer a distinctive and innovative, BTE challenge-based curriculum. This experiential and experimental approach challenges you to develop ideas and solve society's problems as a technology entrepreneur or business professional. This learning ecosystem cuts across modules, disciplines and brings your learning together in bootcamps and labs. Taking a global perspective, this is a problem-solving syllabus that facilitates teamwork, entrepreneurship and the innovative use of technology.

You will be introduced to information, concepts and frameworks - designed to develop your deeper understanding of core business competencies, such as finance, marketing, management, leadership and innovation. In addition, you will learn creative techniques, such as brand storytelling; alongside more critical and technical know-how topics, like coding, wire framing, data analysis and visualisation – all with the aim of enabling you to address real world problems.

Furthermore, you will work on professional skills in effective negotiation, collaboration, generating and pitching ideas – to energise your ability to build a personal brand, seek funding, forge networks, and hone a personal leadership style.

The key feature of this course is to guide you towards becoming a technology entrepreneur, a strategic problem-solver, able to analyse and tackle global business challenges – through the use of practical bootcamps and labs, which explore innovation, design and product development. In addition, you will have the opportunity to expand your horizons through access to a wide selection of electives, such as International Relations and Media Production.

The Regent's experience is about more than what takes place in the classroom. We use active and collaborative learning effectively and creatively, empowering you to learn by doing. You will be immersed in a nurturing learning environment, guided by academic and industry experts, interact with classmates from over all over the world, and build mentorship networks with our alumni. Also, we make use of London itself as part of the learning experience, taking you to company events and visits, engaging with the leading companies and industry speakers from London - giving you access to further employment and entrepreneurial opportunities.

### 3. Programme aims and objectives

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

Our objective on the BSc (Hons) Business, Technology & Entrepreneurship (BTE) is to create tomorrow's technology entrepreneurs and intrapreneurs. It is designed to help you become leading business professionals and owners – who are technologically savvy and digitally literate, creative and entrepreneurial in thought and practice; equipped to solve global problems.

We will support your development towards becoming a confident, collaborative, creative, ethical and enterprising professional – with a technologically focused vision and plasticity of thought, equipping you with an ability to operate in an uncertain future.

This programme offers you:

- **A distinctive BTE challenge-based curriculum** – you will engage in experiential, experimental and collaborative learning. The task-centric learning environment will provide opportunities to innovate and road test business, technology and enterprise ideas through bootcamps, labs and simulations.

- **A global perspective** – you will have the opportunity to relate what you learn to global developments, in addition to learning from the international perspectives of the cohort.
- **Immersion in innovation and technology** – you will develop technological literacy across a range of sectors and applications – so that you can explore subsequently how digital solutions can be designed, harnessed and optimised by businesses.
- **Exposure to the latest business thinking and approaches** – you will gain an understanding of the various ways that businesses can be built, scaled, and funded.
- **A personalised learning journey and support** – From day one, you will embark on a journey, supported by coaching and mentoring from a personal tutor, along with other professionals such as our alumni.
- **A consideration of the role of ethics and sustainability** – you will be challenged to consider the wider responsibilities that business have towards the environment and society.
- **Electives for broader learning** – you will have access to a range of electives to broaden your knowledge and business acumen based on your particular interests.

Also, the programme aims to build your competencies in a wider range of key life and employability skills, including:

- Enquiry 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

Further distinctive features of this business programme are two Bootcamps at Level 4 and two Laboratories at Level 5.

A **Bootcamp** is: an intense, immersive experience, designed to combine theory and practice in a condensed format, which encourages a learning environment where knowledge is shared and actionable outcomes are set. You will undertake a series of activities of varying lengths and formats, wrapped around indicative module content topics. The aim is to immerse you in a simulated start up culture – in order to help you acquire new skills, and then work towards road-testing concepts.

With this in mind, Bootcamps at Level 4 are designed to give you a solid foundation and help you to acquire practical applied knowledge that is critical to subject matter experts and professionals, who are working with technology. Within these bootcamps, you will be encouraged to develop an entrepreneurial mindset and you will have the opportunity to validate your learning after each topic. You will be exposed to some of the latest technologies, getting your hands on them to learn how they work and how they might be deployed. You will be given the opportunity to consolidate learning from other taught modules in an intense and practical experience.

