

BA (Hons) Psychology

Course Specification

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1. Course Overview

Full course/award title(s)	BA (Hons) Psychology
Course Code	UBAA_0090_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	Field trips are free to students and funded through the course budget. These are currently London-based and typically take place as part of student learning during a taught session.
Awarding institution	Regent's University London
Date of original validation / revalidation	May 2026
Validated until	September 2030
Framework for Higher Education Qualification level of final award	Level 6
Number of credits in award	360 credits
HECoS Code	100497
Relevant QAA subject benchmark statements	The QAA Psychology 2023 subject benchmark statement https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchmark-statement-psychology
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	British Psychological Society (subject to accreditation)				
Language of study	English				
Date of production / revision of this course specification	June 2026				
Course intakes, modes of study, UCAS codes, expected and maximum duration of course					
Mode of Study	Intake Month	Level of entry	UCAS Code	Expected Duration in Months	Maximum duration in months*
Full time	September	Foundation	A033	48	72
Full time	September	Level 4	A034	36	60
Full time	January	Foundation	A033	45	69
Full time	January	Level 4	A034	36	60

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

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

Psychology is the study of the mind and of human behaviour in the context of rapidly evolving social, technological, and cultural systems. This course offers you a diverse theory and research-informed education in both classical and contemporary topics in psychology, underpinned by debates about science and the different ways of understanding how people think, feel, and interact with the world.

With practice-based opportunities such as local visits, industry and enterprise placements and projects, this highly distinctive course enables you to construct a bespoke journey of learning through the real world and into the classroom.

The course offers a tailored and innovative learning environment, where critical thinking, diversity and inclusion are at the heart of a creative and contemporary psychology curriculum. We provide a high level of support and developmental feedback. There will be individual and small group work led by internationally recognised research-active academics and psychologists.

You will emerge with the transferable knowledge, reflective skills, and interpersonal confidence to use and communicate psychological theory and research. This will help you succeed and make a positive difference in working with people in the future, whether through onward postgraduate study; in creative, business, or human resource work environments; or through further training pathways towards a career as a psychology practitioner.

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 highly personalised education. The BA (Hons) Psychology is built on latest academic thinking, informed by in-house research. You will expand your knowledge, skills, practice and thinking with three building blocks to make you a great practitioner: *Subject Core*, *Industry and Entrepreneurship*, and *Special Electives*.

Subject Core: You will gain deep expertise in Psychology through a range of specialised modules.

Year 1 (Level 4): Discover

Year 1 will be your first chance to discover the fundamentals of psychology, to explore new ideas and to have a go. You will learn how to ask and answer different kinds of questions in psychology and explore popular culture, media, history, philosophy, art and literature through workshops, self-directed learning, small group exercises and debates. You will also learn about language, power and discrimination across the individual and collective systems of psychology.

‘Roots and Branches in Psychology’ is a module that will consider the core perspectives in classical and contemporary psychology. This module provides you with a whistle-stop tour through psychology’s early philosophical and historical beginnings, schools of thought, and key innovators (“roots”), through to its emergence as a multi-faceted group of academic disciplines, and onwards towards the future of contemporary psychology (“branches”). You will explore fundamental approaches and ideas, including your own, to tease out their similarities and differences, and familiarise yourself with the explanatory theories of the classical psychology curriculum – cognitive psychology, social psychology, biological psychology, developmental psychology and individual differences. You will debate contemporary, real-world problems such as the nature-nurture debate, free will versus determinism and the mind-body problem.

At Level 4 you will also do a module called ‘Psychological Enquiry’ that asks questions

such as 'what is psychological science?'; 'how do psychologists ask questions and draw conclusions?' and 'why do we need methods and paradigms, and how have these changed over time?'. This module will introduce you to enquiry in psychology, from experimentation and statistical analyses, through to qualitative, participatory, practice-based, and creative arts-based methods. You will learn about quantitative and qualitative analytic and digital techniques, through exploring examples of published work. You will also use these tools yourself to practice asking the diverse kinds of questions psychologists ask, to explore the data collected and to consider possible conclusions and their relevance to contemporary world.

In 'Origins of Psychology', you will learn about the material basis of psychology in the body, brain and behaviour. Journeying through biological, neurological, comparative and evolutionary psychology, you will explore the origins of behaviour in the architecture and functions of the brain, and how the brain and the body's activities are measured. You will learn about the biological and neurological origins of emotions, sex and language, and explore classical and contemporary concepts and theories, such as fight or flight, neuroplasticity, epigenetics and philosophy of mind.

The module 'Psychology and Mental Health' brings a reflective and contemporary lens to the fields of psychiatric disorder and diagnosis, exploring debates about classification and measurement in mental health, and introducing biopsychosocial understandings of how problems arise and are maintained. You will discover frameworks for understanding mental health – from ancient philosophy, psychoanalysis and existentialism, through to the classification systems professionals use today to inform treatment, and contemporary topics and contexts such as positive psychology and the wellness industry. Through the framework of your own personal and professional development, you will learn about the importance of listening to experts-by-experience, and explore issues of language, power, and discrimination in mental health, considering individual and collective explanations for wellness or illness.

Year 2 (Level 5): Apply

Year 2 will bring your focus to the many ways psychology can be applied to help others in industry and in our technological and socio-cultural ecosystems. Experts and visiting practitioners will offer 'day in the life' insights as you gain soft psychological skills and a real-world grasp of the pathways available to you in the future - exploring these through live engagements, independent learning projects, workshops, life-story and role play.

