

# **BA (Hons) Fashion Design**

## **Course specification**

Academic Year 2023-24

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<b>1. Course Overview</b>	
<b>Full course/award title(s)</b>	BA (Hons) Fashion Design
<b>Course Code</b>	UBAA_0010_FR
<b>Fees</b>	Please 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 Park Campus
<b>Off campus elements / locations</b>	N/A
<b>Awarding institution</b>	Regent's University London
<b>Course entry points</b>	September
<b>Date of original validation / revalidation</b>	November 2022
<b>Validated until</b>	September 2028
<b>Framework for Higher Education Qualification level of final award</b>	Level 6
<b>Number of credits in award</b>	360 credits
<b>UCAS codes</b>	A020 BA (Hons) Fashion Design A019 BA (Hons) Fashion Design with Fashion and Design Foundation
<b>Relevant QAA subject benchmark statements</b>	Quality Assurance Agency (QAA) benchmarking statements: Art & Design, 2019
<b>Other external and internal references</b>	QAA Framework for Higher Education Qualifications (FHEQ) Regent's University London Academic Regulations Regent's London Learning, Teaching and Assessment Strategy Regent's Learning Outcomes (RLOs) (2021) Regent's Assessment Framework (2022) AdvanceHE Principles of Inclusive Curriculum Design Regent's Learning Design Framework: RADAR (2020)

<b>Professional, statutory or regulatory body recognition/accreditation</b>	None
<b>Mode of study (Full Time / Part Time)</b>	Full time
<b>Language of study</b>	English
<b>Minimum / Maximum duration of course for each mode of study</b>	<p><b>Part time:</b> N/A</p> <p><b>Full time:</b>            Minimum - 4 years including the integrated foundation (level 3)            3 years without the integrated foundation (level 3)            Maximum*- 6 years including the integrated foundation (level 3)            5 years without the integrated foundation (level 3)</p> <p>* In exceptional circumstances only – refer to Regent's University London Academic Regulations for details</p>
<b>Date of production / revision of this course specification</b>	November, 2022

## 2. Why study this course, including course aims and objectives

The BA (Hons) Fashion Design course is a creative and entrepreneurial community, where you will benefit from continual skill development and creative problem solving. By applying theory and practice in a real-world environment, you will acquire the tools to take ownership of your own learning. We nurture individuality and experimental, reflective and ethical practice.

We offer a comprehensive and personalised design education for creative individuals looking to launch their career within the fashion industry or to establish their own fashion label. You will be supported by our professional and dedicated teaching team, with a wealth of industry experience and global connections that seek to enrich and enhance your individual learning experience.

Our campus is an empowering and inspirational place to study, located in central London, one of the world's iconic fashion capitals and a leading hub for creative thinking and innovation. Our central location offers you access to globally important galleries, museums and exhibitions, as well as a wealth of visual and cultural experiences in the city. You can immerse yourself and draw inspiration from the city's world-class architecture, vintage markets, designer stores, galleries, exhibitions, and a multitude of creative arts and international fashion events that take place throughout the year.

Our practical, industry-led course will enable you to develop an individual style and focus on the areas that interest and inspire you most throughout your studies. You will explore fashion and the design process whilst learning how to develop innovative and original designs that stem from personal research and creative experimentation. You will be guided through the art of pattern cutting, draping, garment construction, textile development, illustration and digital media, building a distinctive portfolio of work and creating fashion statements that reflect your personal design philosophy and future ambitions.

In your first year, you will learn about the evolution of fashion and examine core design principles and garment making processes. You will also be introduced to the language of fashion and explore the symbiotic relationship between art, culture and fashion.

In your second year, you will take a deeper look at the design process, from initial research and experimentation through to the construction of final garments and styled photo shoots. You will also explore the contextual issues relating to fashion design and sustainability.

Your final year is dedicated to creating your own catwalk collection, design portfolio and self-promotional material. You will set your own creative brief, develop design proposals and create a fully finished catwalk collection that reflects your signature style and personal design ethos. At the end of the year, you will have the opportunity to participate

in, and showcase a contemporary collection of outfits to an audience of fashion professionals, family and friends at our Graduate Fashion Show.

Fashion is one of the most rewarding, exciting and competitive industries to work in. Throughout the course, you will have opportunities to work on live projects with leading brands and hear first-hand accounts from industry experts about how they got their big breaks as well as what their advice is for aspiring designers. Our Professional Portfolio modules in Level 5 and Level 6 will help you create a professional portfolio and provide you with the support, tools and insights you need to find a professional placement at the end of Year 2, as well as acquire the essential skills and resources to launch your fashion career at the end of your studies.

### 3. Course structure

This is a guide to the overall structure of your course, mandatory elements, modules (noting the terms that they are completed), and periods of assessment.

We have designed our curriculum so that you can gain a deeply personalised education. The BA (Hons) Fashion Design course is built on latest academic thinking, informed by in-house research. You will expand your knowledge, skills, practice and thinking with three building blocks to make you a great practitioner: *Subject Core*, *Industry and Entrepreneurship* and *Special Electives*.

**Subject Core:** You will gain deep expertise in the concepts, techniques, processes and methods of creating and realising fashion design through a range of specialised modules. Each level of study includes learning components that will enable you to acquire the essential skills and knowledge to be able to graduate as an independent, creative, design-focused, fashion innovator.

#### Level 4 (Year 1) Subject Core

Our “Pattern & Construction I” module in the Autumn Term is designed to equip you with the fundamental cutting and garment making skills, which will form the foundation of your technical skills and knowledge to support your studies going forwards. In the Spring Term, you will extend your technical skills further during the “Pattern & Construction II” module, where you will learn more about the mechanics of fashion and the key elements required to take a fashion design drawing through to a fully realised garment.

“Creative Fashion Design Practice” In the Autumn Term, introduces you to the skills and thinking for creative fashion design practice. You will be introduced to methods of research, idea generation, and design development used in the realisation of a capsule collection. You will also begin to develop your fashion drawing and presentation skills in order to visually communicate your process and design outcomes. In the Spring Term, our “Art, Culture and Fashion Design” module will use exhibitions as a primary source of inspiration, where you will explore overlaps between art, culture and fashion design. You will also investigate key social movements and theories from history and contemporary time, which will

deepen your understanding of the interconnecting relationships between art, fashion and culture.

