REGENT'S
UNIVERSITY LONDON

MA International Relations

Course Specification

Academic Year 2025-2026

Contents

1. Course Overview

Full course/award title(s)	MA International Relations
Course Code	PMAA_0038_FR
Location of study	Regent's Park Campus
Off campus elements / locations	Not applicable
Fees	Please see the tuition fees on the Regent's University London website (https://www.regents.ac.uk/admissions/tuition-fees)
Additional costs	None
Awarding institution	Regent's University London
Date of original validation / revalidation	January 2025
Validated until	September 2030
Framework for Higher Education Qualification level of final award	Level 7
Number of credits in award	180 credits
HECoS Code	100490
Relevant QAA subject benchmark statements	https://www.qaa.ac.uk/docs/qaa/sbs/sbs-politics-and-international-relations-23.pdf?sfvrsn=a271a881_6
Other external and internal references	Regent's University London Academic Regulations Regent's University London Learning, Teaching and Assessment Strategy Regent's Learning Outcomes (RLOs) (2021) Regent's Assessment Framework (2022) Regent's Learning Design Framework: RADAR (2020) Regent's Course Design Process (2023) OfS Conditions of Registration, advice and guidance

	QAA: Frameworks for Higher Education Qualifications (FHEQ)
	AdvanceHE: Principles of Inclusive Curriculum Design
Professional, statutory or regulatory body recognition/ accreditation	Not applicable.
Language of study	English
Date of production / revision of this course specification	January 2025

Course intakes, modes of study, expected and maximum duration of course

Mode of Study	Intake Month	Level of entry	UCAS Code	Expected Duration in Months	Maximum duration in months*
Full-time	September	Level 7	Not applicable	12	36
Full-time	January	Level 7	Not applicable	16	48

* In exceptional circumstances only – refer to Regent's University London Academic Regulations for details.

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

The MA International Relations (MAIR) at Regent's University London offers you the chance to understand issues of conflict, inequality, climate and many others, and provide solutions to the urgent problems they create.

First, your learning is organised around issues, not subjects. Different subjects (political science, sociology, law, economics, history, etc.) will equip you with different lenses on how to understand phenomena – from the rise of global cities to that of digital technologies; yet you will first learn about the issues, how to use academic subjects to grasp them and how to mitigate the problems they cause. Subjects and theories will follow, not precede, the analysis of case-studies. Practice and problems will anticipate the theory, not vice versa.

With this aim, you will also be exposed to experts in the industry in dedicated modules, you will have authentic assessments (policy papers, simulations, projects, posters) and you will attend events with world leading experts and practitioners from academia, politics, diplomacy, NGOs, corporations, and so on. You will also benefit from London's myriad of opportunities – from exhibitions focused on political art to Regent's relationship with the world-leading think-tank on International Relations, Chatham House, where students have recently met global leaders such as Nancy Pelosi and Peter Obi. You will also spend some days overseas visiting the EU institutions in Brussels and Strasbourg with dedicated experts.

The course is suitable for students with a first degree in International Relations, Political Science or other subjects in the humanities and social sciences with a keen interest in a variety in current events and how they shape the world. We also have a number of students who come to study with us who don't meet our usual entry requirements but may have gained valuable skills in the area through at least three years of work experience.

Upon graduation, you will have gained valuable skills, been a part of important networks, and developed the ability to work at the highest level in embassies, international organisations, NGOs, multinational corporations and other global players. Our global alumni are a living testimony to these achievements. Recent graduates are working as researchers in international organisations, diplomats and as advisors in government ministries.

3. Course structure

This is a guide to the overall structure of your course, mandatory elements, modules (including terms when delivered) and periods of assessment.

We have designed our curriculum so that you can gain a deeply personalised education. The MA International Relations is built on the latest academic thinking and practices, informed by in-house research. You will expand your knowledge, skills, practice and thinking, and will gain deep expertise in International Relations through a range of specialised modules.

The course comprises four core subjects.

