REGENT'S
UNIVERSITY LONDON

MA Management and Leadership

Course Specification

Academic Year 2025/2026

Contents

1. Course Overview

Full course/award title(s)	MA Management and Leadership
Course Code	PMAA_0034_FR
Location of study	Regent's Park Campus
Off campus elements / locations	Not applicable.
Fees	£27,000
Additional costs	Not applicable.
Awarding institution	Regent's University London
Date of original validation / revalidation	November 2024
Validated until	September 2030
Framework for Higher Education Qualification level of final award	Level 7
Number of credits in award	180 credits
HECoS Code	100089- Management Studies (50%) and 100088- Leadership Studies (50%)
Relevant QAA subject benchmark statements	Master's degrees in business and management (2023) Subject Benchmark Statement: Master's Degrees in Business and Management (qaa.ac.uk)
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
	CMI Level 7 Diploma in Strategic Management and Leadership (2021)- Students will need to opt in by applying for this dual award. Students also have the opportunity to progress onto the Charter Manager, though higher membership levels incur additional costs. Further details outlined in Section 2.
Professional, statutory or regulatory body recognition/ accreditation	Chartered Management Institute (CMI Level 7 Diploma in Strategic Management and Leadership)
Language of study	English
Date of production / revision of this course specification	September & October, 2024

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/ Part-time	Sept	Level 7	Not applicable	12	36/48
Full-time/ Part-time	Jan	Level 7	Not applicable	12/16	36/48

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

MA Management and Leadership ethos:

We believe that the ability to look after staff, customers, business partners, and resources requires cross-disciplinary joined up thinking - in a way that brings the field of Management to life. Whether that's inside an organisation or globally: finding a way to manage people, budgets, and processes wisely and equitably have become both an art and a science.

This course is for people who enjoy finding practical solutions that make business decision-making happen with greater efficiency and reduced friction. If you value the importance of taking the lead in understanding and serving the diverse needs of those around you, then you will have the opportunity to refine your abilities to do so with greater consistency and commercial acumen.

It's also for those people who want to signal their management credentials to others, while reassuring themselves that they will graduate with a nuanced understanding of the full spectrum of management roles and responsibilities.

In addition, this courseallows you to drill down and develop deeper hands-on insight into a key business function - by selecting one of the linked subject disciplines listed in their titles, which we have identified are of critical success to businesses.

The beauty of this is that you will gain general management expertise, alongside that of a standalone business specialism of relevance across sectors. In your dissertation or business project, you will also consolidate this twin-track focus of management and a specialism by addressing an issue of your choice – which can be within an industry sector, organisation, department or region, and addresses the needs of staff, customers, or wider stakeholders.

We have designed this course to be of relevance and interest to learners from anywhere in the world, at any stage of their career journey, who want to invest in finding ways to navigate future challenges through growing their personal management excellence – in theory and practice.

You will be immersed in a holistic educational environment that encourages you to interrogate and reevaluate theory and practice – through our curriculum design, indicative content, classroom delivery, and assessments. Furthermore, we want to create safe supportive spaces, which you can fill with your own ideas, case examples, businesses, and career aspirations – in a way that develops you as lifelong learners and business professionals.

This course has been designed by consulting with current students, alumni and industry professionals from various sectors to discuss curriculum development. This was an imperative part of the design of the course to maximise your student experience on the MA Management and Leadership course

By completing the MA Management and Leadership course you may pursue roles in the following areas: Business development, Project Management, Human Resource Management, Change Management Lead, Head of People Operations, Management analyst, Change agent/Change Manager/Change Strategist, Private and public sector management, Social enterprise, Management consulting, Family business, Start-up entrepreneur and Organisational Development Consultant. The leadership roles could be in various industries, banks, consultancies.

Sustainability has become increasingly important in today's world and Higher Education Institutions also have a critical role to play in encouraging sustainable development. Sustainability is an integral part of the teaching at Regents University London. As future leaders it is important that you understand the importance of sustainability in various aspects of business. Therefore, you will find critical insights on sustainability across the modules on the MA Management and Leadership course.

Digital skills are a vital skill that will be embedded in the MA Management and Leadership course. You will be provided opportunities to build your digital skills over the duration of the course to increase your confidence and competency through digital skills training to support your academic, professional and personal development. At the end of your course, you will have attained a strong digital skillset that you will be able to use in an evolving digital workplace as well as to meet the growing demand of expectations on digital literacy from employers.