A **Laboratory** is: an experimental, immersive experience, designed to combine theory and practice, which builds upon the knowledge and skills gained in Level 4 - encouraging a learning environment where deeper knowledge is acquired through a series of task-centric activities, with reflexivity and critical reflection. In contrast to Bootcamps, at Level 5 laboratories require you to view problem solving as being an iterative process, where consideration should be given to the possibility that there may in fact be several solutions to the same scenario.

You will undertake a series of laboratory practicals and write-ups of varying lengths and formats, wrapped around interconnected indicative module content and topics. The aim is to immerse you in a practical environment of applied experimentation and discovery – in order to help you refine existing skills, whilst developing an added freedom of creativity in thought and practice. These will culminate in you working towards creating your own more formalised patterns of business practice in key areas, with balance, independent judgement and critical reflection.

At Level 6 you will have the opportunity to consolidate your learning acquired throughout the programme and then take it forward, in the New Ventures in Technology and Capstone modules. The New Ventures in Technology is designed to help showcase your acquired acumen as a fledgling technology entrepreneur, requiring you to pitch a new business or concept. In tandem, the Capstone module gives you the opportunity to undertake empirical research, or work on a funding application, or consulting project.

The ultimate ambition of the programme is to produce graduates who are business-ready futurists, innovative leaders, commercially minded, globally aware, and technologically astute. In addition, we will support and encourage you to consider starting your business journey while you complete your degree.

### **Prospective careers**

Our holistic and critical approach prepares you to become flexible, informed and proactive manager. This will enable you to pursue a career in a corporate environment or to become an entrepreneur.

Your career options will be varied, and could include:

- Corporate management positions in the technology sector, in areas such as: software, hardware, apps, hosting, web design, games, digital media, social media platforms, fintech, fashion tech, live streaming, e-sports, augmented and virtual reality, artificial intelligence, and smart cities
- Tech start-up entrepreneur
- Managing a SME tech business or social enterprise
- Managing digital disruption initiatives
- Managing tech innovation and transformation projects
- Programmatic Advertising
- Digital Marketing
- Managing User Experience (UX)
- Business, Innovation, Marketing and Technology Consulting
- Technology Business Development, Sales, and Marketing
- Hackathon and maker interest groups event management

- Tech Journalism
- Tech researcher and analyst

#### 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.

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 business and management 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 may also choose to continue your studies at masters' level. Regent's offers a range of leading MA and MSc degrees, such as MA International Business, MA Management, MA Luxury Brand Management, MA Enterprise, MSc Finance & Investment, MSc Digital Marketing & Analytics and MSc Marketing Psychology.

#### 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.

##### LEVEL 3, 4, 5, and 6 OUTCOMES

On successful completion of this level, you will be able:

Learning Outcome	Description – Level 3
1	To attain a basic understanding of an entrepreneurial mindset and business acumen - by becoming aware of technology competencies that help articulate creative and sustainable solutions.
2	To become aware of relevant disciplinary perspectives and creative techniques needed to analyse and visualise data - that address real-world problems, implement campaigns and evaluate outcomes.
3	To recognise the potential for integrating business fundamentals - including, finance, marketing, strategy, ethics and law, with the latest digital technologies to develop business opportunities.



4	To have a basic understanding of how to build a personal brand through self-reflection, thought leadership and realising commercial value.
5	To have a basic understanding of how to design, plan and implement technical projects informed by user design principles.
6	To acquire the basic skills to create content using audio, visual and web design tools to present ideas, brands and products.
7	To understand the skills that you need to develop in order to communicate effectively, negotiate professional relationships and effectively present pitches - using teamwork to diverse stakeholders, in global contexts and with competency in more than one language.
8	To recognise the importance of articulating ethical, social responsibility & sustainability aims through your business planning and practice.