In "War and Peace" (Autumn term) you will explore the macropolitical challenges facing the 21st century international order, from the perceived decline of the US-led liberal order to the rise of the BRICS+, and the impact of these changes on world politics, the risk of war and the possibility of peace.

In "Critical International Relations" (also in the Autumn term) you will focus on how dramatic issues of gender, climate change, race, and conflict can be understood with the lens of critical social science, and how the latter can help better explore International Relations.

"Global Thriving. Problem Solving in a Complex World" (Spring term) will help you better understand the 21st century's biggest and most complex challenges in technology, the economy, society, and politics, and how to find solutions to them, also by using tools provided by system thinking.

In "Global In(Justice)", in the Spring term, you will familiarise with the multiplicity of issues raised by international law and human rights regimes, and you will analyse contemporary conflicts as case-studies which can be used to explore the shortcomings of the global system of justice and law.

Common modules: You will also be taking three common modules as part of your course. The "Masters Perspectives" module in the Autumn term, will develop your advanced academic skills as you grow as an independent thinker and researcher. Through the distinct lens of International Relations, you will explore advanced critical thinking, learn to use primary and secondary sources, familiarise with research design and methods, and develop your ability to communicate complex ideas, formulate research questions and reach ambitious objectives with maximum impact and clarity.

The "Professional Perspectives" module, in the Spring term, will help you define and develop your professional identity and build your career objectives. You will explore the skills you need to succeed in contemporary international affairs, including large organisations, NGOs, and start-up thinktanks in geopolitics and security. One key area we will explore in this module is diplomacy and leadership and we will equip you with the skills to conduct negotiations and resolve conflicts as well as with the ability to confront the ethical and political dilemmas the diplomatic profession poses. You will explore professional communication, managing projects, collaboration, entrepreneurial and creative thinking, active personal and professional reflection and development. You will also learn strategies for how to plan your career, aware that concepts of work will become increasingly fluid as time goes on.

And in your last term, you will embark on your "Final Major Project", which is the culmination of your master's course. You will integrate and apply the knowledge, experiences and thinking you have developed in your course to a project that you conceive

and design. Your project should ideally be focused on your next professional steps – it can form part of your portfolio as you move towards work, further study or setting up a new business. It may be based on conducting research, solving a practical problem, or creating an artefact – or it may be a combination of all three. Whichever approach you choose, you will critically record and reflect on your intellectual, creative and investigative processes in detail. While you will have the support of your course tutors and an academic supervisor, as a postgraduate student you will be expected to develop and prove your ability to operate independently in both academic and professional settings.

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 a i) skills focus; ii) interdisciplinary focus; or iii) specialist subject focus and are designed to respond to your interests and emerging global trends. They are designed to be highly relevant to the world we live and work in as well as 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 study one of these: Arabic, Chinese, French, German, Italian, Japanese, 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.

The course offers you a lot of additional benefits. London as a global city offers you an amazing complement to the classroom, and you will regularly visit museums such as Tate Modern or the British Museum, whose exhibits are strongly linked to world political issues, past and present. Also, you will attend world-leading events at the Royal Institute of International Affairs (Chatham House), of which Regent's University London is an academic member, and will have access to Chatham House's publications and online offer. In the past your peers attended events with prominent speakers such as Nancy Pelosi and Peter Obi. Additionally, in the context of "Global In(Justice)" there will be a mandatory visit to the EU institutions in Brussels and Strasbourg, which will provide you also with networking opportunities. Costs of travel and accommodation for this trip are covered by the university, but you will need to cover the costs of visas, food and entertainment. If for any reason, you are unable to take part in this field trip, you will have alternative directed studies at the university during this period.

Attendance to all classes and activities is mandatory.

The academic year for the course follows the regular university postgraduate calendar (https://www.regents.ac.uk/postgraduate-calendar):
- Autumn Term: September to December
- Spring Term: January to May
- Summer Term: May to August.

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 in the assessment brief. General assessment

periods are also noted on the postgraduate calendar:
https://www.regents.ac.uk/postgraduate-calendar

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 of study, 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 lectures, seminars, workshops 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 a postgraduate degree course, you can usually expect to study 180 credits per level (or year), with no more than 80 credits per term.