Upon the completion of the mapped modules on the MA Management and Leadership course you will have the opportunity of gaining the Chartered Management Institute (CMI) LEVEL 7 Diploma in Strategic Management and Leadership. You will need to opt in by applying for this dual award, this is essential as you are not registered onto this award automatically. CMI works with business and education to inspire people to become skilled, confident and successful managers and leaders. CMI registration provides student membership and access to the Institute's online resources and selected events during your time at Regent's University London. CMI can support CMI affiliate members to help you discover the right career for you and how to maximise on your opportunities for success in the workplace. You can benefit from networking opportunities with other graduates and young professional to get a career head-start. CMI provide mentoring from managers across industries, and you will be able to attend regional events and activities with other professionals in your area. You will have the opportunity to access CMI resources, which can support your assessments to get better results on the MA Management and Leadership course After you graduate, you will have a qualification that is recognised world-wide, ACMI letters can be used after your name and the possibility of membership upgrade to Full member (MCMI) as well as the opportunity to become a Chatered Manager. The (CMI) LEVEL 7 Diploma in Strategic Management and Leadership is facilitated by our CMI Course Director.

- **Membership Benefits:** If you renew your CMI membership, you may also use the foundation Chartered Manager post-nominal *fCMgr*. Renewal qualifies you as an Associate Member (*ACMI*), with opportunities to advance to full Chartered Manager status (*CMgr*).

- **Progression Options:** You can apply for a review to upgrade your membership level *(e.g., from ACMI to MCMI)* if your career advancements align, though higher membership levels incur additional costs.

Equality, Diversity and Inclusion for students is imperative across the course. At Regents University London we encourage and support different cultural backgrounds, religions, and perspectives and as part of our community students are also encouraged to support a diverse and inclusive environment as well.

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.

This Management and Leadership course explores management within the Leadership discipline and also the Leadership within management. Therefore, the links between Management and Leadership are inextricable and interwoven. Electives and core modules, as well as opportunities for project work, will develop the management and Leadership discipline knowledge.

You will need to complete three shared modules and one specialist module as part of your course. The three core modules are Budget Planning, Processes & Strategy for Managers and Managing Products & Services from Ideation to Innovation as well as International Staff & Client Management, which is a shared module with MA Management and Leadership, MA Management and Marketing and MA International Business.

You will be completing Budget Planning, Processes & Strategy for Managers in the Autumn term. This module is designed to provide you with a basic understanding of the financial accounting principles and methods used for the preparation of financial statements as well as the use of financial statements (particularly for planning and strategic decision). You will have the opportunity to critically engage with reporting and accounting policies and appreciate their effect on financial statements as well as to consider the assumptions that are embedded in the information provided in those statements. This will enable you to evaluate financial statements from an investment perspective. You will see accounting "come to life" as you apply it to valuation issues and develop a high-level critical thinking when examining how investors use financial statements to analyse companies. You will take an in-depth look at how reporting and the choice of accounting policies by firms affect the numbers in financial statements. Emphasising strategic thinking, this module prepares managers to make informed financial decisions, optimise resource allocation, and drive sustainable business growth.This module is directed at future finance professionals and as

such the main goals are M-level mastery of financial statements for company analysis/valuation purposes. The aims of the module are to get you to critically engage with financial accounting. This means taking an in-depth look at how reporting and the choice of accounting policies by firms affect the numbers in financial statements. Understanding the assumptions embedded in statements will help you develop a high level of critical thinking when viewing the company, specifically through accounting information. In addition, you will gain the relevant technical skills on company valuation and understand how investors use financial statements to analyze companies.

In the Autumn term you will also be completing the International Staff & Client Management module. Critical for organisational success, today's international business environment requires cross-disciplinary understanding and effective management of international staff and high-net-worth clients. As a result, in contrast to other business courses, this module brings together two fields that are often separated – staff management and marketing. Therefore, this module draws from the theoretical frameworks and practices of: HRM (Human Resource Management, Management), Organisational Behaviour, Cross Culture Management, B2B (Business to Business), CRM (Customer Relationship Management), CDM, (Customer Data Management), Key Account Management and analytical tools such as KPI's, adopting a practice-based solutions approach. Through participating in structured discussions and coursework, you will also be expected to tackle emerging issues, such as sustainability, artificial intelligence, digital transformation and automation, as well as well-being that affect professionals. Students will be exposed to toolkits, frameworks, studies and perspectives that highlight the ability to forge and manage value-driven relationships with staff and external business partners.