Level 5 includes 'Psychology in Industry and Practice.' In this module you will engage with potential future training, academic and research pathways in psychology and consider your own professional development planning. You will learn about the everyday work of people trained in the classical disciplines of applied psychology practice – sports and exercise, health, clinical, counselling, occupational, forensic and educational psychologists – as well as about the changing opportunities in the wider psychological, coaching, and mental health workforce. Opportunities for international psychology training and qualified practice will also be presented, including differences across borders in accreditations and registration, as well as careers in academic and research psychology. You will engage with intersectional fields such as marketing psychology, business psychology and the psychology of fashion; learn

about the psychological research skills used in industry; and understand why there is increasing demand for soft psychological skills in the modern workforce. You will creatively engage with relevant contemporary issues such as cognitive bias in recruitment, behavioral economics, equality diversity and inclusion, and organisational and systemic dynamics.

The module 'Psychology in Postmodernity' considers what is new in psychology. From its classical roots, psychology has found its way into a diverse range of edges, innovations, and intersections in the increasingly complex, multi-layered and postmodern social and technological worlds we occupy. The content of this module will evolve to keep track of new directions and developments in psychology, across specialist fields and in the real world. Through a reflective lens, you will engage with frameworks such as generational demographics in popular culture (Generation X+), postmodern psychology, AI and cyberpsychology, ecopsychology and LGBTQIA+ in psychology to consider the issues, challenges and potential resolutions.

The module 'Psychological Theory and Methods' will deepen your knowledge of core psychological theories alongside the research methods used to test and refine them. Through focused case studies, you will examine the interplay between theory and method across diverse areas of psychology. Alongside theoretical analysis, the module provides practical training in research design, data collection, and critical evaluation across quantitative and qualitative and mix methods

Year 3 (Level 6): Create

Year 3 will focus on your ability to innovate in psychology. You will deepen your critical, reflective and evaluative skills in psychology. You will become psychologically literate and creatively bring together your understanding of theory, research, practice, society and ethics. You will learn about holistic psychological issues such as trauma and life span development, which affect everyone over time and across borders and explore academic, creative, popular and practice-based materials via workshops, seminars, dialogues and supervision.

'Psychological literacy' refers to the ability to use psychology across personal, community, societal and global settings to the positive benefit of self and others and represents a core outcome of an undergraduate education in psychology. In the module 'Psychological Literacy in Action', you will examine psychological literacy by focusing on a holistic topic that spans theory, practice, research, and real-world contexts, at increasing reflective, critical and evaluative depth. For example, you might explore the contemporary and growing field of trauma, which is informed by developmental psychology and psychoanalytic theory, and represented by widely varied empirical research. Trauma operates across the lifespan, in individual, local and global contexts such as war, pandemic, and the environmental crisis, and is addressed through psychosocial and humanitarian practice interventions. Diverse discourses of trauma (for example victimhood, survivorship and resilience) impact lived experience, and trauma is widely represented in art and literature.

At Level 6 you will also complete a module on 'Psychological Interventions'. In this module, you will reflect on the work clinical psychologists, counselling psychologists and

allied disciplines such as psychotherapists and counsellors undertake in order to help others. Working with your peers and networks, you will creatively examine convergences and divergences between theoretical modalities and paradigms, exploring key issues across diverse client groups, presentations, professions and services. You will evaluate contemporary research in psychological therapy, considering debates in evidence-based practice and practice-based research. The module will also encompass wider psychosocial and health interventions, such as behaviour change interventions, and consider how these impact individuals and society.

Overall, this module will amplify the rich and varied arena of psychological intervention, through collaborative learning in and outside the classroom.

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

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

Special Electives: You will be able to choose from a range of electives that go beyond your core discipline and gain other 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. These are not tied to a specific discipline and are available to every Undergraduate student in Regent’s. They are designed to be hyper-relevant to the world we live and work in – now and into the future. In this way, you will consider your core subjects from new angles or add more value to your personal brand with a secondary discipline or language.

Languages are central to the university’s identity and throughout your degree you will be able to choose to study one of these each year: 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.

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

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

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

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

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

Optional Integrated Foundation Year (Level 3)

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

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

In your first term you will take a core module related to your destination degree for 20 credits alongside four shared modules covering key skills and knowledges each 10 credits. This core module introduces you to ‘Liberal Arts and Media’ including classes on key concepts and thinkers as well as discussions on global issues from various perspectives. The shared modules will cover ‘Writing for Success’, ‘Critical Thinking’, ‘Cultural Understanding’, and ‘Politics, Society and Citizenship’.

In your second term you will again take another core module related to your destination degree (20 credits) alongside four shared modules covering key skills and knowledges each 10 credits. The core module extends your understanding of 'Liberal Arts and Media' by exploring more contemporary topics including performance, film and media production. The shared modules are: 'Communications', 'Creativity and Entrepreneurship', 'Cultural Industries', and 'Making Use of Data'.

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

The course offers voluntary practice-based learning opportunities, such as research participation and field trips to various locations in London.

Students are required to gain at least 40% on their Psychology Major Project 1 and 2 module assessments. Condonement for marks under 40% does not apply to these modules.

Reasonable adjustments will depend on a Student Support Agreement and will acknowledge accrediting body requirements. In urgent or serious situations, reasonable adjustments might be required before the Student Wellbeing & Disability Team has been able to complete a full assessment. This will usually be where a student has a severe or urgent condition and either communicates this condition to a member of staff or their behaviour is suggestive of an adjustment need. Staff may put temporary reasonable adjustments in place to support the student. These adjustments must then be promptly communicated to the Student Wellbeing & Disability Team by the staff member who made the temporary adjustments. The Student Wellbeing & Disability team will capture and confirm appropriate reasonable adjustments (which may include changing the temporary adjustments, adding in other adjustments and outlining the period of time for which they apply) in a Student Support Agreement ('SSA').