Please note the following modules have a content warning attached. More information is available in the individual module specifications:

- "War and Peace" - topic of war
- "Global In(Justice)" - topics of genocide, crimes against humanity, war crimes.
- "Critical International Relations" - topics of race, gender, inequality.

Course modules

Level 7		
Term	**Core Modules**	**Credits**
Autumn	INR710 – War and Peace	20
Autumn	INR711 – Critical International Relations	20
Spring	INR712 – Global Thriving. Problem Solving in a Complex World	20
Spring	INR713 – Global In(Justice)	20
Total Core module credits		**80**
Term	**Common Modules**	**Credits**
Autumn	PER701, Masters' Perspectives	10
Spring	PER702, Professional Perspectives	10
Spring/Summer	IAE701 Final Major Project	60

Total Common module credits		80
Term	**Elective Modules** (for list of languages or special elective modules see table below)	**Credits**
Autumn	Languages Elective or Special Elective	10
Spring	Languages Elective or Special Elective	10
Total Elective module credits		**20**
Total Credits for Level 7		**180**
Exit awards (if appropriate)		
Postgraduate Certificate (PGCert) Postgraduate Diploma (PGDip)		

Special Electives and Language Modules		
Please note, not all elective modules will be offered in every term, due to timetabling, resourcing and other constraints.		
Term	**Special Elective Modules**	**Credits**
Autumn/Spring	SEL701, Creating a Social Enterprise	10
Autumn/Spring	SEL702, Critical Thinking: A Path to Smarter Choices	10
Autumn/Spring	SEL703, Cybersecurity	10
Autumn/Spring	SEL704, Exploring and Redefining Artificial Intelligence	10
Autumn/Spring	SEL705, Leadership for Positive Change	10
Autumn/Spring	SEL706, Podcasting and Vlogging	10
Autumn/Spring	SEL707, Personal Branding	10
Autumn/Spring	SEL708, Luxury Experiences	10
Autumn/Spring	SEL709, Cross-Cultural Negotiation Skills	10
Term	**Language Elective Modules**	**Credits**
Autumn/Spring	Module codes as below: Language (Grades 1-6) 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	10

	Japanese: JAPXB1/JAPXB2/JAPXB3/JAPXB4/JAPXB5/JAPXB6 Russian: RUSXB1/RUSXB2/RUSXB3/RUSXB4/RUSXB5/ RUSXB6 Spanish: SPNXB1/SPNXB2/SPNXB3/SPNXB4/SPNXB5/ SPNXB6	
Autumn/Spring	Module codes as below: Advanced Language for Professionals (Grade 7) Arabic: ARAXB7, Chinese: CHNXB7, French: FREXB7, German: GERXB7, Italian: ITAXB7, Japanese: JAPXB7, Russian: RUSXB7, 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	10
Autumn/Spring	ENGXB5, Advanced Business English	10

4. Indicative course structure diagram

Autumn Start – Level 7

Autumn Term Block 11	INR710 War and Peace (Core) (20 Credits)	INR711 Critical International Relations (Core) (20 Credits)	Languages Elective **Or** Special Elective (Elective) (10 Credits)	PER701 Masters' Perspectives (Common) (10 Credits)

Spring Term Block 12	INR712 Global Thriving. Problem Solving in a Complex World (Core) (20 Credits)	INR713 Global In(Justice) (Core) (20 Credits)	Languages Elective **Or** Special Elective (Elective) (10 Credits)	PER702 Professional Perspectives (Common) (10 Credits)

Summer Term Block 13	IAE701 Final Major Project (Common) (60 Credits)

Spring Start – Level 7

Spring Term Block 11	INR713 Global In(justice) (Core) (20 Credits)	INR712 Global Thriving – Problem Solving in a Complex World (Core) (20 Credits)	Languages Elective **Or** Special Elective (Elective) (10 Credits)	PER702 Professional Perspectives (Common) (10 Credits)