In the Spring term, you will be completing the Managing Products & Services from Ideation to Innovation module. This module explores the leadership essentials of developing and launching innovative products and services in the digital economy. The following applies:
You will learn to identify current real-world problems and their impacts while developing innovative solutions through creative thinking, problem-solving techniques, and a focus on stakeholder needs to ensure relevance and viability. You will integrate strategy and practical execution for successful pitches, incorporate ESG considerations, validate products, and conduct feasibility studies, including audience analysis, competition assessment, and financial evaluations. You will explore key theories within project management, innovation, and business development: The Innovators Dilemma, Three Horizons Framework, Technology Adoption Lifecycle, and Theory of Inventive Problem Solving. You will learn leadership within project management from the idea to launch of an innovative product or service. You will learn to adapt while maintaining a clear vision and understand the importance of leadership traits and cultural transformation in innovation. You will create job opportunities by developing innovative products and services, securing funding, and emphasizing responsible business practices.

In the Spring term you will also be completing your specialist core module called Leadership Development. You will be exploring the debates concerning whether leaders are born or made continue to captivate business professionals, along with studying the journeys of those high-profile leaders who demonstrate such exemplars of leadership. This module embraces both perspectives - exploring how many leadership traits and skills are innate, inherited, taught, learned, or acquired. In addition to exploring how you can improve your leadership skills, this module also brings forward an added dimension: of helping you to discover and develop leadership skills in others. We argue that iconic leaders inspire and nurture future

talent - in ways that create a strong culture of empowered excellence and legacy. You will study various perspectives on leadership theory and practice. This will include assessing how leadership excellence is recognised, measured and rewarded. You will also study case examples of personal and organisational leadership that either conforms with or challenges convention - as a basis for reassessing whether orthodox or heterodox approaches can be as effective if switched within the same scenarios. Finally, you will produce a body of practically focussed work designed to not only test your understanding, but also to provide you with a useful personal career roadmap.

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 your subject field, you will explore advanced critical thinking and analytical skills, and develop your ability to communicate complex ideas, develop research questions and plan to 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 workplaces, including large organisations and start-ups. You will explore professional communications, 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.

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 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 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 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 (this includes the "final major project" for January starters).
- Summer Term: May to August (this includes the "final major project" for September starters).

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

You will have the opportunity to choose from a selection of special electives. Our aim is for you to be given your first choice. However, this is subject to availability.

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.

Course modules

Level 7		
Term	**Core Modules**	**Credits**
Autumn	MGT711, Budget Planning, Processes & Strategy for Managers	20
Autumn	INB707, International Staff & Client Management	20

Term		Credits
Spring	MGT713, Managing Products & Services from Ideation to Innovation	20
Spring	MGT712, Leadership Development	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

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	10

	German: GERXB1/GERXB2/GERXB3/GERXB4/GERXB5/ GERXB6	
	Italian: ITAXB1/ITAXB2/ITAXB3/ITAXB4/ITAXB5/ITAXB6	
	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	MGT711 Budget Planning, Processes & Strategy for Managers (Core) (20 Credits)	INB707 International Staff and Client Management (Core) (20 Credits)	Languages Elective **Or** Special Elective (Elective) (10 Credits)	PER701 Masters' Perspectives (Common) (10 Credits)

Spring Term Block 12	MGT713 Managing Products & Services from Ideation to Innovation (Core) (20 Credits)	MGT712 Leadership Development (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	MGT713 Managing Products & Services from Ideation to Innovation (Core) (20 Credits)	MGT712 Leadership Development (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	MGT711 Budget Planning, Processes & Strategy for Managers (Core) (20 Credits)	INB707 International Staff and Client Management (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.

Outline the course specific teaching and learning methods that students will encounter, why they are used and how they contribute to the achievement of learning outcomes.

Itemise the teaching methods used, e.g., lectures, seminars, workshops and explain any unusual terms.

Include any credit-bearing work placements, study abroad, etc. and state how they are assessed.

The MA Management and Leadership course consists of a wide range of teaching and learning methods, which are in line with the learning outcomes. You will be taking part in simulation workshops within the class and with external organisations creating different ways of learning which are innovative and practical/applied as well as problem solving. You will be taking part in the live case studies/assessments in collaboration/partnership with external organisations offering unique student experiences and learning opportunities. Module tutors having extensive academic and industry experience drawing in both their experience and strong industry connections/links. Module tutors constantly exploring future facing and engaging content. You will be part of small classrooms allowing for students to be given significant levels of support and attention. Specialised modules will cater to the demands of the potential students for the various courses Inclusive, diverse, creative and critical thinking learning will take place to challenge the students. You will be learning how to be collaborative, creative, entrepreneurial, critical, reflective, culturally and socially versatile, digitally agile, as well as being well-informed and fluent across disciplines, and responsible and environmentally conscious. We use real-world challenges and live industry briefs with our industry connections to provide an engaging and future-facing education that will be meaningful for when our graduates transition into the workplace.