### **Level 5 (Year 2) Subject Core**

In Level 5, you will consolidate your learning and develop a deeper understanding of fashion design that will extend your level of creativity and technical innovation. Our “Design Studio in Practice” module in the Autumn Term will enable you to explore experimental and conceptual ways of developing a collection. During the “Deconstruction Theory in Practice” module, you will examine the role of deconstruction theory and its use across different creative disciplines, allowing you to become more creative, critical, and explorative within your own creative practice.

The “Professional Portfolio I” module in the Spring Term, will enable you to develop your visual communication skills and prepare a professional portfolio. You will also learn about placement planning and networking strategies that will help to prepare you for undertaking work placements during the summer.

### **Level 6 (Year 3) Subject Core**

Throughout the course, you will have been introduced to the concepts, techniques, processes and methods of creating and realising fashion design, and the final year encourages you to draw upon this knowledge to produce your own graduate collection. Level 6 will enable you to develop a professional design portfolio and a contemporary menswear or womenswear or gender neutral collection that is related to your career aspirations in fashion design or postgraduate study.

In the Autumn Term, the “Product Design in Practice” working in conjunction with “Final Major Project I” will allow you to focus upon the research and design development elements for your graduate collection. Setting your own collection proposal and engaging in extensive research and experimentation, you will develop design and sampling ideas for a capsule range. You will produce four fully finished toiled outfits that capture the key elements of your collection.

The “Final Major Project II” module in the Spring Term, offers you the opportunity to fully realise your innovative and contemporary graduate collection, highlighting your individual design philosophy and reflecting your career ambitions. You will also create a range of self-promotional material, and prepare an industry-ready design portfolio relevant for an international setting during the “Professional Portfolio II” module. In addition, you will also be able compile a comprehensive career plan, update your CV and engage in mock interviews, to help you prepare for your own future career ambitions.

At the end of the year, you will have the opportunity to participate and showcase your portfolio and graduate collection to an audience of fashion professionals, family and friends at our Graduate Fashion Show.

**Industry & Entrepreneurship:** Each level of your study includes a learning component that enables you to discover and plan your professional goals:

- During the Spring Term of Level 4 (year 1) you will take the module “Exploring Industry and Entrepreneurship” where you will explore the world of work, the fashion industry and its future with a view to informing your own potential career or entrepreneurial journey. You will be supported by experts in the Careers, Enterprise and Industry services and the university careers platform, Handshake.
- In the Spring Term of Level 5 (year 2), you will experience a real challenge from the world of work by choosing one of three modules. If you choose “Industry Challenge” you will collaboratively work on a real live industry project so as to project manage, research and test concepts to address the challenge. In the “Enterprise Challenge” option, you will be guided to develop your own concepts, pitch your ideas to an external panel and create an entrepreneurial plan. Finally, you may choose the “Work Placement” module, where you will have the opportunity to acquire a range of work-based skills by taking an approved work placement.
- The Industry and Entrepreneurship learning you would have acquired in the previous two years of your studies, is integrated into the final year (Level 6) Major Project. For your Major Project you will have the option to build and develop your unique idea into a full enterprise project or to engage in a more academic Major Project that has an element of Industry/professional application.

**Special Electives:** You will be able to choose from a range of electives that go beyond your core discipline and gain even more future-focused skills. The Special Electives take either a i) skills focus; ii) interdisciplinary focus; iii) or specialist subject focus and are designed to respond to your interests and emerging global trends. These are not tied to a specific discipline and are available to every Undergraduate student in Regent’s. They are designed to be hyper-relevant to the world we live and work in – now and into the future. In this way, you will consider your core subjects from new angles or add more value to your personal brand with a secondary discipline or language.

Languages are central to the university’s identity and throughout your degree you will be able to choose to learn one of these: Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian or Spanish. Language study enhances your personal and professional development. It enables you to understand and imagine new worlds and to communicate with others to build connections.

At level 4 you will take two electives, one in each term. You can choose to study a language in both terms or take “London Perspectives” in Autumn and “Global Perspectives” in Spring.



London Perspectives will utilise London as a learning platform. Through a combination of on-campus activities and field trips to key venues, you will encounter contributions that the city and its people have made to a range of fields, including your own academic specialism. In Global Perspectives you will learn how to work collaboratively across contexts and cultures to improve the communities we are living.

At Levels 5 and 6 you will take 1 Special elective plus one Language Elective (or a further Special Elective) in each term. Each term offers a choice of twenty special electives at each level (see table below course structure).

In combination your experience in these three blocks will challenge your thinking in unexpected ways.

At Level 4 (Year 1), you will also take “Learning Perspectives”, a common module for all undergraduate Regent’s courses. This module will induct you to Regent’s pedagogic approach. You will acquire discipline specific and interdisciplinary skills, knowledge and approaches to learning which you will apply during your university study and beyond.

Additionally, you have the option to study abroad in the second term of the second year of your degree (Level 5) at one of the University’s international partner institutions. In this way you will immerse yourself into a new culture while expanding your knowledge and skills in your field.

### **Optional Integrated Foundation Year (Level 3 or Year 0)**

The optional integrated Foundation year will prepare you for degree-level study, introducing the basics of your destination degree area and a range of key skills and exciting topics that will serve as an introduction to the unique Regent's degree model.

While your subject modules will be with students heading towards the same or related degree courses, the skills and topics modules will include students preparing for a variety of degree courses enabling you to mix, learn and co-operate with peers who will bring a range of different perspectives, knowledges and approaches to the classroom and beyond. Through that experience you will be able to bring that broader understanding back into the learning in your subject modules, just as you will experience at degree level the interaction between your core subjects, the Special Electives and Industry & Entrepreneurship modules outlined above.

In your first term you will take a core module related to your destination degree for 20 credits alongside four shared modules covering key skills and knowledges each 10 credits. ‘The Creative Designer’ module focuses on creativity and curiosity. Following the design cycle from research, idea generation through to make, you are encouraged to rethink and react to the world around us. The shared modules will cover ‘Writing for Success’, ‘Critical Thinking’, ‘Cultural Understanding’, and ‘Politics, Society and Citizenship’.

In your second term you will again take another core module related to your destination degree alongside four shared modules covering key skills and knowledges each 10 credits. In 'The Creative in Context' module, you will begin placing your design work with increasing relevance to your chosen discipline and industry context. For part of the term you will work collaboratively with your peers, researching and devising an ambitious design project of your choice. The shared modules for Term 2 are: 'Communications', 'Creativity and Entrepreneurship', 'Cultural Industries', and 'Making Use of Data'.