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

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

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

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

Assessments are scheduled throughout the academic year. Submission dates can be found on the Blackboard page of the module and in the assessment brief. General assessment periods are also noted on the undergraduate calendar: <https://www.regents.ac.uk/admissions/academic-calendars>

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

Industry Placements would normally take place in the Spring Term of Level 5.

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 an undergraduate degree course, you can usually expect to study 120 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:

PSY422 – Discussion of mental illness

PSY625 – Discussion of trauma

PSY626 – Discussion of mental illness

Course modules - Level 3/4/5/6

Level 3		
Term	Common Modules	Credits
Autumn/Spring	FND301 Critical Thinking	10
Autumn/Spring	FND302 Cultural Understanding	10
Autumn/Spring	FND303 Politics, Society and Citizenship	10
Autumn/Spring	FND304 Writing for Success at University	10
Spring/Summer	FND305 Communication	10
Spring/Summer	FND306 Creativity and Entrepreneurship	10
Spring/Summer	FND307 Cultural Industries	10
Spring/Summer	FND308 Making Use of Data	10
Total Common module credits		80
Term	Core Modules	Credits
Autumn/Spring	<u>Liberal Arts and Media Foundation</u> FND313, Liberal Arts and Media 1*	20
Spring/Summer	<u>Liberal Arts and Media Foundation</u> FND314, Liberal Arts and Media 2*	20
Total Core module credits		40
Total Credits for Level 3		120
Exit awards (if appropriate)		
There is no exit award at Level 3. Level 3 is available to students who do not meet the entry requirements into Level 4. This level enables you to bring your academic standing up to an undergraduate level as well as equip you with the necessary knowledge and skills to cope with the demands of higher education. Level 3 credits do not count towards the undergraduate degree credit total.		

Level 4		
Term	Core Modules	Credits
Autumn	PSY419 Roots and Branches in Psychology	20
Autumn	PSY421 Origins of Psychology	20

Spring	PSY420 Psychological Enquiry	20
Spring	PSY422 Psychology and Mental Health	20
Total Core module credits		80
Term	Common Modules	Credits
Autumn	PER401 Learning Perspectives	10
Spring	IAE401 Exploring Industry and Entrepreneurship	10
Total Common module credits		20
Term	Elective Modules (choose one per term)*	Credits
Autumn	Languages Elective OR PER402, London Perspectives OR PER403, Global Perspectives	10
Spring	Languages Elective OR PER403, Global Perspectives OR PER402, London Perspectives	10
Total Elective module credits		20
Total Credits for Level 4		120
Exit awards (if appropriate)		
Certificate of Higher Education (CertHE)		

*PER402 and PER403 can each only be taken once.

Level 5		
Term	Core Modules	Credits
Autumn	PSY528 Psychology in Industry and Practice	20
Autumn	PSY529 Psychological Theory and Methods	20
Spring	PSY527 Psychology in Postmodernity	20
Total Core module credits		60

Term	Common Modules (choose ONE of the following)	Credits
Spring	IAE501 Experiencing Industry and Entrepreneurship: Entrepreneurial Challenge	20
Spring	IAE502 Experiencing Industry and Entrepreneurship: Industry Challenge	20
Spring	IAE503 Experiencing Industry and Entrepreneurship: Industry Placement	20
Total Common module credits		20
Term	Elective Modules (for list of languages modules or special electives, see table below)	Credits
Autumn	Languages Elective OR Special Elective	10
Autumn	Special Elective	10
Spring	Languages Elective OR Special Elective	10
Spring	Special Elective	10
Total Elective module credits		40
Total Credits for Level 5		120
Exit awards (if appropriate)		
Diploma of Higher Education (DipHE)		

Level 6		
Term	Core Modules	Credits
Autumn	PSY626 Psychological Interventions	20
Spring	PSY625 Psychological Literacy in Action	20
Autumn/Spring	PSY601, Psychology Major Project 1*	20
Autumn/Spring	PSY602, Psychology Major Project 2* * Condonement does not apply for these modules	20
Total Core 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
Autumn	Special Elective	10
Spring	Languages Elective OR Special Elective	10
Spring	Special Elective	10
Total Elective module credits		40
Total Credits for Level 6		120
Exit awards (if appropriate)		
BA Psychology (an Ordinary degree, without honours)		

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

Autumn/Spring	SEL519 The Power of Language in Your Life	10
Autumn/Spring	SEL504 Business Ethics	10
Autumn/Spring	SEL506 Experiencing Theatre	10
Autumn/Spring	SEL501 Understanding the Global Art Market	10
Autumn/Spring	SEL521 Design: More Than Human	10
Term	Level 6 Special Elective Modules	Credits
Autumn/Spring	SEL604 Creative Futures	10
Autumn/Spring	SEL611 Understanding Artificial Intelligence	10
Autumn/Spring	SEL616 Professional Project Management	10
Autumn/Spring	SEL609 Essential Leadership Skills	10
Autumn/Spring	SEL606 Introduction to Environmental Law	10
Autumn/Spring	SEL602 Brand 'Me'	10
Autumn/Spring	SEL617 How to Create a Social Enterprise	10
Autumn/Spring	SEL608 Influencer Marketing Masterclass	10
Autumn/Spring	SEL619 The Blockchain and Cryptocurrency Revolution	10
Autumn/Spring	SEL618 The Art of Data Storytelling	10
Autumn/Spring	SEL614 Cyber-psychology: Understanding Digital Behaviour	10
Autumn/Spring	SEL603 Creative and Professional Writing Masterclass	10
Autumn/Spring	SEL620 How to deal with Uncertainty	10
Autumn/Spring	SEL607 Global Conflict and the Arts	10
Autumn/Spring	SEL601 Material Cultures and Sustainability	10
Autumn/Spring	SEL612 Exploring Sleep and Dreaming	10
Autumn/Spring	SEL613 Understanding the Politics of Migration	10
Autumn/Spring	SEL610 Living Religions in London	10
Autumn/Spring	SEL605 Decision-making Strategies Masterclass	10
Autumn/Spring	SEL615 Podcasting Masterclass	10
Autumn/Spring	SEL621 Designing Inclusive Built Environments	10
Term	Languages Elective Modules	Credits
Autumn/Spring	Module codes as below: Language (Grades 1: complete beginners to Grade 8: advanced) Arabic: ARAXB1 / ARAXB2 / ARAXB3 / ARAXB4 / ARAXB5 / ARAXB6 / ARAXB7 / ARAXB8	10

