

MA Global Media and Communications

Course Specification

Academic Year 2025/2026

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1. Course Overview

| | |
|--|---|
| Full course/award title(s) | MA Global Media and Communications |
| Course Code | PMAA_0039_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 | No anticipated additional costs |
| Awarding institution | Regent's University London |
| Date of original validation / revalidation | Month, year leave blank for completion by Registry |
| Validated until | Month, year leave blank for completion by Registry |
| Framework for Higher Education Qualification level of final award | Level 7 |
| Number of credits in award | 180 credits |
| HECoS Code | 100444 |
| Relevant QAA subject benchmark statements | https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchmark-statement-communication-media-film-and-cultural-studies |
| 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 | June, 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 | Sept | Level 7 | Not applicable | 12 | 36 |
| Full time | January | Level 7 | Not applicable | 16 | 48 |

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

The international media and communications landscape is evolving at an unprecedented pace – driven by advancements in technology, changing consumer habits and an expanding global reach. This holds immense potential for innovation and engagement – and brands, businesses, charities and personalities are investing substantial budgets to push boundaries and stand out from the crowd. To navigate this, the industry is in critical need of professionals who stay informed and adapt to trends quickly and responsibly. Could this be you?

Our MA Global Media and Communications provides an exciting and innovative pedagogy through a set of cascading immersive laboratory modules that engages you in critical praxis (*a process by which a theory or new knowledge is enacted and realised through practice*). The MA combines theoretical academic analysis in media and communications in conjunction with practical digital skills. Our laboratory based modules are organised so that you are producing theoretical and practical work on a weekly basis. This work is shared in class for formative support from your peers and professors, in this way you can reflect and review on a constant basis. The MA creates an academically rigorous and inclusive space for you that critiques media and communications through critical perspectives whilst also being enjoyable and supportive. The modules, and the course, is constantly evolving to underpin your development and provide you with the knowledge and expertise to respond to a dynamic subject area.

The course would suit people from any discipline who want to broaden their media and communications skillsets and engage in this exciting field. There is no need to have technical skills beforehand as we will provide you with the required training. The MA offers you the space and time to tailor your individual learning journey towards your authentic destination.

Industry engagement is embedded in all modules and a collaborative approach to learning is supported by a team of internationally renowned professors engaged in award winning research and practice. It features a unique range of opportunities for personal and professional development including an external immersive residential (in the Final Major Project module) and creative consultancies. The course continually responds to emerging trends in this exciting area of study and practice allowing you to attain the skills required for a positive destination in the global market of media and communications whether your passion is industry, social practices or cultural production.

Key features of the course include:

- Combined theory and practice
- Highly engaged professors
- Study Trips on some modules including to media organisations, London exhibitions and a data visualisation studio.
- Immersive Residential
- Industry guest speakers and opportunities
- Creative opportunities

The primary education aims of the course are to enable students to develop the following skills:

- Practice and demonstrate critical and conceptual expertise in the issues and developments of global media and digital communications.
- Evidence advanced understanding of the global world in relation to communications systems and how these intersect with culture, politics, industry and society.
- Develop a critical understanding of media creation, consumption and relates communicative strategies.
- Apply and critically evaluate theories developed within and about media and critically examine their impact on people and societies.
- Master established media research and analysis techniques across platforms and apply media research methods widely in preparation for academic, professional and creative contexts.
- Become advanced analytic thinkers, capable of strategic thinking and sophisticated problem solving.

The course has a career embedded approach in all modules with opportunities for you to explore the following roles in terms of destinations:

- Communication expert
- Media consultant
- Social and digital media creator
- Media analyst
- Journalist
- Researcher
- Public Relations Officer
- Civil Servant
- Academic researcher
- Media creative.

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 Global Media and Communications is built on the latest academic thinking, informed by in-house research. You will expand your knowledge, skills, practice and thinking, and will gain deep expertise in media and communications through a range of specialised modules.

Global media and communications is a lively interdisciplinary field which covers a huge range of communicative and creative practices across the arts, sciences, humanities, business, and industries – all increasingly shaped by constant technological change. The MA bridges the vibrant and innovative landscape of 21st century global media theory and practice. This hybrid approach is especially designed to help students thrive in and engage with our complex and connected world.

Very broadly, the primary aim of this MA is to provide you with a wide-ranging conceptual foundation for understanding the development and growth of media and communications as an academic field and as a cultural landscape. The overall objective of this MA is to equip students with capacities for understanding, negotiating and succeeding in a multi-sector field with global reach and subject to rapid change. You will learn advanced problem-solving and problem-finding skills, be able to make sense of complexity, forecast change, and apply these skills to a wide range of fields and sectors within and related to global media and communication.

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 masters 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 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
- 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 lecture, 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:

Whilst researching global media you may come across sensitive or disturbing material. Staff will ensure content warnings are given if this is relevant to the area in advance of class teaching.