Summer break (May – August)

Autumn Term Block 12	INR710 War and Peace (Core) (20 Credits)	INR711 Critical International Relations (Core) (20 Credits)	Languages Elective **Or** Special Elective (Elective) (10 Credits)	PER701 Masters' Perspectives (Common) (10 Credits)

Spring Term Block 13	IAE701 Final Major Project (Common) (60 Credits)

5. Exit awards

Exit (interim) awards can be conferred where:

    a) you withdraw from the University without completing all the credits required for your named award,
       and

    b) you have successfully completed the volume of credit at the relevant FHEQ level as indicated in Section 3 above,
       and

    c) subject to the decision of the relevant Progression and Finalist Board.

Available exit awards for this course are:

- Postgraduate Certificate (60 credits at Level 7)
- Postgraduate Diploma (120 credits at Level 7)

Exit awards are not available with classification.

The full criteria for these exit awards can be found in the Assessment and Course Regulations section of Regent's University London Academic Regulations. regents.ac.uk/policies

Where classification of an overall award is possible this will be calculated upon completion of 180 credits at Level 7 as set out in the Academic Regulations.

6. 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 complete a learning process (e.g., 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 your studies are listed below. Each module that you will study has developed between two and four distinctive Module Learning Outcomes (MLOs). Each MLO is mapped against an equivalent Regent's Learning Outcome (RLO) from the list below. We have ensured that all the compulsory elements of your course assess in their totality all ten learning outcomes (see Section 17).

Level 7 Learning Outcomes	
RLO 1	**Collaboration:** Lead and negotiate professional networks to solve challenges in complex and ambiguous situations.
RLO 2	**Innovation**: Create and implement new value propositions combining intellectual curiosity and creativity.
RLO 3	**Professional Development**: Articulate a plan which encompasses opportunities for your continuing professional development.
RLO 4	**Decision-making**: Formulate informed decisions in complex situations using critical and reflexive thinking.
RLO 5	**Communication**: Communicate persuasively orally and/or in writing in multicultural and/or international settings.
RLO 6	**Digital Data and Tools**: Appraise and utilise digital tools and complex data in your professional and social contexts.
RLO 7	**Discipline Knowledge**: Critique and synthesise theories, concepts and facts at the forefront of your field of study relevant to the task.
RLO 8	**Discipline Skills**: Combine and employ advanced discipline-specific knowledge, techniques and tools for practical purposes.
RLO 9	**Interdisciplinary Perspectives**: Integrate different disciplinary approaches in proposing insights into multifaceted complex scenarios.
RLO 10	**Human and Environmental Impact**: Evaluate the impact of human activity, including your own, on people and on the environment to offer sustainable solutions.

7. 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 course as listed in Section 2 and the intended learning outcomes in Section 6. 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.

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.

The strategy is underpinned by three pillars, informed by the university's Strategic Plan, outlining the future trajectory of learning and teaching at Regent's. These are interwoven and based upon:

Nurturing our students' individual growth, recognising them as our partners and cocreators and helping them reach their full potential by addressing their unique needs and aspirations.

Re-imagined curricula and assessments: We develop durable research, thinking, human and entrepreneurial skills through inclusive, well-designed, innovative, future-facing curricula and assessments.

Excellent teaching and transformative learning: We deliver student-centered, interactive, and digitally enhanced learning & teaching that caters to diverse learning needs, challenges orthodoxies, and encourages alternative ways of thinking.

Your course is premised on the Regent's Curriculum model which defines the structural design of our postgraduate degrees and allows us to deliver the above learning and 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; with 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 pursuit 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.

In line with Regent's student-centred pedagogy, we are also introducing more authentic assignments and a more flexible, experiential delivery into the MA International Relations. On campus, students will take part in seminars, workshops and activities according to the practices of active learning and student-centred pedagogy. We will use London as our

classroom and organise field trips to museums and galleries such as Tate Modern or the British Museum, whose exhibits are strongly linked to world political issues, past and present. Additionally, in the context of "Global In(Justice)" there will be a mandatory visit to the EU institutions in Brussels and Strasbourg where you will meet several experts working for these institutions, providing you with networking opportunities. All travel and accommodation costs are covered by the university, but students will need to cover costs of visas, food and entertainment.