Level 3 will provide a rich student experience to ensure that you begin your degree at Level 4 to confidently get the most out of our unique degree experience.

Your creative studies and practical demonstrations take place in the Foundation studio, which is a space dedicated for Fashion & Design Foundations students. It is fully equipped with art and design materials, computers and printers for your use. We encourage students to socialise and invent in the studio, which is a dynamic hub of creativity.

At the end of your Foundation year, with consultation with your tutors, you will select work produced during the year. This will be exhibited in the graduation show alongside graduating students' work.

When appropriate, the Fashion & Design Foundation will initiate additional activities to enrich your studies. These include visiting lecturers who introduce students to their design journey, and visits to places of interest in London, such as exhibitions, pop-up shows and collections.

Teaching is concentrated. Our terms last 12 weeks and are characterised by rapid acquisition of skills and concepts. We therefore urge students to be in London and in the studio for the induction week, and to attend all sessions fully and on time.

The academic year for the course follows the regular university undergraduate calendar (<https://www.regents.ac.uk/admissions/academic-calendars>):

- Autumn Term: September to December.
- Spring Term January to May.

If you are a January starter on Foundation (level 3), you will be able to complete your foundation year in six months by taking a summer term in order to complete the Foundation year by the end of July. This will allow you to start your second year of your study (first year of your degree) in September.

Classes take place from Monday to Friday, typically between 09:00 and 19:00

Assessments are scheduled throughout the academic year. Submission dates can be found on the Blackboard page of the module and the assessment brief.

If you choose to study abroad, you will do so in the Spring Term of Level 5. Some destinations have term times that differ from Regent's University London and may start as late as March and end as late as June

Work Placements would normally take place in the Spring Term of Level 5, although might be scheduled in the summer holiday.

### Modules

Your course is composed of a number of modules that each have a credit value. On successfully passing each of these modules, you will gain credits that count towards the total needed for your degree.

One credit equates to 10 notional hours, which is the average time a student will take to achieve the specified learning outcomes. So if a module is worth 10 credits, then you would expect to spend 100 hours studying this. These will not all be 'taught' hours. You will receive guidance and instruction through workshops, seminars, lectures etc., but you will also need to engage in self-study. A percentage breakdown of teaching contact hours and self-study required on this course is indicated in Section 6.

On an undergraduate degree course, you can usually expect to study 120 credit per level (or year), with no more than 80 credits per term.

### Course modules - Level 3/4/5/6 (Year 0, 1, 2, 3)

#### Course Structure Level 3/Year 0

Term	Common Modules	Credits
Autumn/Spring	FND301, Critical Thinking	10
Autumn/Spring	FND302, Cultural Understanding	10
Autumn/Spring	FND303, Politics, Society and Citizenship	10
Autumn/Spring	FND304, Writing for Success at University	10
Spring/Summer	FND305, Communication	10
Spring/Summer	FND306, Creativity & Entrepreneurship	10
Spring/Summer	FND307, Cultural Industries	10
Spring/Summer	FND308, Making Use of Data	10
<b>Total common module credits</b>		<b>80</b>
Term	Core Modules	Credits
Autumn/Spring	<u>Fashion and Design Foundation</u> FND311, The Creative Designer	20

Spring/Summer	<u>Fashion and Design Foundation</u> FND312, The Creative in Context	20
<b>Total core module credits</b>		<b>40</b>
<b>Total Credits for Level 3</b>		<b>120</b>
Exit awards and learning outcomes achieved (if appropriate)		
There is no exit award at Level 3. Level 3 is available to students who do not meet the entry into Level 4. This level enables you to bring your academic standing to an undergraduate level as well as equip you with the necessary knowledge and skills to cope with the demands of higher education. Level 3 credits do not count towards the		

<b>Course Structure Level 4/Year 1</b>		
<b>Term</b>	<b>Core Modules</b>	<b>Credits</b>
Autumn	FSD412, Creative Fashion Design Practice	20
Autumn	FSD413, Pattern & Construction I	20
Spring	FSD414, Art, Culture & Fashion Design	20
Spring	FSD415, Pattern & Construction II	20
<b>Total core module credits</b>		<b>80</b>
<b>Term</b>	<b>Common Modules</b>	<b>Credits</b>
Autumn	PER401, Learning Perspectives	10
Spring	IAE401, Exploring Industry and Entrepreneurship	10
<b>Total common module credits</b>		<b>20</b>
<b>Term</b>	<b>Elective Modules Credits</b>	
Autumn	Languages Elective OR PER402, London Perspectives	10
Spring	Languages Elective OR PER403, Global Perspectives	10
<b>Total elective module credits</b>		<b>20</b>
<b>Total Credits for Level 4</b>		<b>120</b>
Exit awards and learning outcomes achieved (if appropriate)		
Cert HE		

<b>Course Structure Level 5/Year 2</b>		
<b>Term</b>	<b>Core Modules</b>	<b>Credits</b>

Autumn	FSD513, Deconstruction Theory in Practice	20
Autumn	FSD514, Design Studio in Practice	20
Spring	FSD515, Professional Portfolio I	20
<b>Total core module credits</b>		<b>60</b>
<b>Term</b>	<b>Common Modules (choose ONE of the following)</b>	<b>Credits</b>
Spring	IAE501, Experiencing Industry and Entrepreneurship: Entrepreneurial Challenge	20
Spring	IAE502, Experiencing Industry and Entrepreneurship: Industry Challenge	20
Spring	IAE503, Experiencing Industry and Entrepreneurship: Placement	20
<b>Total common module credits</b>		<b>20</b>
<b>Term</b>	<b>Elective Modules (for list of languages modules or special electives, see table below)</b>	<b>Credits</b>
Autumn	Languages Elective OR Special Elective	20
Autumn	Special Elective	20
Spring	Languages Elective OR Special Elective	20
Spring	Special Elective	20
<b>Total elective module credits</b>		<b>40</b>
<b>Total Credits for Level 5</b>		<b>120</b>
Exit awards and learning outcomes achieved (if appropriate)		
Dip HE		