	- Chinese: CHNXB1 / CHNXB2 / CHNXB3 / CHNXB4 / CHNXB5 / CHNXB6 / CHNXB7 / CHNXB8 - French: FREXB1 / FREXB2 / FREXB3 / FREXB4 / FREXB5 / FREXB6 / FREXB7 / FREXB8 - German: GERXB1 / GERXB2 / GERXB3 / GERXB4 / GERXB5 / GERXB6 / GERXB7 / GERXB8 - Italian: ITAXB1 / ITAXB2 / ITAXB3 / ITAXB4 / ITAXB5 / ITAXB6 / ITAXB7 / ITAXB8 - Japanese: JAPXB1 / JAPXB2 / JAPXB3 / JAPXB4 / JAPXB5 / JAPXB6 / JAPXB7 / JAPXB8 - Russian: RUSXB1 / RUSXB2 / RUSXB3 / RUSXB4 / RUSXB5 / RUSXB6 / RUSXB7 / RUSXB8 - Spanish: SPNXB1 / SPNXB2 / SPNXB3 / SPNXB4 / SPNXB5 / SPNXB6 / SPNXB7 / SPNXB8	
Autumn/Spring	Business English: ENGXB4 / ENGXB5 / ENGXB6	10

4. Indicative course structure diagram

Autumn Start

Level 3 (where applicable)

Autumn Term Block 01	FND301 Critical Thinking (Common) (10 credits)	FND302 Cultural Understanding (Common) (10 credits)	FND303 Politics, Society and Citizenship (Common) (10 credits)	FND304 Writing for Success at University (Common) (10 credits)	FND313 Liberal Arts and Media 1 (Core) (20 Credits)
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Spring Term Block 02	FND305 Communication (Common) (10 credits)	FND306 Creativity and Entrepreneurship (Common) (10 credits)	FND307 Cultural Industries (Common) (10 credits)	FND308 Making Use of Data (Common) (10 credits)	FND314 Liberal Arts and Media 2 (Core) (20 credits)
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Level 4

Autumn Term Block 11	PSY419 Roots and Branches in Psychology (Core) (20 Credits)	PSY421 Origins of Psychology (Core) (20 Credits)	PER401 Learning Perspectives (Common) (10 credits)	Languages Elective Module or PER402 London Perspectives or PER403 Global Perspectives (Elective) (10 Credits)
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Spring Term Block 12	PSY420 Psychological Enquiry (Core) (20 Credits)	PSY422 Psychology and Mental Health (Core) (20 Credits)	IAE401 Exploring Industry and Entrepreneurship (Common) (10 credits)	Languages Elective Module or PER403 Global Perspectives or PER402 London Perspectives (Elective) (10 Credits)
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Level 5 elective module choices (special electives and/or languages and Industry and Entrepreneurship electives) to be made during the Spring Term of Level 4.

If undertaking Study Abroad or an Industry Placement (IAE503) during the Spring Term of Level 5, these will need to be applied for and arrangements confirmed during the Spring Term of Level 4.

Level 5

Autumn Term Block 21	PSY528 Psychology in Industry and Practice (Core) (20 Credits)	PSY529 Psychological Theory and Methods (Core) (20 Credits)	Languages Elective or Special Elective (Elective) (10 Credits)	Special Elective (Elective) (10 credits)
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Spring Term Block 22	PSY527 Psychology in Postmodernity (Core) (20 Credits)	IAE501 – Experiencing Industry and Entrepreneurship: Entrepreneurial Challenge Or IAE502 - Experiencing Industry and Entrepreneurship: Industry Challenge Or IAE503 - Experiencing Industry and Entrepreneurship: Placement (Common) (20 Credits)	Languages Elective or Special Elective (Elective) (10 Credits)	Special Elective (Elective) (10 credits)
Or				
Spring Term Block 22	Study Abroad Period (60 credits)			

Level 6 elective module choices (special electives and/or languages) to be made during the Spring Term of Level 5. This includes students undertaking Study Abroad.

Direct Entrants Level 5 (Autumn start) – will not be able to undertake Study Abroad. Applicants wishing to undertake the Industry Placement module (IAE503) in the Spring Term will need to confirm their intention to do so during the application process and present details of their intended placement organisation for consideration. Applicants will also need to ensure that they have fully enrolled and arrived at the University by the end of Week 1 of the Autumn Term to enable placement arrangements to be finalised. Applicants who arrive after this point will not be able to undertake an Industry Placement (IAE503) and will be asked to choose either IAE501 or IAE502 as an alternative module for the Spring Term.

Direct entry Level 5 students will need to make Level 5 elective module choices from the available options immediately upon arrival.

Level 6

Autumn Term Block 31	PSY626 Psychological Interventions (Core) (20 Credits)	PSY601 Psychology Major Project 1 (Core) (20 Credits)	Languages Elective or Special Elective (Elective) (10 Credits)	Special Elective (Elective) (10 credits)
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Spring Term Block 32	PSY625 Psychology Literacy in Action (Core) (20 Credits)	PSY602 Psychology Major Project 2 (Core) (20 Credits)	Languages Elective or Special Elective (Elective) (10 Credits)	Special Elective (Elective) (10 credits)
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Direct Entrants Level 6 (Autumn start) – It is not possible for direct entry students at Level 6 to undertake Study Abroad or an Industry Placement (IAE503). These options are only available for students undertaking Level 5 study with the University.