<b>Learning Outcome</b>	<b>Description – Level 4</b>
1	To demonstrate an entrepreneurial mindset and business acumen, through technology competencies - that imagine creative and sustainable solutions.
2	To explore a range of relevant disciplinary perspectives and creative techniques - to analyse and visualise data that address real-world problems, implement campaigns and evaluate outcomes.
3	To demonstrate an awareness of business fundamentals - including, finance, marketing, strategy, ethics and law, with the latest digital technologies to develop business opportunities.
4	To outline a personal brand through self-reflection, thought leadership and realising commercial value.
5	To plan and implement technical projects informed by user design principles.
6	To present content using audio, visual and web design tools to present ideas, brands and products.

7	To communicate and negotiate professional relationships and present pitches using teamwork to diverse stakeholders in global contexts.
8	To describe ethical, social responsibility and sustainability aims through your business planning and practice.
<b>Learning Outcome</b>	
<b>Description – Level 5</b>	
1	To apply an entrepreneurial mindset and business acumen, through technology - that imagines creative and sustainable solutions.
2	To contrast a range of relevant disciplinary perspectives and creative techniques to analyse and visualise data - that address real-world problems, implement campaigns and evaluate outcomes.
3	To integrate business fundamentals - including, finance, marketing, strategy, ethics and law, with the latest digital technologies to develop business opportunities.
4	To detail and build a personal brand through self-reflection, thought leadership and realising commercial value.
5	To design, plan and implement, with growing ability, innovative technical projects, informed by user design principles.
6	To produce content using audio, visual and web design tools - to present ideas, brands and products.
7	To communicate effectively, negotiate professional relationships and with growing confidence present pitches using teamwork to diverse stakeholders in global contexts.
8	To articulate, ethical, social responsibility and sustainability aims - through your business planning and practice.

Learning Outcome	Description – Level 6
1	To critically reflect on various entrepreneurial visions and business acumen, through technology competencies - that imagine creative and sustainable solutions.
2	To critically appraise a range of relevant disciplinary perspectives and creative techniques to analyse and visualise data - that address real-world problems, implement campaigns and evaluate outcomes.
3	To lead by integrating business fundamentals – including, finance, marketing, strategy, ethics and law, with the latest digital technologies to develop business opportunities.
4	To create and build a personal brand through critical self-reflection, thought leadership and realising commercial value.
5	To conceptualise, plan and implement innovative technical projects informed by user design principles.
6	To create compelling content using audio, visual and web design tools to present ideas, brands and products.
7	To communicate confidently, negotiate professional relationships and effectively present pitches using teamwork to diverse stakeholders, in diverse global contexts
8	To critically integrate ethical, social responsibility and sustainability aims in your business planning and practice.

**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 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 Regent’s University London Hallmark Pedagogy seeks to develop graduates who are:

- **Collaborative and networked**
- **Creative and entrepreneurial**
- **Critical and Reflective**
- **Culturally and socially versatile**
- **Digitally agile**
- **Well-informed and fluent across disciplines**
- **Responsible and environmentally conscious**

Our Hallmark Pedagogy principles commit to providing you with the best environment for you to achieve the above Regent's graduate attributes. To do this we will:

- Take a personalised approach to your studies
- Involve you in decisions about your learning
- Enhance your research, thinking and communication skills
- Ensure that you have the knowledge and skills to bring more than one perspective to any challenge
- Teach you in small classes in which students collaborate with each other and with the tutors
- Provide learning activities which are active, often based on finding responses to real-world challenges
- Make use of flexible learning and novel on-campus space configurations to promote experimentation and discovery
- Take your learning outside the classroom, with London as an unparalleled resource
- Provide you with tutors who are expert researchers and/or practitioners who are engaged in continuous professional development both as teachers and in their specialist fields
- Embrace the potential of digital technologies in supporting learning
- Enhance your global network and intercultural communication skills, through engagement with our international partnerships and offering tuition in many different languages

The BSc Business, Technology & Entrepreneurship (BTE) offers an educational promise that strongly supports the vision of the Hallmark Pedagogy of Regent's University. At its core is a **distinctive BTE challenge-based curriculum** where you will engage in experiential, experimental and collaborative learning. The task-centric learning environment will provide opportunities to innovate and road test business, technology and enterprise ideas through bootcamps, labs and simulations. It empowers individuals to solve society's problems through enterprise and technology and the strategy reflects with a challenging active learning approach.

