



# **BA (Hons) Liberal Studies with Majors**

**21-22**

Programme  
specification  
document





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<b>1. Programme Overview</b>	
<b>Full programme/award title(s)</b>	BA (Hons) Liberal Studies (Art History) BA (Hons) Liberal Studies (Business & Management) BA (Hons) Liberal Studies (Criminology) BA (Hons) Liberal Studies (International History) BA (Hons) Liberal Studies (International Relations) BA (Hons) Liberal Studies (Journalism) BA (Hons) Liberal Studies (Literature & Creative Writing) BA (Hons) Liberal Studies (Media & Communications) BA (Hons) Liberal Studies (Political Science) BA (Hons) Liberal Studies (Psychology) BA (Hons) Liberal Studies (Public Relations)  All of the above are available with an Integrated Foundation year.
<b>Short programme title</b>	BA Liberal Studies
<b>Fees</b>	£18,500 (per year, subject to annual increase) Fees for the January intake may vary. Please see the website for more details
<b>Faculty</b>	Humanities, Arts & Social Sciences
<b>Location of study</b>	Regent's Park
<b>Awarding institution</b>	Regent's University London
<b>Institution regulated by:</b>	Office for Students, Quality Assurance Agency
<b>Programme entry points</b>	September 2021, January 2022
<b>Date of initial/previous (re)validation</b>	January 2020
<b>Date of next revalidation</b>	2025
<b>Framework for Higher Education Qualification level of final award</b>	Level 6
<b>Number of credits in award</b>	360 Credits (without Foundation); 480 (with Foundation)
<b>UCAS codes</b>	BA (Hons) Liberal Studies (Art History) - V350

	<p>BA (Hons) Liberal Studies (Art History) with Integrated Foundation - LS01</p> <p>BA (Hons) Liberal Studies (Business &amp; Management) - LS13</p> <p>BA (Hons) Liberal Studies (Business &amp; Management) with Integrated Foundation - LS02</p> <p>BA (Hons) Liberal Studies (Criminology) – LS21</p> <p>BA (Hons) Liberal Studies (Criminology) with Integrated Foundation – LS20</p> <p>BA (Hons) Liberal Studies (International History) – LS23</p> <p>BA (Hons) Liberal Studies (International History) with Integrated Foundation – LS22</p> <p>BA (Hons) Liberal Studies (International Relations) - LS14</p> <p>BA (Hons) Liberal Studies (International Relations) with Integrated Foundation - LS05</p> <p>BA (Hons) Liberal Studies (Journalism) - 224P</p> <p>BA (Hons) Liberal Studies (Journalism) with Integrated Foundation - 225P</p> <p>BA (Hons) Liberal Studies (Literature &amp; Creative Writing) – LS25</p> <p>BA (Hons) Liberal Studies (Literature &amp; Creative Writing) with Integrated Foundation – LS24</p> <p>BA (Hons) Liberal Studies (Media &amp; Communications) - LS15</p> <p>BA (Hons) Liberal Studies (Media &amp; Communications) with Integrated Foundation - LS06</p> <p>BA (Hons) Liberal Studies (Political Science) - LS16</p> <p>BA (Hons) Liberal Studies (Political Science) with Integrated Foundation - LS08</p> <p>BA (Hons) Liberal Studies (Psychology) - LS17</p> <p>BA (Hons) Liberal Studies (Psychology) with Integrated Foundation - LS09</p> <p>BA (Hons) Liberal Studies (Public Relations) - P210</p> <p>BA (Hons) Liberal Studies (Public Relations) with Integrated Foundation - LS12</p>
<b>Underpinning QAA subject benchmark statements</b>	English; Criminology; General Business & Management; Communication, Media and Cultural Studies; History; Politics and International Relations; Psychology
<b>Other external and internal references</b>	<p>QAA Framework for Higher Education Qualifications (FHEQ)</p> <p>QAA UK Quality Code for Higher Education</p>