Assessments are varied and include opportunities to take part in simulation exercises where you take the part of an international organisation or state, as well as essays, case studies, presentations, posters, reports and e-portfolios. These authentic assessments will give you the opportunity to work both individually and in groups promoting collaboration and networking. You will have to expand your discipline knowledge and discipline skills but also have the opportunity to communicate your ideas and make decisions. When designing posters, presentations and your e-portfolio, you will have the opportunity to utilise digital tools and to innovate. You will also be required to analyse complex digital data for some of your presentations.

Attendance to all classes and activities is mandatory.

Breakdown of teaching methods by percentage per level

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

- 'Taught' learning typically refers to timetabled sessions led by a member of academic staff, such as lectures, seminars, and tutorials.
- 'Practical' sessions are also timetabled and led by an academic member of staff, but are focused on learning through experience, e.g., role plays, simulations, field trips, studio or laboratory work.
- 'Self-Study' is time dedicated to self-directed learning that is guided by your own requirements to further your studies and complete assignments. This could include preparation for class, background reading, research and preparation for assessments and writing.

Level 7	
Taught	16.8%
Practical	3%
Self-Study	80.2%

Course management and teaching staff

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

The MAIR staff have vast experience in research and professional activity in a wide range of fields. They have had research published in leading journals in International Relations, International Political Economy, and both European and Central Asian Affairs, studying and conducting research in five countries across different continents. They are leading experts in their fields. They have vast professional practice as entrepreneurs in tech start-ups and social enterprises. They possess remarkable teaching experience in a range of disciplines as well as innovative primary research on gender, refugees, migrants and critical approaches to society and politics. They include qualified solicitors with a focus on international law and human rights as well as researchers in the fields of decoloniality, postcoloniality and African societies. We also welcome guest lecturers to provide insight into the latest developments in International Relations. Recent lecturers have included a former British Ambassador to Kosovo and a Senior Legal Consultant with the AIRE Centre, a legal charity in the UK specialising in European Human Rights Law.

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 [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 location 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 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:

Forms of Assessment	Ways to deliver feedback on formative assessments
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 share 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 an orderly and timely fashion (approximately three weeks from submission date). We will notify you of the feedback release day in your assessment briefs.

The assessments for the MA International Relations comprise of the following:

Two simulations, one individual presentation and two group presentations, a case study, a poster, an essay, a report and an e-portfolio as well as a research based major project. Each assessment has several learning outcomes based on the Regent's Learning Outcomes at Level 7.

Attendance at all classes and activities is mandatory. Regent's University London require attendance of minimum **75% across the term.** Should you fall below the minimum 75% attendance, the monitoring process in the Student Attendance Policy will be applied. See: https://www.regents.ac.uk/policies for more information.

Breakdown of assessment by percentage per level

The following breakdown is a guide to the types of assessment you will experience on your course through core/common modules. The exact amount of each assessment type will depend on the elective modules that you take.

Level 7	
Coursework	85.5%
Individual Presentations	4.5%
Group Presentations	10%

Alternative forms of assessment

Our aim is to design and deliver innovative, authentic and inclusive assessments throughout our curriculum. Students with a student support agreement (SSA) may be offered alternative forms of assessment, as an agreed reasonable adjustment. Where this is necessary, the Student Experience and Welfare Team will work with the relevant Course Team and Registry staff on a case-by-case basis to secure appropriate alternatives.

Ethical approval of research

All research and other relevant academic activities conducted within and outside the University by students at Regent's University should comply with the University's Research ethics policies and processes prior to its commencement. This will include, but is not limited to, all research 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.

8. 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.

There are three common modules that are shared with all taught master's courses at level 7: Master's Perspectives, Professional Perspectives and Final Major Project. In addition, Special Elective and Language Elective modules are offered on all taught postgraduate courses, in addition to the subject core modules for the individual course.