Direct entry Level 6 students will need to make Level 6 elective module choices from the available options immediately upon arrival.

Spring Start – Level 3 entry

Spring Term Block 01	FND301 Critical Thinking (Common) (10 credits)	FND302 Cultural Understanding (Common) (10 credits)	FND303 Politics, Society and Citizenship (Common) (10 credits)	FND304 Writing for Success at University (Common) (10 credits)	FND313 Liberal Arts and Media 1 (Core) (20 Credits)
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Summer Term Block 02	FND305 Communication (Common) (10 credits)	FND306 Creativity and Entrepreneurship (Common) (10 credits)	FND307 Cultural Industries (Common) (10 credits)	FND308 Making Use of Data (Common) (10 credits)	FND314 Liberal Arts and Media 2 (Core) (20 credits)
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Then from start of Level 4 will follow the same structure as Autumn entry above.

Spring Start – Level 4 entry

Level 4

Spring Term Block 11	PSY420 Psychological Enquiry (Core) (20 Credits)	PSY422 Psychology and Mental Health (Core) (20 Credits)	IAE401 Exploring Industry and Entrepreneurship (Common) (10 credits)	Languages Elective Module or PER403 Global Perspectives or PER402 London Perspectives (Elective) (10 Credits)
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Autumn Term Block 12	PSY419 Roots and Branches in Psychology (Core) (20 Credits)	PSY421 Origins of Psychology (Core) (20 Credits)	PER401 Learning Perspectives (Common) (10 credits)	Languages Elective Module or PER402 London Perspectives or PER403 Global Perspectives (Elective) (10 Credits)
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Level 5 elective module choices (special electives and/or languages and Industry and Entrepreneurship electives) to be made during the Spring Term of Level 4.

If undertaking Study Abroad or an Industry Placement (IAE503) during the Spring Term of Level 5, these will need to be chosen and arrangements confirmed during Spring Term of Level 4.

Level 5

Spring Term Block 21	PSY527 Psychology in Postmodernity (Core) (20 Credits)	IAE501 – Experiencing Industry and Entrepreneurship: Entrepreneurial Challenge Or IAE502 - Experiencing Industry and Entrepreneurship: Industry Challenge Or IAE503 - Experiencing Industry and Entrepreneurship: Placement* (Core) (20 Credits)	Languages Elective or Special Elective (Elective) (10 Credits)	Special Elective (Elective) (10 credits)
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Or	
Spring Term Block 21	Study Abroad Period* (60 credits)

Autumn Term Block 22	PSY528 Psychology in Industry and Practice (Core) (20 Credits)	PSY529 Psychological Theory and Methods (Core) (20 Credits)	Languages Elective or Special Elective (Elective) (10 Credits)	Special Elective (Elective) (10 credits)
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Level 6 elective module choices (special electives and/or languages) to be made during the Spring Term of Level 5.

***Direct Entrants Level 5 (Spring start)** – will not be able to undertake Study Abroad. It will also not be possible to undertake the Industry Placement module (IAE503) immediately in the Spring Term. Applicants wishing to undertake the Industry Placement module will need to delay entry until the next Level 5 Autumn intake to enable sufficient time for necessary arrangements to be put in place.

Direct entry Level 5 students will need to make Level 5 elective module choices from the available options immediately upon arrival.

Level 6

Spring Term Block 31	PSY625 Psychological Literacy in Action (Core) (20 Credits)	PSY601 Psychology Major Project I (Core) (20 Credits)	Languages Elective or Special Elective (Elective) (10 Credits)	Special Elective (Elective) (10 credits)
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Autumn Term Block 32	PSY626 Psychological Interventions (Core) (20 Credits)	PSY602 Psychology Major Project 2 (Core) (20 Credits)	Languages Elective or Special Elective (Elective) (10 Credits)	Special Elective (Elective) (10 credits)
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Direct Entrants Level 6 (Spring start) – It is not possible for direct entry students at Level 6 to undertake Study Abroad or an Industry Placement (IAE503). These options are only available for students undertaking Level 5 study with the University.

Direct entry Level 6 students will need to make Level 6 elective module choices from the available options immediately upon arrival.

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:

- Certificate of Higher Education (120 credits Level 4)
- Diploma of Higher Education (240 credits – Level 4/Level 5)
- Non-Honours Degree (Ordinary Degree) (240 credits Level 4/Level 5 and 60 credits Level 6)

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 award is possible (see Academic Regulations) this will be calculated as follows:

- Completion of 360 credits (120 at Level 4/120 at Level 5/120 at Level 6) as set out in the Academic Regulations based on Level 5 and Level 6 marks only.
or
- For Level 5 entry, completion of 240 credits (120 at Level 5/120 at Level 6) as set out in the Academic Regulations based on Level 5 and Level 6 marks only.
or
- For Level 6 entry, completion of 120 credits at Level 6 as set out in the Academic Regulations based on Level 6 marks only.

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 completed a learning process (e.g., a module, a level or the entire course) (QAA, 2024). Teaching and assessments are designed accordingly to enable you to demonstrate that you have adequately met these outcomes.

The learning outcomes that you will be expected to demonstrate at the completion of each level of your studies are listed below. Each module that you will study has developed 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 at each level all the compulsory elements of your course assess in their totality all ten learning outcomes (see Section 17).