	<p>'An Introduction to LEAP' by Association of American Colleges and Universities  Accreditation requirements of the New England Association of School and Colleges (NEASC)  Regent's University London Learning, Teaching and Assessment strategy 2015-2020  Regent's University London Academic Regulations 2019/20</p>
<b>Professional, statutory or regulatory body recognition/accreditation</b>	Not applicable
<b>Mode of study (full time / part time)</b>	Full time
<b>Language of study</b>	English (with the exception of language electives)
<b>Minimum / Maximum duration of programme for each mode of study</b>	<p><b>Part time:</b> Not applicable</p> <p><b>Full time:</b>  Minimum – 4 years including the integrated foundation (Level 3)  3 years without the integrated foundation (Level 3)  Maximum* – 5 years including the integrated foundation (Level 3)  4 years without the integrated foundation (Level 3)  *in exceptional circumstances only, refer to Regent's University London Academic Regulations for details</p>
<b>Date of production / revision of this programme specification</b>	July 2020

## 2. Why study this programme?

We want to make sure that you have chosen the right programme to study and that you are excited about studying your programme at Regent's.

In an increasingly complex modern world, you need a degree that allows you to pursue your interests, while broadening your horizons.

This US-style liberal arts degree enables you to combine a chosen specialism - or 'major' – with the study of a broad range of topics from different subject areas.

Liberal arts degrees are designed to produce rounded, adaptable citizens who have clear values, a respect for knowledge and valuable critical-thinking skills. These are skills that will help you to secure a place in the fast-moving global economy, and test your leadership and collaborative skills.

The liberal arts approach will:

- Shape your character, and encourage you to work individually and as part of a team
- Develop your leadership skills, plus understanding of the importance of community, adaptability and cooperation
- Refine your ability to think analytically, and reflect on your own thoughts and actions
- Complement your growing specialist knowledge with broader skills and insights from other disciplines.

The programme offers a choice of 11 majors, including Art History, Business & Management, International History, International Relations, Journalism, Literature & Creative Writing, Media & Communications, Political Science, Psychology and Public Relations.

In addition to your specialism, you will select a number of electives each year from the Major areas above, plus others including acting & theatre, philosophy, music, religious studies, film studies, languages, sociology. You will add depth to your learning by improving your communication skills, grasp of scientific method and quantitative literacy.

There is an optional study period abroad that can be taken in either term of Level 5 and opportunities to take electives 'CAP501 Career Management' and 'CAP502 Experiential Project' (work placement) modules at the same level to help prepare you for your future career.

Another exciting opportunity offered by the programme is the possibility to have recognised a 'minor' in a second area of interest, which you explore through elective choices. It is possible to do this for all of the Major subjects, plus a number of other areas:

TOPICS AVAILABLE AS MINORS	
Art History	Chinese
Business & Management	Spanish
Criminology	Global Leadership
International History	Creative & Professional Writing
International Relations	Media Studies
Journalism	Genders & Sexualities
Literature & Creative Writing	Humanities
Media Communications	Arts Appreciation
Politics	Sociology
Psychology	
Public Relations	

### 3. Programme aims and objectives

This is a guideline to the main features of your degree programme. It includes the overall aims and objectives and what you might achieve and be able to demonstrate if you take full advantage of the learning opportunities provided.

This programme encapsulates the educational philosophy of a US liberal arts programme in a UK honours degree. The liberal arts tradition is by far the most prevalent and successful model of higher education in north America and one of the most successful models worldwide, sought out by many students and valued by employers internationally.

The programme aims to build particular competency in a specialisation (a 'major) while also developing a breadth of education that will build key life and employability skills, including:

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Information literacy
- Teamwork and problem solving
- Intercultural knowledge and competence
- Ethical reasoning and action
- Synthesis and advanced accomplishment across general and specialised studies



In addition to the 'major' area of specialisation, this is achieved through an integrated foundation year identifiable to a US general education programme, plus the ability to select a wide range of modules alongside the major area of study through Levels 4-6.

There is an option to study abroad for a term at one of the University's international partner institutions in the second year of the degree (Level 5).

### **Prospective careers**

The programme as a whole is not intended to be a preparation for a specific profession, but to produce well-rounded, socially and culturally aware, capable, collaborative graduates who can develop the capacity to adapt and be potential leaders – a grounding increasingly recognised as necessary due to the cultural, social, governing and business challenges collectively perceived under the banner of the 'fourth industrial revolution'.