The course offers you multi-disciplinary breadth while at the same time providing specialist core learning alongside experimental bootcamps and labs . At each level of study, both theory and practice are moulded together through core modules, which actively encourage you to seek connections across all areas of your learning .

You will have mastered synthesis with creativity in your Level 6 level learning through the interrelated modules New Ventures in Technology; and The Business, Technology, Entrepreneurship Capstone. The BSc (Hons) Business, Technology & Entrepreneurship programme's learning and teaching strategy, with its distinct challenge-based approach,

demonstrates the embedded nature of principles drawn from the University's Learning, teaching and assessment strategy and explored through six priority areas.

### **1. A personalised learning experience**

As a BSc (Hons) Business, Technology & Entrepreneurship 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 in each year of the programme you can personalise the content of your degree.
- 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 through to Level 6 with The Business, Technology, Entrepreneurship Capstone and New Ventures in Technology, significant inter-related projects that you undertake in your final year of study. The credit weighting of these module makes them a particularly important part of your educational experience. You will have regular interactions with your supervisor with whom you can regularly discuss and receive advise/feedback on the shape and development of your projects. These modules extend across both semesters of your final year.

### **2. Interactive and inclusive learning**

A key principle of the programme's learning strategy is to provide varied, challenging and intellectually stimulating learning experiences that are engaging and enable the development of critical thinking alongside the creative development and application of practical and Business skills. The BSc (Hons) Business, Technology & Entrepreneurship response to establishing congruent learning methodologies are as follows:

- A movement away from the traditional lecture-hall towards a more personalised learning delivery model, making full use of small-classes, interactive workshops, and practice-focus bootcamps and laboratories, where rich pedagogies may be employed.
- Teaching methods are varied and make full use of study groups, role plays, field trips, tutorials, practical projects 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 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.

### **3. Applications of technologies for business and entrepreneurship**

In this degree programme, you will explore a variety of technological tools and applications such as web and mobile tools, coding scripts, data analytics, app development, and cloud computing in an approach geared for business transformation and entrepreneurship. You will apply digital innovation development approaches, such as Design Sprint Methodology and Soft Systems Methodology to explore, design and test digital ideas, concepts or solutions for business innovation and transformation. You will also develop applied creative thinking and practice within the field of technology for business and beyond, according to core technological design guiding principles. There is a strong emphasis on learning through application; you will acquire skills through intensive exposure to the key digital platforms. Critically, you will deploy these skills in authentic settings and learn how they can be used to inform business cycles of design, creation, implementation, and analysis.

### **4. 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. Your tutors 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 Hallmark Pedagogy and the programme's learning, teaching and assessment strategy 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 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 to 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 (diverse 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)
	Feedback from tutors/peers through an exhibiting event. Students make a record of key points and shares with the tutor
Posters and Creative work	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 diverse 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 a 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 during the 12-week taught period of 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 with university guidance (2/3 weeks from 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 Guidelines of the University's Disability Guidelines for Alternative Forms of Assessment.

### **Types of assessments:**

BSc Business, Technology and Entrepreneurship offers a variety of assessment methods 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 as far as is possible on programme with such wide elective choice.

We use reflective assessments where possible as this enables you to reflect on your progress, 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. We set a minimum of one reflective assignment for each major at each level, given that a key aim of Business and Entrepreneurial education is developing students' awareness of their capacity for critical thinking.

### **5. 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."



BSc\_Business, Technology and Entrepreneurship graduates are encouraged to think critically and to reason analytically. As you progress to level 6, there is a stronger emphasis on critical synthesis, practical application, and evaluation. This is evidenced in your assessment which is internally and externally verified.

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

- Various modules enhance 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.
- The programme explicitly encourages you to reflect on your future career and help you gain work experience.
- The programmes enhanced emphasis on entrepreneurialism and employability
- In your final year through the Business, Technology, Entrepreneurship capstone and New Ventures in Technology you will be encouraged to choose a project that is relevant to your future ambitions and/or displays 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 HIVE (Regent's entrepreneurial hub) and JER (Junior Entrepreneurs at Regent's).
- Mentoring opportunities with Regent's Alumni network
- The proposed suite of online tutorials will offer support for professional development planning.