<b>Course Structure Level 6/Year 3</b>		
<b>Term</b>	<b>Core Modules</b>	<b>Credits</b>
Autumn	FSD608, Product Development in Practice	20
Spring	FSD609, Professional Portfolio II	20
Autumn	IAE601, Major Project I	20
Spring	IAE602, Major Project II	20
<b>Total core module credits</b>		<b>80</b>
<b>Term</b>	<b>Elective Modules (for list of languages modules or special elective modules, see table below)</b>	<b>Credits</b>

Autumn	Languages Elective OR Special Elective	<b>10</b>
Autumn	Special Elective	<b>10</b>
Spring	Languages Elective OR Special Elective	<b>10</b>
Spring	Special Elective	<b>10</b>
<b>Total Elective modules</b>		<b>40</b>
<b>Total Credits for Level 6</b>		<b>120</b>
Exit awards and learning outcomes achieved (if appropriate)		
BA (Hons) Fashion Design		

<b>Special Electives and Languages – Indicative Menu</b>		
<b>Term</b>	<b>Level 5 Special Elective Modules</b>	<b>Credits</b>
Autumn/Spring	SEL505, Creativity and Imagination	10
Autumn/Spring	SEL512, Inspiring your Audience	10
Autumn/Spring	SEL503, Being Human	10
Autumn/Spring	SEL514, Future Cities Now	10
Autumn/Spring	SEL510, Creating a Brand Identity	10
Autumn/Spring	SEL520, Why We Post: Social Media and Us	10
Autumn/Spring	SEL508, Financial Innovation and Technology	10
Autumn/Spring	SEL517, Photography Workshop	10
Autumn/Spring	SEL509, How to Think in a Post-Truth World	10
Autumn/Spring	SEL515, Understanding Human Rights	10
Autumn/Spring	SEL516, Literary London	10
Autumn/Spring	SEL502, Behind the Lens: Introduction to Media Production	10
Autumn/Spring	SEL518, Psychology of Emotions	10
Autumn/Spring	SEL507, London as Fashion Capital	10
Autumn/Spring	SEL513, Emerging Technologies: from Web3 to the Metaverse	10
Autumn/Spring	SEL511, Digital Design with Adobe Creative Suite	10

Autumn/Spring	SEL519, The Power of Language in Your Life	10
Autumn/Spring	SEL504, Business Ethics	10
Autumn/Spring	SEL506, Experiencing Theatre	10
Autumn/Spring	SEL501, Understanding the Global Art Market	10
<b>Term</b>	<b>Level 6 Special Elective Modules</b>	<b>Credits</b>
Autumn/Spring	SEL604, Creative Futures	10
Autumn/Spring	SEL611, Understanding Artificial Intelligence	10
Autumn/Spring	SEL616, Professional Project Management	10
Autumn/Spring	SEL609, Essential Leadership Skills	10
Autumn/Spring	SEL606, Introduction to Environmental Law	10
Autumn/Spring	SEL602, Brand 'Me'	10
Autumn/Spring	SEL617, How to Create a Social Enterprise	10
Autumn/Spring	SEL608, Influencer Marketing Masterclass	10
Autumn/Spring	SEL619, The Blockchain and Cryptocurrency Revolution	10
Autumn/Spring	SEL618, The Art of Data Storytelling	10
Autumn/Spring	SEL614, Cyber-psychology: Understanding Digital Behaviour	10
Autumn/Spring	SEL603, Creative and Professional Writing Masterclass	10
Autumn/Spring	SEL620, How to deal with Uncertainty	10
Autumn/Spring	SEL607, Global Conflict and the Arts	10
Autumn/Spring	SEL601, Material Cultures and Sustainability	10
Autumn/Spring	SEL612, Exploring Sleep and Dreaming	10
Autumn/Spring	SEL613, Understanding the Politics of Migration	10
Autumn/Spring	SEL610, Living Religions in London	10
Autumn/Spring	SEL605, Decision-making Strategies Masterclass	10
Autumn/Spring	SEL615, Podcasting Masterclass	10
<b>Term</b>	<b>Languages Elective Modules</b>	<b>Credits</b>
Autumn/Spring	Modules Code (as below) Language (Grades 1-6)	10

	(Arabic: ARAXB1/ ARAXB2/ ARAXB3/ ARAXB4/ ARAXB5/ ARAXB6), (Chinese: CHNXB1/ CHNXB2/ CHNXB3/ CHNXB4/ CHNXB5/ CHNXB6), (French: FREXB1/ FREXB2/ FREXB3/ FREXB4/ FREXB5/ FREXB6), (German: GERXB1/ GERXB2/ GERXB3/ GERXB4/ GERXB5/ GERXB6), (Italian: ITAXB1/ ITAXB2/ ITAXB3/ ITAXB4/ ITAXB5/ ITAXB6), (Japanese: JAPXB1/ JAPXB2/ JAPXB3/ JAPXB4/ JAPXB5/ JAPXB6), (Portuguese: PORXB1/ PORXB2/ PORXB3/ PORXB4/ PORXB5/ PORXB6), (Russian: RUSXB1/ RUSXB2/ RUSXB3/ RUSXB4/ RUSXB5/ RUSXB6) or (Spanish: SPNXB1/ SPNXB2/ SPNXB3/ SPNXB4/ SPNXB5/ SPNXB6)	
Autumn/Spring	Module Code (as below), Advanced Language for Professionals (Grade 7)  (Arabic: ARAXB7), (Chinese: CHNXB7), (French: FREXB7), (German: GERXB7), (Italian: / ITAXB7), (Japanese: JAPXB7), (Portuguese: PORXB7), (Russian: RUSXB7) or (Spanish: SPNXB7)	10
Autumn/Spring	SPNXB8, Advanced Spanish through Film (Grade 8)	10
Autumn/Spring	ENGXB6, Business English: Professional Writing	10
Autumn/Spring	ENGXB4, Business English/ ENGXB5, Advanced Business English	10

#### 4. Exit awards

To qualify for the award of a Certificate of Higher Education, a student must have passed modules worth at least 120 credits at Level 4 or higher.

To qualify for the award of a Diploma of Higher Education, a student must have passed modules worth at least 240 credits, including 120 at level 5.

To qualify for the award of an Honours Degree a student must have been awarded at least 360 credits overall, including at least 240 credits at Level 5 and 6, of which at least 120 credits

#### 5. Learning outcomes

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

Learning outcomes will tell you what we expect you to know and/or be able to do once you have completed a learning process (i.e. a module, a level or the entire course) (QAA, 2018). Teaching and assessments are designed accordingly to enable you to demonstrate that you have adequately met these outcomes.