Course modules

| Level 7 | | |
|---|---|----------------|
| Term | Core Modules | Credits |
| Autumn | GMC701, Core Concepts in Global Media | 20 |
| Autumn | GMC702, Media Research Design and Methods | 20 |
| Spring | GMC703, Global Mediascapes | 20 |
| Spring | GMC704, Critical Perspectives on Data | 20 |
| Total Core module credits | | 80 |
| Term | Common Modules | Credits |
| Autumn | PER701, Masters' Perspectives | 10 |
| Spring | PER702, Professional Perspectives | 10 |
| Spring or 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 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 | <p>Module codes as below: Language (Grades 1-6)</p> <p>Arabic: ARAXB1/ARAXB2/ARAXB3/ARAXB4/ARAXB5/ARAXB6</p> <p>Chinese: CHNXB1/CHNXB2/CHNXB3/CHNXB4/CHNXB5/CHNXB6</p> <p>French: FREXB1/FREXB2/FREXB3/FREXB4/FREXB5/FREXB6</p> <p>German: GERXB1/GERXB2/GERXB3/GERXB4/GERXB5/GERXB6</p> <p>Italian: ITAXB1/ITAXB2/ITAXB3/ITAXB4/ITAXB5/ITAXB6</p> <p>Japanese: JAPXB1/JAPXB2/JAPXB3/JAPXB4/JAPXB5/JAPXB6</p> <p>Russian: RUSXB1/RUSXB2/RUSXB3/RUSXB4/RUSXB5/RUSXB6</p> <p>Spanish: SPNXB1/SPNXB2/SPNXB3/SPNXB4/SPNXB5/SPNXB6</p> | 10 |
| Autumn/Spring | <p>Module codes as below: Advanced Language for Professionals (Grade 7)</p> <p>Arabic: ARAXB7, Chinese: CHNXB7, French: FREXB7, German: GERXB7, Italian: ITAXB7, Japanese: JAPXB7, Russian: RUSXB7, Spanish: SPNXB7</p> | 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 | GMC701 Core Concepts in Global Media (Core) (20 Credits) | GMC702 Media Research Design and Methods (Core) (20 Credits) | Languages Elective Or Special Elective (Elective) (10 Credits) | PER701 Masters' Perspectives (Common) (10 Credits) |
|-------------------------|---|---|---|---|

| | | | | |
|-------------------------|--|---|---|---|
| Spring Term Block 12 | GMC703 Global Mediascapes (Core) (20 Credits) | GMC704 Critical Perspectives on Data (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 | GMC703 Global Mediascapes (Core) (20 Credits) | GMC704 Critical Perspectives on Data (Core) (20 Credits) | Languages Elective Or Special Elective (Elective) (10 Credits) | PER702 Professional Perspectives (Common) (10 Credits) |
|-------------------------|--|---|---|---|

Summer break (May – August)

| | | | | |
|-------------|-------------------------------|-----------------------------------|---|-----------------------|
| Autumn Term | GMC701 | GMC702 | Languages Elective Or Special Elective | PER701 |
| Block 12 | Core Concepts in Global Media | Media Research Design and Methods | (Elective) | Masters' Perspectives |
| | (Core) | (Core) | (10 Credits) | (Common) |
| | (20 Credits) | (20 Credits) | | (10 Credits) |

| | |
|-------------|---------------------|
| Spring Term | IAE701 |
| Block 13 | 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 and 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 Global Media and Communications. 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 relevant media organisations such as BBC Cardiff as well as the Royal Television Society for an in depth experience of media. There will also be trips to galleries such as Tate Modern to research media genealogy. There will be a mandatory immersive residential visit as part of the Final Project to prepare you for your final submission. All travel, accommodation and subsistence costs are covered by the university.

Assessments are varied and include opportunities for writing, artefact production and external consultancies taking the form of essays, case studies, presentations, posters, reports and digital artefacts and 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 digital 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.

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 | 20% |
| Practical | 14% |
| Self-Study | 66% |

Course management and teaching staff

The course is managed by the Director of Content for Liberal Arts and the Course Leader for MA Global Media and Communications. Staff are, in general, educated to masters 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.

Tutors have a high level of academic experience, as well as with the industry. Our staff are engaged in PhD supervisions across a wide range of subjects including cinema, radio, broadcasting, arts, music journalism, social media and digital activism. Staff are widely published in national and international journals and are also authors and contributors to book publications. They have held roles within the media and communications industries working for BBC Television, Channel 4 Television, the British Film Institute, UNESCO as well as a range of organisations in the social and the corporate sectors. They have gained numerous prestigious accolades including fellowships and, within the industry, have many awards and international prizes to their names. We also welcome guest lecturers to provide insight into the latest developments in the industry.

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 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 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 specific 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 list 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. Assessments for the course are varied and include key opportunities for writing, artefact production and external consultancies and the taking the form of essays, case studies, presentations, posters, reports and digital artefacts and portfolios. The range of assessments are there to help in your praxis approach to the MA of both theory and practice. You will be guided through the assessments with regular formative assessment.

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 | 50% |
| Practical assessments | 20% |
| Presentations | 15% |
| Group Work | 15% |

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: 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.

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. The Tate Library (the silent space) is open into the evening, and the first floor of the Library is open 24 hours a day, 7 days a week. (See the Library website for current opening hours.). 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

Personal Development Planning

The course is designed to allow each student to build their own pathway. In every module you will be able to focus on an area of your choice within the topic. You can also choose two modules among a range of Language Electives or Special Electives. Your Major Project will extend 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.

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 Entry Criteria Statement 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 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 |
| | GMC701 | Core Concepts in Global Media | | | | | x | | x | | x | x |
| | GMC702 | Media Research Design and Methods | | x | | | x | x | | x | | |
| | GMC703 | Global Mediascapes | x | x | | | x | | x | | | |
| | GMC704 | Critical Perspectives on Data | | | x | x | | x | | | | x |