## **6. Developing cultural agility**

As first year undergraduates you will join all other Regent's freshers in the module GBL402 Global Perspectives. Such interactions encourage the sharing of cultural and disciplinary perspectives and the explorations of the Regent's 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.

## **7. 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.

BSc Business, Technology and Entrepreneurship 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 BSc (Hons) Business, Technology & Entrepreneurship 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.

### Breakdown of teaching methods by percentage per level

The following breakdown is a guide to how much time you will spend doing each type of learning activity. The exact amount of time spent on each of these will depend on the modules that you take.

‘Lectures, Seminars, Workshops, and Classes’ typically refer to timetabled sessions led by tutors.

‘Guided’ activities can also be timetabled, such as field trips, studio or laboratory work, or extended simulations or projects. And they also included activities designed by the tutor to be completed outside the timetabled sessions.

‘Tutorials’ can be individual, or group scheduled appointments with tutors.

‘Independent 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; watching online videos, podcasts and PowerPoints with audio; research and preparation for assessments; writing; recording and editing videos.

The percentage calculations are based upon the core modules. The exact amounts of each will depend on the elective modules that you take.

Foundation Year		Level 4		Level 5		Level 6	
Lectures, Seminars, Workshops, Classes	<b>30%</b>	Lectures, Seminars, Workshops, Classes	20%	Lectures, Seminars, Workshops, Classes	19%	Lectures, Seminars, Workshops, Classes	19%
Guided Activities	<b>2%</b>	Guided Activities	4%	Guided Activities	6%	Guided Activities	6%
Tutorials	<b>6%</b>	Tutorials	2%	Tutorials	2%	Tutorials	3%
Independent Study	62%	Independent Study	74%	Independent Study	73%	Independent Study	72%

### Programme management and teaching staff

The programme is managed by Professor Jonathan A.J. Wilson BSc MBA PhD DLitt, who is the Director of Content (International Business) and member of the Provost’s Group. 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 of Higher Education Academy (HEA) from Fellow to Principal Fellow. We also encourage our teaching staff to undertake the Postgraduate Certificate in Higher Education.

Tutors have a high level of academic experience, as well as familiarity with the industry. Our staff have worked in a range of fields in a variety of roles. 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.

### **Assessment strategy and methods**

Assessment and feedback on your programme is informed by the Regent's Assessment and Feedback Framework, whose principles include a commitment to:

- Have clear and accessible information about assessment (assessment briefs, titles, deadlines, submission methods, assessment criteria, policy regulations) at the beginning of the module.
- Create assessments directly related to the learning outcomes and the learning activities.
- Promote inclusivity and equality of opportunities
- Promote authenticity and variety in the assessment tasks
- Ensure adherence to quality, training and monitoring processes
- Promote academic integrity through learning activities which promote assessment literacy
- Design out the possibilities for academic misconduct
- Promote students' participation as partners in the assessment design
- Provide clearly indicated formative assessment and feedback
- Ensure that formative assessment aligns with summative assessment
- Use understandable and informative language when providing feedback, and to promote the development of evaluative judgement through the use of self-assessment and peer assessment
- Promote dialogue between staff and students about the feedback given and received, and to highlight the responsibility of both in the feedback process.
- Set and maintain standards at the appropriate level informed by the FHEQ (Framework for Higher Education Qualifications) and Subject Benchmark statements.

The main assessment vehicles used for both formative and summative assessments reflect current best practice in the business school environment - in addition to introducing newer more innovative approaches. These include:

- Reports produced following student investigations, in groups or as individuals
- Group or individual presentations to tutor, peers or outside experts
- Vlogs (video blogs) and video reports
- Laboratory workbooks
- Time-constrained tasks or exercises
- Technological tools and solutions
- Challenge-based activities
- Ongoing project work individual or collective

- Case study analysis  
Capstone project

### 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. The typical assessment breakdown is as below:

Foundation Year		Level 4		Level 5		Level 6	
Individual Coursework (combination of reports, projects & presentations)	80%	Individual Coursework (combination of reports, projects & presentations)	78%	Individual Coursework (combination of reports, projects & presentations)	78%	Individual Coursework (combination of reports, projects & presentations)	72%
Group Coursework (combination of reports, projects & presentations)	20%	Group Coursework (combination of reports, projects & presentations)	22%	Group Coursework (combination of reports, projects & presentations)	22%	Group Coursework (combination of reports, projects & presentations)	28%

### Ethical approval of research

All research conducted within and outside the University by students at Regent's University London must be approved by the 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 term dates, assessment periods and what core modules will be delivered each year.