The learning outcomes that you will be expected to demonstrate at the completion of each level of your studies, are listed below. Each module that you will study, has developed 2-4 distinctive Module Learning Outcomes (MLOs). Each MLO is mapped against an equivalent Regent's Learning Outcome from the list below. We have ensured that at each level, all the compulsory elements of your course, assess in their totality all ten learning outcomes (see section 16).

### LEVEL 3 OUTCOMES

<b>RLO1 Collaboration</b>	Determine collaboration and networking opportunities in well- defined settings
<b>RLO2 Innovation</b>	Recognise and describe value propositions, combining curiosity and creativity.
<b>RLO3 Professional Development</b>	Show the value of managing your own learning and of planning your personal and professional development
<b>RLO4 Decision-making</b>	Explain different ideas, including your own, as part of decision making
<b>RLO5 Communication</b>	Communicate appropriately for your audience and purpose in multicultural and/or international settings
<b>RLO6 Digital Data and Tools</b>	Choose appropriate digital tools and data to present your ideas in familiar and well-defined contexts
<b>RLO 7 Discipline Knowledge</b>	Explain pre-defined theories, concepts and facts in your field of study relevant to the task
<b>RLO8 Discipline Skills</b>	Use a limited-range of established discipline-specific knowledge, techniques and tools for practical purposes
<b>RLO 9 Interdisciplinary Perspectives</b>	Describe perspectives from a range of disciplines in well-defined scenarios
<b>RLO10 Human and Environmental Impact</b>	Demonstrate the impact of human activity on people and on the environment.

### LEVEL 4 OUTCOMES

<b>RLO1 Collaboration</b>	Explore collaboration and networking opportunities to generate ideas for given situations.
<b>RLO2 Innovation</b>	Define and compare value propositions, combining curiosity and creativity.
<b>RLO3 Professional Development</b>	Identify opportunities for your learning and your personal and professional development
<b>RLO4 Decision-making</b>	Investigate and contrast different ideas, including your own, to inform decision making

<b>RLO5 Communication</b>	Communicate your arguments/reasoning, orally and/or in writing in multicultural and/or international settings within familiar and well-defined contexts
<b>RLO6 Digital Data and Tools</b>	Use digital tools and data in familiar and well-defined contexts
<b>RLO 7 Discipline Knowledge</b>	Explain theories, concepts and facts in your field of study relevant to the task
<b>RLO8 Discipline Skills</b>	Use established discipline-specific knowledge, techniques and tools for practical purposes
<b>RLO 9 Interdisciplinary Perspectives</b>	Identify and contrast perspectives from different disciplines in given scenarios
<b>RLO10 Human and Environmental Impact</b>	Explore the impact of human activity on people and on the environment.
<b>LEVEL 5 OUTCOMES</b>	
<b>RLO1 Collaboration</b>	Collaborate and use appropriate networks to solve challenges
<b>RLO2 Innovation</b>	Analyse and develop value propositions, combining curiosity and creativity.
<b>RLO3 Professional Development</b>	Develop a plan for your professional development
<b>RLO4 Decision-making</b>	Analyse and reflect on different ideas, including your own, to inform decision making
<b>RLO5 Communication</b>	Communicate <i>effectively</i> both orally and/or in writing in multicultural and/or international settings within unfamiliar and well-defined contexts
<b>RLO6 Digital Data and Tools</b>	Analyse and use digital tools and data responsibly in unfamiliar, well-defined contexts
<b>RLO7 Discipline Knowledge</b>	Examine and apply theories, concepts and facts in your field of study relevant to the task
<b>RLO8 Discipline Skills</b>	Employ discipline-specific knowledge, techniques and tools for practical purposes
<b>RLO 9 Interdisciplinary Perspectives</b>	Investigate and apply perspectives from different disciplines in multifaceted scenarios
<b>RLO10 Human and Environmental Impact</b>	Analyse the impact of human activity on people and on the environment.
<b>LEVEL 6 OUTCOMES</b>	

<b>RLO1 Collaboration</b>	Collaborate and build networks to solve challenges in complex settings
<b>RLO2 Innovation</b>	create and implement value propositions, combining intellectual curiosity and creativity
<b>RLO3 Professional Development</b>	Articulate a plan which encompasses opportunities for your professional development
<b>RLO4 Decision-making</b>	Formulate informed decisions using critical and reflexive thinking
<b>RLO5 Communication</b>	Communicate <i>effectively</i> both orally and in writing in multicultural and/or international settings.
<b>RLO6 Digital Data and Tools</b>	Appraise and utilise digital tools and data in your professional and social contexts.
<b>RLO 7 Discipline Knowledge</b>	Critique and synthesise theories, concepts and facts in your field of study relevant to the task
<b>RLO8 Discipline Skills</b>	Combine and employ a wide range of discipline-specific knowledge, techniques and tools for practical purposes
<b>RLO 9 Interdisciplinary Perspectives</b>	Integrate perspectives from different disciplines in multifaceted scenarios.
<b>RLO10 Human and Environmental Impact</b>	Evaluate the impact of human activity, including your own, on people and on the environment.
<b>6. Learning and teaching strategy/ assessment methods (non-regulatory)</b> <p>This is a guide to the academic opportunities available to help you achieve the overall aims and objectives of the course 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 course, 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.</p> <p>The Regent's Learning, Teaching and Assessment Strategy (LTAS) outlines the vision of Regent's pedagogic and assessment approach. It strives to provide you with a well-connected, future facing, entrepreneurial, cosmopolitan and personalised education whereby you can achieve your full potential. It comprises of fourteen priority areas:</p> <ol style="list-style-type: none"> <li>1. take a personalised approach to student learning: finding out about their previous learning and experience, offering individual guidance to help them plan their journey through university and beyond.</li> <li>2. involve students in decisions about their learning, by giving them access to a dashboard of data on their progress, explaining our teaching methods and giving students increasing autonomy to create their own educational journey.</li> <li>3. enhance student research, thinking and communication skills through their specialist subjects, in a culturally diverse, global context.</li> </ol>	