As Mark Cuban observes:

'I personally think there's going to be a greater demand in 10 years for liberal arts majors than there were for programming majors and maybe even engineering, because when the data is all being spit out for you, options are being spit out for you, you need a different perspective in order to have a different view of the data. And so, having someone who is more of a freer thinker.'(Mark Cuban, *Business Insider* 17.2.17)

The programme fosters an intellectually creative mindset by requiring breadth through a significant number of modules taken outside the Major specialism, thus triangulating, blending knowledge, understanding and skills reflected in a rich literature on fostering an entrepreneurial mindset and leadership capacities.

Liberal arts graduates are suited to a broad range of career options, including but not limited to:

- Academia
- Business
- Entrepreneurship
- Finance
- Law
- Management
- Politics
- Public administration

#### 4. Relationship to other programmes and awards

Sometimes programmes share modules or have other connections to other programmes. This is a guide to whether this is applicable for your programme.

Liberal Studies shares the Integrated Foundation programme (Level 3) with the BA (Hons) Philosophy, Politics & Economics, as well as the CAP501 Career Management and CAP502 Experiential Project modules.

Liberal Studies modules may be taken as electives by students on other programmes. Language modules are also available as electives across the University.

All Level 4 (Year 1) students take Global Perspectives (GBL402), the Regent's common module, which facilitates interpersonal, intercultural and cross-disciplinary learning. You will also have a choice of elective modules in the first and second years, such as fashion photography and digital media.

#### 5. Learning outcomes

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

#### PROGRAMME OVERALL

1. <b>Creative and entrepreneurial thinking</b>	Consistently demonstrate the ability to combine or synthesise existing ideas and knowledge in original ways and apply these assessments.
2. <b>Critical thinking</b>	Consistently demonstrate a well-rounded, integrated ability to objectively analyse and evaluate an issue or idea in order to form a judgement.
3. <b>Ethical reasoning</b>	Confidently examine human conduct based on one's own ethical values and the social context of problems. Demonstrate the ability to identify, develop and assess ethical arguments, and apply them to ethical dilemmas, while considering the outcome of alternative decisions.
4. <b>Global awareness</b>	Consistently demonstrate a worldview (or perspective) that is informed, open-minded, and responsible; always attentive to diversity across the spectrum, with understanding of how actions affect both local and global communities.
5. <b>Collaboration and networking</b>	Consistently demonstrate a capacity for collaborative debate and teamwork, fully comprehending that complex solutions are achieved by effectively working together and sharing knowledge and ideas to achieve goals.
6. <b>Communication</b>	To be adept at understanding how messages are sent and meaning conveyed through a variety of forms, depending on the purpose intended, and able to consistently and successfully apply these.
7. <b>Knowledge and understanding</b>	To be adept at identifying, finding, comprehending, evaluating and effectively and consistently using and sharing knowledge, fully informed by relevant theoretical approaches to solve the problem at hand.
8. <b>Cross-disciplinary integration</b>	Proficient in applying analyses and knowledge from multiple perspectives to a core issue, problem or experience to form an integrated perspective.

#### LEVEL 3

1. <b>Creative and entrepreneurial thinking</b>	Develop awareness of and begin to reflect upon the value and range of ideas and approaches available, to obtain relevant knowledge and apply it to problem solving.
2. <b>Critical thinking</b>	Start questioning information and how it is both obtained and imparted; use these considerations to objectively form a judgement.