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 12 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 120 hours studying this. 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 credits per level (or year), with no more than 80 credits per term.

The academic year consists of an Autumn term, typically starting in the end of September and ending in December, and a Spring term, typically starting in the end of January and ending in May.

Classes take place from Monday to Friday, typically between 09:00 and 19:00. Assessment due dates vary from module to module throughout the term time and resit period.

While completing the degree, the aim is to help you develop what is known as T-Shaped knowledge and expertise – which is achieving both breadth and depth. In the technology sector, these are also referred to as ‘big’ and ‘thick’ data approaches to knowledge. With this in mind, this degree champions the art of Science and the science of Art, through bringing together Business, Science, and Liberal Arts based approaches to knowledge.

Through taking a number of core modules and electives, you will be exposed to a broad-based yet business-focussed education. In addition, core business modules with a leaning towards entrepreneurship will give you a solid foundation and grounding in business, while also helping to develop specialist knowledge in entrepreneurship. Overarching all of these modules and drilling down even deeper, you will take a series of specialist scientific method-based technology modules each year, which are practical, experimental and applied.

Beginning in the first year with Bootcamps, you will be exposed to a number of approaches, concepts, sectors and applications of technology. In the second year, you will begin to apply your learning through experimentation, in technology-focussed Creativity and Product Development Laboratories. In your final year, you will be able to bring all of your collective learning and experiences into two key modules: New Ventures in Technology, and finally a Capstone project, where you are free to shape your topic into an area of your choice.

<b>Programme Structure - LEVEL 3 (Foundation year)</b>	
<b>Core modules</b>	<b>Credits</b>
ENT301 Enterprise Challenge	24
QUA302 Mastering Foundational Numeracy	24
SKL310 Skills for Impact	24
SKL311 Working with Others	24
BUS301 World of Business	24
<b>Total core module credits</b>	<b>120</b>
<b>Total credits for Level 3</b>	<b>120</b>
<b>Exit awards and learning outcomes achieved (if appropriate)</b>	

There is no exit award at Level 3. Level 3 is available to students who do not meet the entry requirements of BSc (Hons) Business, Technology & Entrepreneurship. This level enables students to bring their academic standing to an undergraduate level as well as equip them with the necessary knowledge and skills to cope with the demands of higher education. Level 3 credits do not count towards the undergraduate degree credit total.

<b>Programme structure - LEVEL 4 (Year 1)</b>	
<b>Core modules</b>	<b>Credits</b>
BTE401 Technology Bootcamp	24
QUA401 Analytical Tools for Business and Finance	12
BUS4Y0 Finance, Budgets and Decisions	12
BUS4Y3 Enterprise and Society	12
BTE402 Enterprise Bootcamp	24
MKT401 Principles of Marketing in the Digital Era	12
GBL402 Global Perspectives	12
<b>Total core module credits</b>	<b>108</b>
<b>Regent's elective modules (subject to availability)</b>	
Regent's Elective Modules (choose 1)	12
<b>Total Regent's elective module credits students need to choose</b>	<b>12</b>
<b>Total credits for Level 4</b>	<b>120</b>
<b>Exit awards and learning outcomes achieved (if appropriate)</b>	
Certificate of Higher Education: 120 credits	

<b>Programme Structure - LEVEL 5 (Year 2)</b>	
<b>Core modules</b>	<b>Credits</b>
LDR501 Creative Innovation	12
BTE501 Technology and Creativity Lab	24
STM501 Sustainability	12
PRL5Y3 Corporate Communications Strategy and Management	12
INB503 Managing Digital Disruption and Transformation	12
BTE502 Product Development Lab	24
<b>Total core module credits</b>	<b>96</b>
<b>Regent's elective modules (subject to availability)</b>	
Regent's Elective Modules (choose 2)	12
<b>Total Regent's elective module credits</b>	<b>24</b>