Level 3 Learning Outcomes	
RLO 1	Collaboration: Determine collaboration and networking opportunities in well-defined settings
RLO 2	Innovation: Recognise and describe value propositions, combining curiosity and creativity.
RLO 3	Professional Development: Show the value of managing your own learning and of planning your personal and professional development
RLO 4	Decision-making: Explain different ideas, including your own, as part of decision making
RLO 5	Communication: Communicate appropriately for your audience and purpose in multicultural and/or international settings
RLO 6	Digital Data and Tools: Choose appropriate digital tools and data to present your ideas in familiar and well-defined contexts
RLO 7	Discipline Knowledge: Explain pre-defined theories, concepts and facts in your field of study relevant to the task
RLO 8	Discipline Skills: Use a limited-range of established discipline-specific knowledge, techniques and tools for practical purposes
RLO 9	Interdisciplinary Perspectives: Describe perspectives from a range of disciplines in well-defined scenarios
RLO 10	Human and Environmental Impact: Demonstrate the impact of human activity on people and on the environment.

Level 4 Learning Outcomes	
RLO 1	Collaboration: Explore collaboration and networking opportunities to generate ideas for given situations.
RLO 2	Innovation: Define and compare value propositions, combining curiosity and creativity.

RLO 3	Professional Development: Identify opportunities for your learning and your personal and professional development
RLO 4	Decision-making: Investigate and contrast different ideas, including your own, to inform decision making
RLO 5	Communication: Communicate your arguments/reasoning, orally and/or in writing in multicultural and/or international settings within familiar and well-defined contexts
RLO 6	Digital Data and Tools: Use digital tools and data in familiar and well-defined contexts
RLO 7	Discipline Knowledge: Explain theories, concepts and facts in your field of study relevant to the task
RLO 8	Discipline Skills: Use established discipline-specific knowledge, techniques and tools for practical purposes
RLO 9	Interdisciplinary Perspectives: Identify and contrast perspectives from different disciplines in given scenarios
RLO 10	Human and Environmental Impact: Explore the impact of human activity on people and on the environment.

Level 5 Learning Outcomes	
RLO 1	Collaboration: Collaborate and use appropriate networks to solve challenges
RLO 2	Innovation: Analyse and develop value propositions, combining curiosity and creativity.
RLO 3	Professional Development: Develop a plan for your professional development
RLO 4	Decision-making: Analyse and reflect on different ideas, including your own, to inform decision making
RLO 5	Communication: Communicate <i>effectively</i> both orally and/or in writing in multicultural and/or international settings within unfamiliar and well-defined contexts
RLO 6	Digital Data and Tools: Analyse and use digital tools and data responsibly in unfamiliar, well-defined contexts
RLO 7	Discipline Knowledge: Examine and apply theories, concepts and facts in your field of study relevant to the task
RLO 8	Discipline Skills: Employ discipline-specific knowledge, techniques and tools for practical purposes
RLO 9	Interdisciplinary Perspectives: Investigate and apply perspectives from different disciplines in multifaceted scenarios
RLO 10	Human and Environmental Impact: Analyse the impact of human activity on people and on the environment.

Level 6 Learning Outcomes	
RLO 1	Collaboration: Collaborate and build networks to solve challenges in complex settings
RLO 2	Innovation: create and implement value propositions, combining intellectual curiosity and creativity
RLO 3	Professional Development: Articulate a plan which encompasses opportunities for your professional development

RLO 4	Decision-making: Formulate informed decisions using critical and reflexive thinking
RLO 5	Communication: Communicate <i>effectively</i> both orally and in writing in multicultural and/or international settings.
RLO 6	Digital Data and Tools: Appraise and utilise digital tools and data in your professional and social contexts.
RLO 7	Discipline Knowledge: Critique and synthesise theories, concepts and facts in your field of study relevant to the task
RLO 8	Discipline Skills: Combine and employ a wide range of discipline-specific knowledge, techniques and tools for practical purposes
RLO 9	Interdisciplinary Perspectives: Integrate perspectives from different disciplines in multifaceted scenarios
RLO 10	Human and Environmental Impact: Evaluate the impact of human activity, including your own, on people and on the environment

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 academic advisor.

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 Undergraduate 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; at each level you will take modules that enable you to explore the world of work and engage you with real work challenges.

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

Throughout the BA (Hons) Psychology course you will explore the subject in a supportive and nurturing environment with interactive classes, regular one-to-one contact with tutors, specialist facilities, industry opportunities and tailored careers advice – ensuring you develop the skills, experience and confidence you need to succeed.

This unique course offers innovative practice-based learning opportunities, with opportunities to participate in research, experiments and London field trips – taking everything you learn in the classroom into the real world.

In year one, you'll discover the fundamentals of psychology through workshops, small group exercises and flipped learning that prioritises 'giving it a go'. In year two, you'll engage with applications of psychology in practice, through theory, research, case studies and popular media. In year three, you'll deepen your critical, reflective and evaluative

abilities via a holistic focus on psychological literacy and intervention – learning through dialogue, experiential activities and seminars.

Contact hours: 14 hours per week (based on two 12-week terms and 120 credits per year).

Independent learning

Throughout the course, you'll be expected to undertake extra reading, personal research and reflection, as well as preparing work for workshops, presentations and working collaboratively with students in preparation for assessment.

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 micro-lectures 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 3 (1200 hours)		Level 4 (1200 hours)		Level 5 (1200 hours)		Level 6 (1200 hours)	
Taught	32%	Taught	19%	Taught	19%	Taught	15%
Practical	0%	Practical	5%	Practical	5%	Practical	9%
Self-Study	68%	Self-Study	76%	Self-Study	76%	Self-Study	76%

Course management and teaching staff

The course is managed by the Course Leader and Director of Programmes. It will be taught by a multi-disciplinary team of experienced academics and practitioners; the core team will include academics in other areas of Regent's and industry colleagues, as well as a dedicated Laboratory Technician.