<b>3. Ethical reasoning</b>	Demonstrate an awareness of the ethical issues associated with human conduct by examining different ethical perspectives.
<b>4. Global awareness</b>	Become aware of the many different cultures and beliefs of different communities, both local and global.
<b>5. Collaboration and networking</b>	Begin to join in debate and teamworking, with a basic understanding of how solutions might be arrived at through sharing research and ideas.
<b>6. Communication</b>	Become aware of how messages are sent and meaning is conveyed through a variety of forms, depending on the purpose intended.
<b>7. Knowledge and understanding</b>	Become aware of the need to correctly identify, find, comprehend and effectively use and share knowledge.
<b>8. Cross-disciplinary integration</b>	Be aware of the need to apply analyses and knowledge from multiple perspectives to a core issue, problem or experience to form an integrated perspective.
<b>LEVEL 4</b>	
<b>1. Creative and entrepreneurial thinking</b>	Begin to actively identify, obtain and integrate knowledge and ideas in problem-solving and apply the results across areas of study.
<b>2. Critical thinking</b>	Begin to actively and independently question sources of information and how it is conveyed, in order to form an objective judgement.
<b>3. Ethical reasoning</b>	Begin to assess ethical arguments from a variety of positions as these relate to human conduct, understanding that they are based on personal values that influence decisions and the social context of problems.
<b>4. Global awareness</b>	Begin to develop a worldview (or perspective) that is receptive, open-minded and responsive to the views, beliefs and cultures of others and shows awareness of how actions may affect both local and global communities.
<b>5. Collaboration and networking</b>	Begin to show competency in debate and teamworking; actively explore how solutions might be arrived at through sharing research, ideas and skills.
<b>6. Communication</b>	Begin to develop an understanding of how messages are sent and meaning conveyed through a variety of forms, depending on the purpose intended, with some attempt to successfully apply these.
<b>7. Knowledge and understanding</b>	Begin to identify, develop, comprehend, evaluate and effectively use and share knowledge, becoming aware of how theoretical ideas can be applied to solve problems.
<b>8. Cross-disciplinary integration</b>	Begin to develop the ability to apply analyses and knowledge from multiple perspectives to a core issue, problem or experience to form an integrated perspective.
<b>LEVEL 5</b>	
<b>1. Creative and entrepreneurial thinking</b>	Increasingly and intentionally build on knowledge and ideas from a variety of sources and confidently synthesise them to make original observations in areas of study and assessment.
<b>2. Critical thinking</b>	Become increasingly confident at objectively analysing and evaluating an issue or idea in order to form a judgement; use this analytical ability across all areas of study and assessment.
<b>3. Ethical reasoning</b>	Actively develop the capacity to analyse human conduct and to understand the social context of ethical issues and how applying different ethical perspectives to ethical dilemmas may impact their outcomes.
<b>4. Global awareness</b>	Increasingly show evidence of a worldview (or perspective) that is informed, open-minded, and responsible; show attentiveness to diversity

	across the spectrum without prompting, and with increasing insight into how actions affect both local and global communities.
<b>5. Collaboration and networking</b>	Show increased confidence and insight in collaborative debate, building capacity to guide and occasionally lead the search for solutions through sharing knowledge, ideas and research.
<b>6. Communication</b>	Show increasing ability and confidence in understanding how messages and meaning are conveyed through a variety of forms, depending on the purpose intended; show expanded capacity to successfully apply these.
<b>7. Knowledge and understanding</b>	Show increasing confidence and ability in finding, comprehending, evaluating, using and sharing knowledge; increasingly engage with theoretical ideas and practically apply them to solve problems.
<b>8. Cross-disciplinary integration</b>	Increasing ability in applying analyses and knowledge from multiple perspectives to a core issue, problem or experience to form an integrated perspective.
<b>LEVEL 6</b>	
<b>1. Creative and entrepreneurial thinking</b>	Consistently demonstrate the ability to combine or synthesise existing ideas and knowledge in original ways and apply these assessments.
<b>2. Critical thinking</b>	Consistently demonstrate a well-rounded, integrated ability to objectively analyse and evaluate an issue or idea in order to form a judgement.
<b>3. Ethical reasoning</b>	Confidently examine human conduct based on one's own ethical values and the social context of problems. Demonstrate the ability to identify, develop and assess ethical arguments, and apply them to ethical dilemmas, while considering the outcome of alternative decisions.
<b>4. Global awareness</b>	Consistently demonstrate a worldview (or perspective) that is informed, open-minded, and responsible; always attentive to diversity across the spectrum, with understanding of how actions affect both local and global communities.
<b>5. Collaboration and networking</b>	Consistently demonstrate a capacity for collaborative debate and teamwork, fully comprehending that complex solutions are achieved by effectively working together and sharing knowledge and ideas to achieve goals.
<b>6. Communication</b>	To be adept at understanding how messages are sent and meaning conveyed through a variety of forms, depending on the purpose intended, and able to consistently and successfully apply these.
<b>7. Knowledge and understanding</b>	To be adept at identifying, finding, comprehending, evaluating and effectively and consistently using and sharing knowledge, fully informed by relevant theoretical approaches to solve the problem at hand.
<b>8. Cross-disciplinary integration</b>	Proficient in applying analyses and knowledge from multiple perspectives to a core issue, problem or experience to form an integrated perspective.