<b>Total credits for Level 5</b>	<b>120</b>
<b>Exit awards and learning outcomes achieved (if appropriate)</b>	
Diploma of Higher Education: 240 credits	

<b>Programme Structure - LEVEL 6 (Year 3)</b>	
<b>Core modules</b>	<b>Credits</b>
BUS6Y0 Geopolitical Business Trends	12
BTE601 New Ventures in Technology	36
BTE602 Business, Technology, Entrepreneurship Capstone	36
BUS6Y2 Creative Leadership	12
<b>Total core module credits:</b>	<b>96</b>
<b>Regent's elective modules (subject to availability)</b>	
Regent's Elective Modules (choose 2)	12
<b>Total elective module credits students need to choose:</b>	<b>24</b>
<b>Total credits for Level 6:</b>	<b>120</b>
<b>Exit awards and learning outcomes achieved (if appropriate)</b>	
Non-Honours Degree: 300 credits	
BSc (Hons) Business, Technology & Entrepreneurship: 360 credits	

<b>Regent's Elective/ Connect Modules</b>
<p>Any available 12 credit module subject to pre-requisites, including Business electives, Liberal Studies electives, Languages, etc.</p> <p>Subject areas available include:</p> <ul style="list-style-type: none"> <li>• Business &amp; Management</li> <li>• Acting and Theatre</li> <li>• Art History</li> <li>• Criminology</li> <li>• Fashion Marketing</li> <li>• Languages</li> <li>• Literature and Creative Writing</li> <li>• International History</li> <li>• International Relations</li> <li>• Journalism</li> <li>• Media Communications</li> <li>• Media Production</li> <li>• Political Science</li> </ul>

- Psychology
- Public Relations

## 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.

### ***Second language***

All students can graduate with a second language other than English. You can take Regent's Connect languages modules in your first and second year. Languages are offered at various levels of proficiency: from complete beginner (for students with no prior knowledge of the language) to fairly advanced, and from general language classes to more specialist modules. Check the Languages and Culture Hub for the full list of options. Students taking three successive modules in the same language will receive a Certificate of Language Achievement upon successful completion of the three language modules.

### ***GBL402 Global Perspectives***

All Level 4 students enrolled on Regent's validated degree programmes will need to complete this Regent's Common Module, which facilitates interpersonal, intercultural and cross-disciplinary learning. The module introduces a range of ideas and ways of thinking based around the University's values, reflected in its learning outcomes. It encourages you to interact with the broader University community, both socially and academically, asking you to cross the physical and intellectual borders of your degree programme. Global Perspectives aims to increase self-awareness and prepares you for your subsequent studies by familiarising you with the resources available to meet your lifelong learning needs.

### ***Extracurricular activities***

Regent's is a place where extraordinary things happen. The Regent's experience is about what takes place in and outside of the classroom. You will have the opportunity to engage with extracurricular activities on and off campus organised by staff and students from across the University which will support your learning, development and aspirations. These include prominent guest speakers, presentations, conferences, competitions, university societies, Student Union membership and student representation.

Participation in competitions or engagement with societies and the Student Union is a great way to develop a host of skills and evidence demonstrating a diversity of capabilities that can contribute to an enriched personal development plan.

## 9. Student support

We want you to make the most of your time at Regent's and we also know that sometimes life at university can be hard. We can give you the support and you need, on academic study,



language skills, careers, disabilities, mental health, gender, sexuality, finance and many other issues.

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

Our support services include:

- Personal tutor scheme
- Student Services
- Academic Skills
- Academic and Professional language and literacies (APLL)
- 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](https://regents.ac.uk/information/student-life/for-current-students)

## 10. Learning support

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

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

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

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

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

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

extensive gardens, so any area can be adapted into a student study space. Regent's is a member of the Eduroam network, so you can connect to this service to access Wi-Fi worldwide. For more about Regent's learning resources, visit: [regents.ac.uk/about/learning-resources](https://regents.ac.uk/about/learning-resources)

## 11. Opportunities for personal development planning

All business degree programmes offer a number of opportunities to foster personal development planning, such as a choice of pathway; the Global Perspective and Regent's Elective modules; the Pathway Capstone module in level 6; and extracurricular activities organised by both academic and professional services on campus.