Staff are, in general, educated to master's or doctoral level and have relevant industry experience. In addition, most of our tutors hold a Fellowship of Advance Higher Education (Advance HE) from Fellow to Principal Fellow level. We also encourage and support our teaching staff to undertake the Postgraduate Certificate in Higher Education.

Tutors have a high level of academic experience, as well as familiarity with the industry. Our staff have worked in a range of fields in Psychology in a variety of roles. We also welcome guest lecturers to provide insight into the latest developments in the industry.

Staff on the course have published in a range of academic journals, authored books and industry publications.

You will be allocated an academic advisor, 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 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.

Your skills and knowledge will be assessed via presentations, group work, reflective writing, psychological formulations, practice intervention designs, field notes, theoretical essays and psychological enquiry-based reports.

Please refer to the module specifications for full details on the assessment strategy for each of your modules. At Level 4 (Discover) you will have an opportunity to work in groups on project work and presentations, as well as writing an individual case study report. Level 5 (Apply) you will write a portfolio, write lab reports, and create an audio podcast as part of a group. At Level 6 (Create) you will write a critical essay, carry out a case study and

complete a final year project.

The course includes the opportunity to undertake a term of Study Abroad at one of our international partner institutions in the Spring Term of Level 5. You must apply and confirm your Study Abroad option during the Spring Term of Level 4. The curriculum and credits in the partner institution will be mapped to your modules as required by the course.

Your Study Abroad application and learning agreement will be subject to the discretion and approval of your Director of Programmes or Course Leader. All grades received at an international partner university will be converted to an equivalent Regent's University London grade, in accordance with the institutional grading scale and grade conversion table. The average grade will represent 50% of the overall mark associated with Level 5.

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

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 3		Level 4		Level 5		Level 6	
Coursework	42%	Coursework	67%	Coursework	56%	Coursework	100%
Practical assessments	8%	Practical assessments	0%	Practical assessments	11%	Practical assessments	0%
Presentations	25%	Presentations	33%	Presentations	11%	Presentations	0%
Group Work	25%	Group Work	0%	Group Work	22%	Group Work	0%

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.

Reasonable adjustments will depend on a SSA and will acknowledge accrediting body requirements. In urgent or serious situations, reasonable adjustments might be required before the Student Wellbeing & Disability Team has been able to complete a full assessment. This will usually be where a student has a severe or urgent condition and either communicates this condition to a member of staff or their behaviour is suggestive of

an adjustment need. Staff may put temporary reasonable adjustments in place to support the student. These adjustments must then be promptly communicated to the Student Wellbeing & Disability Team by the staff member who made the temporary adjustments. The Student Wellbeing & Disability team will capture and confirm appropriate reasonable adjustments (which may include changing the temporary adjustments, adding in other adjustments and outlining the period of time for which they apply) in an SSA.

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 and awards

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

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

The Level 4 Learning Perspectives module, the Levels 4 and 5 Industry and Entrepreneurship modules, the Special Electives and Language Electives modules are offered on all Undergraduate courses, in addition to the Subject Core modules for the individual course.

The following BA (Hons) Psychology modules are common to the BA (Hons) Business and Psychology course:

Level 4: Psychological Enquiry

Level 5: Psychology in Industry and Practice

Level 5: Psychology in Postmodernity

Level 6: Psychological Literacy in Action

Opportunities for continuation on to further study at Regent's include a wide range of Postgraduate courses such as: MA Entrepreneurship; MA International Relations; MA Leadership and Organisational Change; MA Media and Communications; MA User Experience Design; MSc Marketing Psychology; MSc Psychology (Conversion).

9. Student support

We want you to make the most of your time at Regent's and recognise that university life can sometimes be challenging. We are here to support you throughout your student journey and help connect you with the most appropriate support services across the University where needed.

Your first point of contact for most queries will be the ASK Regent's Team. The team offers one-to-one support to help answer study-related questions, discuss academic progress, support you in staying on track, and guide you through University processes and procedures.

The Ask Regent's Team can provide guidance and support with:

- Extenuating Circumstances (ECs), appeals and Interruption of Studies (IOS) requests
- Attendance, workload and deadlines
- Exam results and academic processes
- Document requests and general enquiries

The team works closely with academic departments and specialist support services to ensure students receive the most appropriate support for their needs, whether directly through the Student Experience Team or by signposting to relevant University services, including:

- Wellbeing and Disability Support
- Finance Team
- Visa Team
- Academic Skills
- Careers and Placements
- Accommodation
- Students' Union
- Regent's School of English

Further information about Student Experience Officers and student support can be found at: <https://www.regents.ac.uk/student-achievement>

If you require support or advice regarding wellbeing, accessibility or disability-related support, please contact the Wellbeing and Disability Team within the Student Experience/ASK Team. Further information can be found at: <https://www.regents.ac.uk/student-support>

10. Learning support facilities

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.

The Psychology facilities include access to dedicated lab spaces which can be pre-booked ahead of time by students. This includes space for conducting qualitative interviews, and use of dedicated hardware, including eye-tracking, virtual reality, and physiological measurement (please note that lab spaces are not currently accessible by lift). In addition, students have access to disciplinary-relevant software, including SPSS, NVIVO, and Gorilla.

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 extensive academic collections, flexible study spaces and knowledgeable staff can help you achieve your academic goals. As well as a large print collection, students have access to a wide range of eBooks and industry standard databases and subscriptions. The library also holds a wellbeing collection, graphic novels, fiction and language collections. The Tate Library (the silent space) is open 7 days a week (see <https://rul.sharepoint.com/sites/RegentsLibrary> for current opening hours). The Innovation Lab and the first floor of the library are open 24 hours a day, 7 days a week. Most areas are fully accessible to people with disabilities and students can contact the library for any assistance needed to access the collections

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

The course prioritises your personal and professional development planning throughout, offering you a high degree of flexibility and choice in learning materials and assessment.