## 6. Learning and teaching strategy / assessment methods (non-regulatory)

This is a guide to the academic opportunities that will be available to help you achieve the overall aims and objectives of the programme as listed under Section 3 and the intended learning outcomes listed under Section 5. It is also a guide to the assessment methods that will be used to test your achievement of the intended learning outcomes. While exciting learning opportunities are offered at University-level, there is a greater emphasis on you engaging with your education in a pro-active way. In order to meet the full intended learning outcomes of the programme, you will be expected to study independently, participate in class discussions, book extra time in the studios, ask for support in academic skills if required and engage with personal tutors.

The learning and teaching strategy of the programme is developed in accordance with the overall Regent's University London's Learning, Teaching and Assessment Strategy 2015-20 (LTAS). It comprises six priority areas:

- A personalised student experience
- Interactive and inclusive learning
- Assessment for learning
- Focus on student skills and attributes
- Developing cultural agility, flexibility and the ability of our graduates to compete strongly in the global labour market by enabling access to electives, languages and study abroad in undergraduate programmes
- Professional development for staff

The BA (Hons) Liberal Studies programme offers an educational promise that strongly supports the vision of the hallmark pedagogy of Regent's University London. Broadly premised on a US-style liberal arts programme, it offers you multi-disciplinary breadth through a range of electives from different disciplines, while at the same time you specialise in your chosen major. At each level of study there are also interdisciplinary programme core modules which actively encourage you to seek connections across all areas of your learning and build your individual, coherent learning narrative.

The programme builds on the development of the more advanced skills in liberal arts through the programme-core curriculum. The Level 4 programme core module LAS401 The Liberal Arts Seminar – Leadership and Liberal Learning introduces you to the programme's educational ethos and its potential for leadership learning; here you are prepped to develop critical thinking, communication, cross-cultural understanding and ethical competencies. The Level 5 programme-core module, LAS501 The Liberal Arts Seminar – Effective Research, provides the foundation for liberal arts research methods and provides key grounding for HUM601 The Liberal Arts Capstone (the Level 6 programme-core module).

The programme also offers the opportunity to pursue a minor in a second Major area or in one of the thematic minors available within the programme, such as Chinese, Global Leadership, Creative and Professional Writing, Media Studies, Genders and Sexualities, etc. A minor means that you convert six elective modules – 72 credits – into classes prescribed for the minor.

Collectively these offer a significant opportunity to create a second area of depth to enhance the values and skills expressed above.

Ultimately you will have mastered synthesis with creativity in your Level 6 level learning and the transdisciplinary capstone project (HUM601). Research suggests that such an approach is a proposition of leadership learning and development, which aligns with the University's mission of 'developing tomorrow's global leaders' and responds to the challenges posed by changing landscapes and the evolving nature of work.

The BA (Hons) Liberal Studies programme's learning and teaching strategy demonstrates the embedded nature of principles drawn from the University's Learning, Teaching and Assessment strategy and explored through the six priority areas.

### **A personalised learning experience**

As a BA(Hons) Liberal Studies student you will receive a personalised student experience:

- The programme offers small-class interactive teaching, tutorial support and personalised learning. Some modules also introduce interactive online activity
- Through significant elective choice from across the full curriculum and/or through the pursuit of an optional minor, you can significantly personalise the content of your degree
- Your programme induction includes a matriculation event, designed to enhance your feeling of belonging to the programme.
- To enhance support and provide a sense of ownership of your academic journey, you will attend an Understanding Plagiarism workshop in the first few weeks of your study
- You will be allocated a Personal Tutor from whom you can seek academic support throughout the length of your study. Your personal tutor will provide you with guidance, advice and ongoing support with your personal and professional development. Every time you register for the next term elective classes, you are encouraged to meet with your tutor to discuss your elective choices, enhancing your personalised learning experience
- Each module tutor is available to provide you and your peer group support during specified office hours
- The personalised experience carries out through to Level 6 with **HUM610 Liberal Arts Capstone**, a project that you undertake in your final year of study. The credit weighting of this module is the equivalent of three regular modules and is a very important part of your educational experience. You will have regular interactions with your two supervisors, will offer advice and feedback on the shape and development of your project. This module extends across both semesters of your final year. Your personal tutor will contact you while you are in Level 5 to submit an initial broad outline of your project idea so that your first supervision can be allocated from your Major area. In addition to the programme-core module LAS501 'The Liberal Arts Seminar – Effective Research' at Level 5, there will be a series of co-curricular hands-on workshops at Level 6 designed to further support your chosen project.