4. ensure that students have the knowledge and skills to bring more than one perspective to any challenge, both through their specialist studies and through specially designed, team-taught activities to prepare them for future impact in their chosen personal mission.
5. embrace a teaching approach where students collaborate with each other and with the tutors, and where diverse learning needs can be met
6. provide learning activities which are active, often based on finding responses to real-world challenges; these activities will cross subject boundaries, and challenge orthodoxies by providing opportunities for students to explore alternative ways of thinking; they will allow students to take risks and have fun.
7. make use of flexible learning and novel on-campus space configurations to promote experimentation and discovery; and we will take learning outside the classroom, with London as an unparalleled resource.
8. provide students with tutors who are expert researchers or practitioners in their fields, who will facilitate learning, and who are engaged in continuous professional development both as teachers and in their specialist fields.
9. embrace the potential of digital technologies in supporting learning
10. enhance students' global network and intercultural communication skills, through engagement with our international partnerships and offering tuition in many different languages
11. base assessments on real-world tasks, projects and challenges, relevant to the future
12. help students develop the capacity to evaluate their own work and learning, through in class activities (in self-assessment, student-to-student assessment and academic integrity)
13. provide feedback from different sources on student work, recognising what they do well and providing guidance to help learning and improve student work
14. offer students an achievement portfolio where all their feedback is collated in one place, helping them to make sense of the feedback, and giving them something they can take with them when they leave Regent's to build evidence they can use for future employers

Your course is premised on the Regent's Curriculum model which defines the structural design of our Undergraduate degrees and allows us to deliver the above learning & teaching priorities. Your course provides you with in-depth knowledge and skills in your field through specialised subject cores whilst at the same time it exposes you to multi-disciplinary breadth through a range of future facing special electives and language options. Additionally, it develops your professional capabilities through an integrated approach to Industry and Entrepreneurship; at each level you will take modules that enable you to explore the world of work and engage you with real work challenges.

Your course therefore actively encourages you to connect all areas of your learning and build your customised, coherent high-impact learning narrative in the pursue of a personal and professional mission.

The Regent's Graduate Attributes express our educational purpose and identity which is to ensure that Regent's graduates are:

- Collaborative and networked

- Creative and entrepreneurial
- Critical and Reflective
- Culturally and socially versatile
- Digitally agile
- Well-informed, skilled and fluent across disciplines
- Responsible and environmentally conscious

To realise this purpose, we have articulated these Attributes into a set of ten observable and measurable university wide learning outcomes, The Regent's Learning Outcomes (RLOs). They were designed using national references to ensure that they are appropriated for the award of a UK degree and that your achievement is monitored against those national references. Teaching and assessments are designed accordingly to enable you to demonstrate that you have adequately met these outcomes.

Our Subject Core modules, will help you to develop your communication and presentation skills, enabling you to clearly explain your creative process and professionally present your project outcomes. You will engage in the creative development of your ideas within studio and workshop settings, as well as through your own independent research and experimentation. You will learn technical, design, and presentation skills through tutor-led presentations and demonstrations, as well as through studio-based learning activities, peer reviews and one-to-one tutorials. You will reflect upon your development as a designer, as well as reflect on the research and experimentation you undertake throughout your core modules.

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

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

- 'Taught' learning typically refers to timetabled sessions led by a member of academic staff, such as workshops, seminars, masterclasses, lectures and tutorials
- 'Practical' sessions are also timetabled and led by an academic member of staff, but are focused on practical work such as studio and laboratory work, field work undertaken on external site, external visits, etc
- 'Self-Study' is time dedicated to self-directed learning that is guided by your own requirements to further your studies and complete assignments. This could include preparation for class, background reading, research and preparation for assessments, and writing.

Level 3		Level 4		Level 5		Level 6	
Taught	24	Taught	28	Taught	28	Taught	28
Practical	12	Practical	8	Practical	6	Practical	4
Self-Study	64	Self-Study	64	Self-Study	66	Self-Study	68

### **Course management and teaching staff**

The course is managed by the Course Leader and overseen by the Director of Content. Staff are, in general, educated to master's or doctoral level and have relevant industry experience. In addition, most of our staff hold a Fellowship of Advance Higher Education (Advance HE) from Fellow to Principal Fellow. We also encourage our teaching staff to undertake the Postgraduate Certificate in Higher Education.

Our teaching staff are either practising professionals or have strong links with the fashion industry, which ensures that our teaching is kept up to date and reflects contemporary practices and the changing needs of the industry. Our teaching staff also showcase their work or practice in publications, exhibitions and industry events world-wide, contributing to the profile and reputation of the course internationally.

The design and delivery of both theoretical and practical projects are managed by Module Leaders, who support your individual development of skills, knowledge and professional practices throughout the duration of the module.

Our dedicated fashion technician provides technical demonstrations, sewing workshops and individual garment construction advice during timetabled sessions as well as additional technical support through bookable one-to-one tutorials outside of class.

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 is a positive element of your education. We are committed to delivering authentic assessment and challenge-led learning. This ambition is reflected in our new [Assessment Framework](#) where we outline the practices and expectations which will guide and enhance assessment, one of those practices being to move away from unseen written examinations as an assessment methodology and moving towards more authentic challenges. We're in the business of nurturing future leaders who can use what they've learned to shape the world – authentic assessment and real-world challenges create a safe lab for that learning.

Assessment can be a learning tool and a guide to **understand and evaluate** the quality of your work and your progress. Your course will offer a variety of assessment methods that support the learning required by the learning outcomes. We will provide you with feedback on your assessment's performance to guide your learning journey. You will play an essential part in our assessment strategy as an active feedback recipient, and we will work together to determine how you can progress further from the feedback received.

There are some differences in the purposes of the assessment you will encounter: some assessments are formative and others are summative.

**Formative assessments** will provide you with an opportunity to receive feedback on the progress of your work through the completion of an assessment or assessment tasks. These are developmental in nature as they offer information to help you identify next steps in learning and how to do better in future work which is why no grades are given. Formative assessments feed directly into summative assessments. All assessment tasks include formative assessment opportunities.

**Summative assessment** is the evaluation of your learning at a particular time, measured against specified learning outcomes. You will be awarded a grade and numerical mark for each summative assessment 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 course and, at the end of the course, it enables the University to determine your degree award.

All assessments will incorporate effective and constructive feedback that relates to the module-specific or task-specific marking criteria previously made available in the assessment briefs. Feedback for summative assessment will explain the reason for the mark given but it can also provide information about how to improve the work for future assessment tasks.