The programme also offers the following opportunities for personal development planning

- Personal and small group tutorials
- Self-reflection in key modules
- Assessment of personal skills in key modules with subsequent guidance on action planning

### Personal and professional development and personal tutoring

From Year 1, you will embark on a personal and professional development module, 'Developing Tomorrow's Global Leaders'. This module aims to guide your understanding and approach to your personal and professional development plan, encouraging you to reflect on your own strengths, life skills and competencies as a future global leader in the Fourth Industrial Revolution. Your personal tutor will be involved in guiding your reflection and awareness of your personal plans and goals. Your reflection will help you choose the appropriate Regent's Elective Modules aimed at developing your life skills and competencies as tomorrow's global leaders. The module also aims to give you the opportunity to develop your team working and leadership skills within an international and cross-cultural context, and reflect on your engagement and interaction within group-based challenge activities.

### 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 speakers' presentations, conferences, competitions, university societies, Student Union membership and student representation. Participation in competitions or engagement with societies and Student Union are a great way to develop a host of skills and evidence demonstrating your diverse capabilities and can contribute to fruitful personal development planning.

### Careers support

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

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

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

Students 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 meet-ups 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.

## 12. Admissions 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 immigration

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

If you require a visa to study in the UK, please visit the Visas and Immigration page on the website:

[regents.ac.uk/study/international-students/visas-and-immigration](https://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>).

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. The estimated cost of purchasing core texts for this programme is £200-300.

#### 15. Assessment and progression regulations

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

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

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

You will be provided with guidelines on what you need to achieve in each assessment to ensure you receive a good mark.

#### 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 Section 15 Assessment and progression regulations.

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

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

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

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

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

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

### *Programme (re)validations*

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

### *Programme modifications*

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

### *Programme monitoring*

In order to ensure programmes continue to meet their academic and professional aims and objectives, Director of Content 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. 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.

## 18. Curriculum map

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

	Module	Learning outcomes							
		1	2	3	4	5	6	7	8
3	ENT301 Enterprise Challenge	✓	✓	✓	✓	✓	✓	✓	✓
	QUA302 Mastering Foundational Numeracy	✓	✓	✓	✓	✓	✓	✓	✓
	SKL310 Skills for Impact	✓	✓	✓	✓	✓	✓	✓	✓
	SKL311 Working with Others	✓	✓	✓	✓	✓	✓	✓	✓
	BUS301 World of Business	✓	✓	✓	✓	✓	✓	✓	✓

	Module	Learning outcomes							
		1	2	3	4	5	6	7	8
4	BTE401 Technology Bootcamp	✓	✓			✓	✓		
	QUA401 Analytical Tools for Business and Finance		✓	✓					✓
	BUS4Y0 Finance, Budgets and Decisions		✓	✓	✓			✓	
	MKT401 Principles of Marketing in the Digital Era	✓	✓	✓				✓	✓
	GBL402 Global Perspectives			✓	✓			✓	✓
	BUS4Y3 Enterprise and Society		✓	✓	✓			✓	
	BTE402 Enterprise Bootcamp	✓	✓	✓	✓	✓	✓	✓	

Module	Learning outcomes
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		1	2	3	4	5	6	7	8
5	LDR501 Creative Innovation		✓	✓		✓	✓	✓	
	BTE501 Technology and Creativity Lab	✓	✓	✓			✓		✓
	STM501 Sustainability	✓	✓	✓	✓		✓		✓
	PRL5Y3 Corporate Communications Strategy and Management	✓	✓	✓	✓	✓		✓	✓
	INB503 Managing Digital Disruption and Transformation		✓	✓		✓	✓	✓	
	BTE502 Product Development Lab	✓	✓	✓			✓		✓



	Module	Learning outcomes							
		1	2	3	4	5	6	7	8
6	BUS6Y0 Geopolitical Business Trends	✓	✓	✓	✓	✓	✓	✓	
	BUS6Y2 Creative Leadership	✓		✓	✓	✓	✓	✓	
	BTE601 New Ventures in Technology	✓	✓	✓	✓	✓	✓	✓	✓
	BTE602 Business, Technology, Entrepreneurship Capstone	✓	✓	✓	✓	✓	✓	✓	✓

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