### **Interactive and inclusive learning**

A key principle of the programme's learning strategy is to provide varied, challenging and intellectually stimulating learning experiences that are engaging and enable the development of critical thinking. This includes:

- A move away from the traditional lecture-hall towards a more personalised learning delivery model, making full use of small-classes and interactive seminars
- Varied teaching methods that make full use of study groups, role plays, field trips, tutorials, simulations and external guest speakers. You will learn through analysis, discussion and debate, practical work, problem-solving, presentations, portfolio building, research projects and teamwork, all of which are designed to help you develop key skills of independent critical thinking and confidence in decision-making
- Learning outcomes that tell you what we expect you to be able to do on successful completion of your module. Teaching and assessment are designed accordingly to enable you to demonstrate that you have adequately met these outcomes
- Programme content and learning outcomes designed using national and international references to ensure that they are appropriate for the award of a UK degree but also of international currency
- Some integrated modules that use blended learning via the University's virtual Learning Environment Blackboard to enhance your learning experience
- A suite of study guides that offer valuable tools and learning materials accessible to all Liberal Studies students to assist and enhance your learning. The guides suggest introductory materials for each module, so you can confidentially experiment with different subjects through your elective choices secure in the knowledge you will be supported by the module tutor
- Other than the final-year Capstone, all your modules are weighted with 12 credits. The regular size of modules is to facilitate the opportunity to choose electives from the breadth reflected within the programme.

### **Assessment for learning**

The programme's assessment strategy has been designed to provide you with a variety of challenges that suits its cross-disciplinary nature. Assessment is a positive element of your education. Your lecturers have sought to develop valuable, creative assessments that are aligned to the learning outcomes of each module and will therefore enhance your learning capacity.

Assessment can be a guide and a learning tool for you to gauge the quality of your work and your progress. You are assessed based on whether you have met the published learning outcomes. You will be awarded a grade and numerical mark for each assessed piece of work 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 programme and, at the end of the programme, it enables the University to determine your degree award.

Both the University's and the programme's learning, teaching and assessment strategies seek to promote assessment *for* learning, not simply *of* learning. There are three elements to this:

- Assessments are designed to be reliable, valid, fair and consistent
- All assessments will incorporate effective and constructive feedback
- The amount of assessment is manageable

Assessment was designed using guidance from the University's Assessment Framework:

- Each credit represents approximately 10 hours of work. A module weighted at 12 credits would therefore involve 120 learning hours respectively
- Group work does not exceed 50% of the total mark. Where possible a group project will include an individual task with a specific grade reflecting personal contribution and effort
- The maximum number of assessments for a 12-credit module is two summative assessments
- The programme is assessed via a variety of assessment methods.

### Formative activities and summative assessments

Assessment is both formative and summative. Formative assessment is intended to support you in your learning to do as well as you can and does not count towards the module's final grade. It encourages a dialogue between you and your tutor and promotes active receipt of the feedback. It enables you to get constructive feedback on how to improve your work/assessment. Summative assessment is the formally graded evaluation of the learning you have achieved.