The table below lists possible ways your tutors will facilitate the delivery of feedback on your formative assessments:

<b>Forms of Assessment</b>	<b>Ways to deliver feedback on formative assessments</b>
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)
Creative Work	Feedback from tutors/peers through an exhibiting event. Students 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

You will receive feedback in orderly and timely fashion (approximately 3 weeks from submission date). We will notify you of the feedback release day in your assessment briefs.

Assessment for your Subject Core modules is through 100% coursework, i.e. there are no written exams. Examples of coursework could include design-based projects and sketchbook work, portfolio work, manufactured garments or outfits or collections, tech packs and fashion shoots, as well as presentations, academic essays, and reflective writing. You will also have the opportunity to produce a range of self-promotional material including a fashion film, look book, or digital magazine as well as participate in the production of a fashion show at the end of Level 6.

If you are on a Student Support Agreement (SSA) you may be offered alternative assessments in accordance to the Guidelines of the University's Disability Guidelines for Alternative Forms of Assessment.

The course includes the opportunity to undertake a term of study abroad at one of our international partner institutions in the second term of Year 2 (Level 5). You must apply and confirm your Study Abroad option by the end of first term of Year 1 (Level 4). The curriculum and credits in the partner institution will be mapped to your modules as required by the course. Your Study Abroad application and learning agreement will be subject to the discretion and approval of your Director of Content or Course Leader. All grades received at an international partner university will be converted to an equivalent Regent's University London grade, in accordance with the institutional grading scale and grade conversion table. The average grade will represent 50% of the overall mark associated with Level 5.

If you choose the 20-credit "Work Placement" module in the Spring Term of Level 5, you will be assessed according to the assessment methods specified in the equivalent module specification.

#### **Ethical approval of research**

All research and other academic activities conducted within and outside the University by students at Regent's University London should comply with Regent's ethics policies and process prior to its commencement. This will include, but is not limited to, all academic work involving human or other living participants, all industry live projects and all experiments, investigations and procedures involving human or other living participants, or data relating to such living entities.

#### **7. Relationship to other courses**

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

The BA (Hons) Fashion Design course is one of a number of undergraduate courses situated within our creative and entrepreneurial Fashion & Design community, including BA



(Hons) Fashion Design, BA (Hons) Fashion Marketing, BA (Hons) Interior Design, BA (Hons) Advertising and MA International Fashion Marketing.

At the foundation level (level 3), there are eight shared modules that are common to all integrated courses.

The L4 Learning Perspectives, Regent's Special Electives, the Language electives and the Level 5 Industry and Entrepreneurship modules are offered on all Undergraduate courses, in addition to the Subject Core modules for individual courses.

As part of your Subject Core studies, you will be encouraged to collaborate with students on different courses and with external professionals to shape and inform your project outcomes as well as support your own professional development. Professionals increasingly work across boundaries between industries and the knowledge you gain on the course will open your mind to working across different areas of fashion and design. It will also enable you to work more effectively with others, both as a student and once you graduate and work in industry.

## **8. Student support**

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

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

Our support services include:

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

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

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

## **9. Learning support**

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

**Workshop space, laboratories and other specialist accommodation**

The course is delivered at our Regent's Park campus, which includes specialist teaching accommodation, including:

- Mac Labs for both classes use and open access.
- Specialist equipment loan store, photo studios and large format printing.
- Multi-purpose design and pattern cutting studios.
- Industry equipped sewing and pressing workrooms.
- A dedicated fashion technician offering group and individual technical support.
- Online Technical Resource offers access to live and recorded video sewing demonstrations and related garment construction guidance.
- A range of teaching spaces, for one-to-one tutorials, through to large seminar/workshop spaces, equipped with smart boards.
- 3D Workshops including laser cutter, 3D printer and model-making facilities.

**Fashion Studios**

The Fashion Studios (A201, A202, A204 and A206) are located on 2<sup>nd</sup> Floor, Acland Building and supervised by a dedicated fashion technician. These have been designed to facilitate the delivery of fashion design education during timetabled sessions as well as support your own practice during independent study. Studios are accessible from 09:00am to 10:00pm every weekday and weekend, providing you with unprecedented access to specialist equipment and resources throughout your studies. At the start of the course, you will receive a workroom induction on using the sewing and pressing equipment and be advised on general health and safety information.

**Design Studio (Room A201)**

16 Pattern Cutting Tables  
16 Juki flatbed sewing machines  
2 Brother 3 thread overlocker

**Specialist Machines Workroom (Room A202)**

1 Brother twin needle  
1 Brother 5 thread  
1 Brother 4 thread overlocker  
1 Brother Babylock

**Pressing Workroom (Room A204)**

3 Double Comel steam units (6 irons)

**Sewing Workroom (Room A206)**

8 Juki flatbed sewing machines  
1 Juki 3 thread overlocker

**Digital Print Room**

Plus 42" large format Canon Digital Printer

**3D Workshop**

The 3D workshop facilities and equipment is in Herringham basement and supported by a dedicated interior design technician. These include the wood workshop and the digital fabrication workshop which is equipped with a laser cutter and 3D printers. The workshop

is a great place to experiment with different materials and techniques to develop your design proposals. We encourage you to make use of all the facilities and learn new skills. Before using the workshop you will receive an induction for machines and general health and safety information such as Personal, Protective Equipment (PPE). The university will supply you with your own PPE.

### **Photo Studio**

A well-equipped photographic studio located in the basement of Tuke Building. The photo studio includes two shooting bays, both are set up with black and white backdrops, professional lighting equipment and Canon 5D cameras.

### **Media Services**

Media services can provide you with filming and photography equipment as well as technical guidance needed for your projects. You will be able to book a range of photographic and filming equipment on a short term loan basis, including cameras (Red, Blackmagic, Canon 5D and Canon 80D) and lighting equipment (Neewer, ARRI L5, and ARRI L7) as well as camera tripods, deflectors, C-stands, monitors, shoulder rigs, fig rigs, and so on.

### **Campus Access**

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)

### **Library**

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.

The Library houses an impressive collection of art, design and fashion related books, journals and periodicals as well as open access PCs and a range of desktop and pod-based learning spaces.