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 (please note that some field trips are optional where offered or compulsory), 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	24%
Self-Study/ Practical	76%

Course management and teaching staff

MA Management and Leadership is managed by the Director of Content and supported by the Course leader with the management, operations and day to day running of the course. Your Course Leader will have an overview of your profile and modules and is key in supporting you to progress towards the completion of your degree. Each module is led by the module leader and there may be additional seminar tutors as part of the teaching team. Our lecturers are qualified at mostly Masters and Doctoral level and many of our lecturers also hold a Postgraduate Certificate in Higher Education. Our lecturers have a high-level of academic experience, as well as familiarity with the industry. Staff have worked in a range of business and management fields, in a variety of roles, and have published in a range of academic journals, authored books and industry publications. Given their strong links to industry, they will be drawing in these connections into the classroom providing an applied, practical, challenging and reflective activities for students, which is line with the developmental experience we offer our students as part of the teaching and learning at Regents University London. Each student will also be provided with a personal tutor. Your personal tutor is there to support you throughout your degree course Their role is to help and guide you through the decisions you make in your studies. You will meet them early in your time with us, and they will provide you with a consistent relationship throughout your academic career at Regent's. Your personal tutor will guide you on academic matters,

support your personal and career development, help you recognise your achievements and form and achieve goals, advise you on the resources and services best suited to your needs. They will also help you to identify specific workshops or activities to help you improve your academic performance or develop your career plan. Your personal tutor will invite you to at least one individual meeting per term, to catch up with your progress and hear how you are doing. You will be able to request additional meetings with your tutor, at any point during your degree. If you need more help, your tutor can also refer you to appropriate services at the University.

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 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 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.

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.

The course is assessed by 100% coursework, i.e. there are no written or practical exams.

Level 7	
Portfolio	12.5%
Group work and reflection	25.0%
Journal	12.5%
Project ideation	12.5%
Presentation	12.5%
Report	12.5%
Digital	12.5%

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 core modules that are shared with all taught master's courses at level 7: Masters 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.

There are three shared modules and one specialist module as part of your course. The three core modules are Budget Planning, Processes & Strategy for Managers and Managing Products & Services from Ideation to Innovation as well as International Staff & Client Management, which is a shared module with MA Management and Finance, MA Management and Marketing, MA Management and Branding and MA International Business.

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.

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

Extracurricular activities

All modules on the MA Management and Leadership course foster PDP, however the International Staff and Client Management module has PDP specifically built into the course. By making choices of the various special electives, students tailor their development to their own needs/career choices, e.g., through elective modules, dissertation topics and language choices. Furthermore, we encourage you to attend the approved CPDSO Workshops and register for the CMI to take advantage of the benefits of joining a professional body, which involves access to mentors and learning resources.

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.

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. You 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 learning 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
	MGT711	Budget Planning, Processes & Strategy for Managers	x			x		x		x		
	INB707	International Staff & Client Management			x		x	x	x			
	MGT713	Managing Products & Services from Ideation to Innovation		x		x	x					x
	MGT712	Leadership Development	x		x				x	x		

Appendix 1 –

Information for BIDT, SR Team, Finance, and Marketing:

This section for internal staff use only – to be removed from final version before publication

Content Area	e.g. Global Management
Course Type [Single or Joint]	e.g. Joint
HECOS Code(s) and Percentage	e.g. 100001 – 34% / 100005 – 33% / 105468 – 33% See: https://www.hesa.ac.uk/support/documentation/hecos On the HESA site, type a search term into this field: "Enter all or part of a HECoS descriptive 'term':" Course Teams are responsible for setting the HECoS code(s), and where there is more than one, for assigning the relevant % to each.
Number of Terms per Year	e.g. 2/3
Entry Requirements	Standard/ Non-standard (If non-standard please specify)
English Language Proficiency Requirements	
Is Study Abroad Optional or Mandatory?	
Contact Hours	Workload *
Course Leader	e.g. Bob Jones
Teaching Staff	Qualities, professional backgrounds
Finance Cost Centre Code	e.g. 135A
First Intake Fees Per Term / Total Year	e.g. £10,000 / £20,000
Scholarships	
Marking Scheme (provide details if non-standard)	
Progression Rules (provide details if non-	

standard or special considerations such as SPA)	
Any other non-standard academic provisions (derogations to regulations)	
Additional course details for transcripts/EDS, if needed	

Website Information

The information in this section is collected to set-up the university's website to advertise courses.

Overview of Course *	Approx. words: 150-250 Outline of what the course aims to achieve. Words used from the Google analytics research should be included to direct more traffic to our website.