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 you need, on academic study, language skills, careers, disabilities, mental health, gender, sexuality, finance and many other issues.

Ask Regent's will be the first port of call for the majority of your needs. Staff there 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
- Students' Union

For more information about life at Regent's and the services we offer, visit: https://www.regents.ac.uk/student-life

10. Learning support

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

We often use large rooms for guest speakers, and this requires advance booking. Most spaces are accessible by lift. We will make sure any arrangements are made when that is not possible.

Also, if you require support or advice with regard to accessing campus facilities, please speak with our Student Experience and Welfare Team, part of **Ask Regent's**, so we can address your concerns. https://www.regents.ac.uk/information/for-current-students/disability-support

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 individuals 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.

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.

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: https://www.regents.ac.uk/life-at-regents/learning-resources.

11. Opportunities for personal development planning

You can choose two modules among a range of Language Electives or Special Electives. Your Major Project will replace a traditional dissertation and allow you to focus on your professional aims by conducting research, solving problems, creating an artifact, or a combination of the three.

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 the Students' 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.

A special and mandatory activity in this Master is the trip to the EU institutions in Brussels and Strasbourg, which takes place in Spring in the context of the module, "Global In(Justice)".

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.

Huckletree Innovation Lab
An on-campus, Innovation Lab centred around entrepreneurship and ecosystem which provides a base for students, staff and alumni with entrepreneurial aspirations. It also hosts tailored sessions and programmes to accelerate your entrepreneurial journey as well as opportunities for networking, investment and innovation.

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.

12. Admissions information

Details of current entry requirements can be found in the University's Admissions Policy on our website: https://www.regents.ac.uk/policies

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 our website: https://www.regents.ac.uk/admissions/visas-immigration

14. Assessment and progression regulations

You will be assessed on how well you are achieving the intended leaning outcomes at different stages throughout your time of study at Regent's. This will include a variety of methods as described under Section 7 above.

In order to continue with your studies, there are minimum requirements to be met to be able to progress at the end of the taught modules, prior to the dissertation/major project in your third term. 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.

https://www.regents.ac.uk/policies

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

15. Award criteria

To complete your course, you will need to achieve 180 credits for a master's degree.

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

For further details on award requirements, please see the Academic Regulations, available on our website https://www.regents.ac.uk/policies. 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.

16. Methods for evaluating and improving the quality and standards of teaching and learning

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

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 our courses continue to meet their academic and professional aims and objectives, Directors of Content/Course Leaders are required to prepare Continuous Improvement Planning Reports (CIPR). The reports include module feedback as well as external examiner reports and responses. They are reviewed at content area and institutional level at least twice a year.

Student feedback systems

Students play a key role in the University's processes for enhancing the quality of our educational provision and the 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 course leaders), through student representatives and at course panel meetings. Student representatives are elected and sit on institutional committees such as Academic Committee.

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 in the UK. External examiners review subject level assessment, attending subject boards, and can also attend progression and finalist boards in unrelated subject areas. We also have a Chief External Examiner with responsibility for oversight of the process and review of institutional level processes.

An annual external examiner report is produced at the end of every academic year at level 7. These are made available to students, normally through the CIPRs/course panel meetings.

17. Curriculum map

The following table indicates which core and common modules assume responsibility for delivering the learning outcomes detailed in Section 6.

Level	Module code	Module Title	RLO1	RLO2	RLO3	RLO4	RLO5	RLO6	RLO7	RLO8	RLO9	RLO10
7	PER701	Master's Perspectives		x		x					x	
	PER702	Professional Perspectives	x		x		x					
	IAE701	Final Major Project		x	x	x				x		x
	INR710	War and Peace	x			x	x			x	x	
	INR711	Critical International Relations				x			x		x	x
	INR712	Global Thriving. Problem Solving in a Complex World		x		x		x			x	x
	INR713	Global In(Justice)	x				x	x	x		x	