Additionally a number of core modules have a specific PDP focus. These include:

- Psychology in Industry and Practice (Year 2)
- Psychological Literacy in Action (Year 3)
- Psychological Interventions (Year 3).

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.

Alumni, Careers & Enterprise Team

The Alumni, Careers & Enterprise team supports students' individual career aspirations through personalised support. We work with students to help them develop the skills and understanding required to help make informed decisions and manage their careers.

Regent's Careers – jobs, employers, events and resources

Regent's Careers – your dedicated careers platform – offers 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 opportunity 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 Regent's Careers and are either virtual or in-person. There are range of different appointment types you can choose from, whether you want help with your CVs and cover letter, book a mock interview or if you aren't sure how to start

thinking about your career. You can access appointments throughout your time at Regent's and after you graduate too.

The Alumni, Careers & Enterprise team is here to support students throughout their journey, with the team readily available to provide guidance, advice, and connections around careers, enterprise, and industry opportunities.

Regent's Mentoring

At Regent's, we're proud to offer two valuable mentoring programmes through our alumni platform, Re:Connect, which connect you with experienced alumni to guide you on your career journey. Whether you're looking for quick advice or long-term support, our mentoring programmes provide the tools and connections to help you succeed.

- **Ask an alum:** This informal programme is perfect for students seeking quick advice or feedback. Whether you need help with a CV review, a specific question, or a brief chat, Ask an alum offers flexible, on-demand mentoring.
- **Alumni-student mentoring:** For students looking for a more structured experience, the Alumni-student mentoring programme pairs you with a mentor for six months, providing ongoing guidance as you work towards your career goals.

Enterprise and entrepreneurship

Regent's offers a range of enterprise and entrepreneurial support to students and alumni whether you are thinking of starting a business, building a business or setting yourself up as a business (ie. freelancing)

We offer a range of programmes, networking opportunities and support to grow ideas utilising our on-campus hub and dedicated workspace for entrepreneurship, the Innovation Lab, designed and powered by our partnership with Huckletree, including:

Future Founder's Programme

A practical programme for aspiring entrepreneurs, offering expert guidance, mentoring, live sessions and bootcamps. Participants develop their start-up ideas and pitch to investors, while building strong industry and peer networks.

Business Bootcamp

A short, intensive programme to rapidly develop business ideas, with hands-on workshops in business planning, pitching and market validation.

Regent's Alumni

When you study at Regent's, you become part of the Regent's family – a lifelong connection. So, whether you'd like to come back to campus, tap into our benefits and services, attend events, or network with fellow graduates, our Alumni team is here to help.

You'll be asked to share information on what you're doing 15 months after you finish. Look out for the Graduate Outcomes Survey in your inbox. Your responses help us understand your onward journey, whether you're working, studying, running your own business, or something else.

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 criteria

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 to the next level of your course. The current progression regulations are published within the Academic Regulations on our website at the link below. These are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

<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.

Course Specific requirements: Students are required to gain a mark of at least 40% in the Psychology Major Project 1 and 2 module assessments. Compensation for marks under 40% does not apply to these modules.

15. Award criteria

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

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

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 rigorous 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. Final-year undergraduate students (Level 6) are invited to take part in the National Student Survey (NSS).

External examiner reports

External examiners ensure that Regent's standards and quality processes are appropriate and are of a standard comparable to those of other higher education institutions 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 levels 5, 6 and 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
3	FND301	Critical Thinking				x					x	x
	FND302	Cultural Understanding		x							x	x
	FND303	Politics, Society and Citizenship				x	x					x
	FND304	Writing for Success at University					x			x		
	FNS305	Communication					x		x			
	FND306	Creativity & Entrepreneurship	x	x								x
	FND307	Cultural Industries				x		x				x
	FND308	Making Use of Data				x	x	x				
	FND313	Liberal Arts and Media 1	x		x				x		x	
	FND314	Liberal Arts and Media 2			x				x	x	x	

Level	Module code	Module Title	RLO1	RLO2	RLO3	RLO4	RLO5	RLO6	RLO7	RLO8	RLO9	RLO10
4	PSY419	Roots and Branches in Psychology				x	x		x			
	PSY420	Psychological Enquiry		x				x		x		x
	PSY421	Origins of Psychology					x		x		x	x
	PSY422	Psychology of Mental Health	x	x	x							
	PER401	Learning Perspectives			x			x			x	
	IAE401	Exploring Industry and Entrepreneurship	x		x	x						

Level	Module code	Module Title	RLO1	RLO2	RLO3	RLO4	RLO5	RLO6	RLO7	RLO8	RLO9	RLO10
5	PSY528	Psychology in Industry and Practice		x	x		x	x				
	PSY529	Psychological Theory and Research							x	x		x
	PSY527	Psychology in Postmodernity	x			x	x					x
	IAE501	Experiencing Industry and Entrepreneurship: Entrepreneurial Challenge	x	x	x						x	
	IAE502	Experiencing Industry and Entrepreneurship: Industry Challenge	x	x	x						x	
	IAE503	Experiencing Industry and Entrepreneurship: Placement	x	x	x						x	

Level	Module code	Module Title	RLO1	RLO2	RLO3	RLO4	RLO5	RLO6	RLO7	RLO8	RLO9	RLO10
6	PSY625	Psychological Literacy in Action	x						x		x	x
	PSY626	Psychological Interventions	x	x				x		x		
	PSY601	Psychology Major Project 1			x	x	x		x			
	PSY602	Psychology Major Project 2			x		x			x		x