The library subscribes to a number of electronic resources and databases. These include a wide range of eBooks and the following online fashion resources:

- Bloomsbury Fashion Central (comprising Berg Fashion Library, Fairchild Online Library, Bloomsbury Fashion Business Cases and Bloomsbury Fashion Photography Archive)
- Bloomsbury Design Library
- Common Objective (formerly Ethical Fashion Forum)
- Drapers
- EBSCOHost
- Fashion Monitor
- IBISWorld
- Oxford Art Online
- Passport (Datamonitor)

- WARC

The library has agreement with British Library Document Delivery Supply to supplement the needs of the users. The students also have access to specialised and public libraries in the area.

### **Blackboard Ultra**

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.

### **Regents App**

To support your studies and time at Regent's, there is a free mobile app which can be downloaded from the Apple or Android stores, which will provide information about the University, the campus and your studies.

### **IT Labs**

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)

## **10. Opportunities for personal development planning**

### **Industry Focussed**

The BA (Hons) Fashion Design course is industry focussed, where you will have opportunities to work on live projects with leading brands. You can also hear first-hand accounts from industry experts about how they got their big breaks and what their advice is for aspiring designers at our series of 'Industry Insights' talks.

### **Professional Portfolio I**

In "Professional Portfolio I" in Level 5, you will be able develop your visual communication skills and prepare a professional portfolio presentation that is relevant to industry contexts. In addition, you will be introduced to placement planning and networking strategies as well as practice interview techniques and CV writing skills, to help prepare you for undertaking work placements during the summer.

### **Professional Portfolio II**

In "Professional Portfolio II" in Level 6, you are offered the opportunity to create and curate a range of self-promotional material, and prepare an industry-ready design portfolio relevant for an international setting. As part of your professional development, you will

analyse your skills, strengths, weaknesses and development opportunities in order to formulate a comprehensive career plan. In addition, you will be encouraged to further enhance your interview, networking and CV writing skills to successfully prepare you for your own future career ambitions.

### **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, Enterprise and Industry**

The Careers, Enterprise and Industry team supports students' individual career aspirations through a personalised approach. We partner with students to help them to acquire attributes, tools and skills to be able to make informed decisions and manage their entire career.

### **Handshake – jobs, employers, events and resources**

We've partnered with Handshake – our careers platform – to offer you:

- Careers and enterprise resources – giving you all the information you need to succeed
- Local and international jobs, internships, and placement opportunities
- Networking opportunities with companies of all sizes, as well as start-ups
- Careers and enterprise events and workshops
- The chance to create and build your own profile to personalise the type of content you see, the employers you engage with, and the types of job opportunities highlighted to you.

### **Placements and internships**

Students looking to undertake a placement or internship as part of their studies can receive support in developing their application, as well as advice and guidance when sourcing suitable placement and internship opportunities.

We also offer similar support for students who wish to enhance their learning by undertaking an internship during the summer period.

### **Careers appointments and drop-in sessions**

Students can book an appointment with a career consultant to discuss anything career-related or book some career coaching sessions as a student and/or after they graduate.

They are encouraged to engage with the careers team as early as possible in their study. It can take time to gather an array of career management skills, and to be empowered to explore options and plan their next steps.

Careers appointments are booked on Handshake and are either virtual on Handshake or in-person. Appointment types include, but are not limited to, career conversations, entrepreneurship and enterprise, career coaching, placements and Internships, applications feedback, and interview preparation.

The Careers, Enterprise and Industry team has an open-door policy. Students can drop in anytime during business hours to ask a quick question about anything careers, enterprise, or industry related.

### **Enterprise and entrepreneurship**

Regent's is excited to provide a comprehensive, entrepreneurial offer for students and graduates.

This flagship initiative is known as **The Founder's Programme** – a hands-on programme to support students and graduates interested in starting their own enterprise, with tailored guidance, access to live sessions with in-house consultants and guest speakers, mentoring, coaching and experiential bootcamps.

The programme is a dynamic, immersive learning experience where students will build the foundations of their start-up with a global team and get a chance to pitch to investors at the end of the programme – allowing you to network and connect with peers, alumni, industry leaders and start-up founders.

### **Co-working spaces**

Regent's also offers a dedicated co-working space available on campus with an opportunity to work on your business idea while collaborating and sharing ideas with peers. We also have a strong network of partnerships with some of the most noted co-working spaces in the country.

## **11. Admissions Information**

Details of the University's entry requirements can be found at: [Entry Requirements](#)

## **12. Visas and immigration**

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

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

## **13. 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

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

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

You will be provided with guidelines on what you need to achieve in each assessment to ensure you receive a good mark. A generic description of each grade is provided by the [Regent's Common Assessment Scale](#)

#### **14. Award criteria**

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

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

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

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

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

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

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

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

##### *Course (re)validations*

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

*Course modifications*

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

*Course monitoring*

In order to ensure courses continue to meet their academic and professional aims and objectives, Directors of Content/Course Leaders 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), course level, through student representatives and at course 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.

**16. Curriculum map**

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

	<b>Module</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>LO6</b>	<b>LO7</b>	<b>LO8</b>	<b>LO9</b>	<b>LO10</b>
<b>Level 3</b>	Critical Thinking				x					x	x
	Cultural Understanding		x		x						x
	Politics, Society and Citizenship	x			x						x
	Writing for Success at University					x			x		
	Communication	x				x				x	



	Creativity & Entrepreneurship		x							x
	Cultural Industries		x		x					x
	Making Use of Data				x	x	x			
	The Creative Designer			x				x	x	x
	The Creative in Context			x		x			x	x
Level 4	Creative Fashion Design Practice	x	x		x	x				
	Pattern & Construction I		x						x	x
	Art, Culture and Fashion Design			x		x		x		x
	Pattern & Construction II		x				x		x	x
	Learning Perspectives	x		x	x					
	Exploring Industry and Entrepreneurship			x			x			x
Level 5	Design Studio in Practice		x			x			x	x
	Deconstruction Theory in Practice				x			x	x	x
	Professional Portfolio I	x		x		x	x			
	Experiencing Industry and Entrepreneurship: Entrepreneurial Challenge	x	x	x						x
	Experiencing Industry and Entrepreneurship: Industry Challenge	x	x	x						x
	Experiencing Industry And Entrepreneurship: Placement	x	x	x						x
Level 6	Product Development in Practice						x	x	x	x
	Professional Portfolio I	x		x		x	x			
	Major Project I			x	x					x
	Major Project II		x	x		x			x	