Recognising the value of formative assessment to your learning journey, the programme team have considered several ways provide you with formative feedback in an orderly and timely fashion. The following have been identified as potential options to initiate formative feedback for the different summative assessments of the programme:

Formative feedback	Ways to deliver formative feedback
Written assignments (various types)	Feedback on draft submitted on Blackboard by a specified date
	Feedback initiated through peer-to-peer reviews during workshop activity
Presentation	Verbal feedback (face-to-face or recorded), where the student makes a record of key points and shares with the tutor
	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
Posters and creative work	Feedback on students' own assessment on the recorded practice presentation (both submitted on Blackboard by a specified date)
	Feedback from tutors/peers through an exhibiting event. Student make a record of key points and shares with the tutor
	Feedback on student's own assessment of their work
	Verbal feedback (face-to-face or recorded), where the student makes a record of key points and shares with the tutor

Where tutors have encouraged assessment and feedback literacy in their classes, they could ask you which aspects you would like to focus the feedback on, instead of having to feedback on the whole piece. An assignment title page is available to use for this purpose.



To take advantage of the flexibility afforded by the different types of feedback provision, each module specification includes a general statement of commitment to formative feedback.

Some of the ways you will encounter this on the programme in 12-credit modules are:

- **Option A:** Having only one assessment, with strengthened emphasis on formative feedback (this cannot be an exam or a group project, as according to the Assessment Framework none of these assessment types can be more than 50%)
- **Option B:** If one of the two assessments are set early in the term, then it will proportionally reflect a small percentage of the teaching on the module. A greater significant weight will therefore be applied to the second summative assessment, where formative feedback can be properly incorporated
- **Option C:** Set the two assessments later in the term by utilising the exam period (weeks 13-14) to submit the final assessment. The first assessment could thus be set later in the term, e.g. week 9. In this way, it would be possible to accommodate formative feedback on both assessment tasks.

In assignments where extensive formative feedback has been provided, feedback on the equivalent summative assessment will be shorter and could be built on the formative feedback previously given.

The aim of assessment is, therefore, to help you in your learning by telling you what you did well, what you could have improved and what you should do to improve in the future (feed-forward). We aim to give you timely feedback in accordance to university guidance (2-3 weeks from submission date). We will notify you of the feedback release day in your assessment briefs.

If you are on a support agreement (SSA) you may be offered alternative assessments in accordance with the University's Disability Guidelines for Alternative Forms of Assessment.

### Types of assessment

BA (Hons) Liberal Studies offers a variety of assessment methods in order to encourage a variety of skills/competences/cognitive processes when you address your assessment tasks. Each of the following assessment types will be represented at each level in each Major:

Formal exams/'in class' exams	Minimum one per level; maximum one per level
Reflective assignments	Minimum one per level; no maximum
Group work	Minimum one per level; maximum one per level
Presentations	Minimum one per level; no maximum

We use reflective assessments where possible as this enables you to reflect on your progress, which is an instance of personalised learning experience. We set a minimum of one reflective assignment for each major at each level, given that a key aim of Liberal Arts education is developing students' awareness of their capacity for critical thinking and reflection.

### **Employability enhancement**

The University's approach to learning, teaching, and assessment seeks to promote the practical application of learning, making it relevant and increasing students' employability potential.

A demonstrable link exists between employability and liberal arts education, as evidenced in various public and specialised debates about the future of work. BA (Hons) Liberal Studies graduates are encouraged to think critically and to reason analytically. As you progress to Level 6, there is a stronger emphasis on critical synthesis and evaluation. This is evidenced in your assessment, which is internally and externally verified.

The programme promotes job-skill alignment and enhances lifelong learning capacity in various ways:

- The Level 4 common module LAS401 The Liberal Arts Seminar – Leadership and Liberal Learning enhances your leadership learning potential by the development of critical thinking, communication, cross-cultural understanding and ethical competencies
- Assessments and pedagogies that allow you to work on real life projects, critically evaluate ideas from different perspectives, think in new directions, synthesise information and apply meaningful reflection. Simulations are used in various modules, while working in groups is encouraged throughout.
- Electives at Level 5 CAP501 Career Management and CAP502 Experiential Project explicitly encourage you to reflect on your future career and help you gain work experience
- You may choose to develop a minor in a second subject area that may help you prepare for a particular career path
- Various modules have enhanced emphasis on entrepreneurialism and employability, e.g. Society and Entrepreneurship, Model United Nations, Integrated Business Experience
- In HUM601 The Liberal Arts Capstone you will be encouraged to choose a project that is relevant to your future ambitions and/or showcases your abilities, providing you with a substantive tangible artefact that you can share with others
- Curricular and extra-curricular opportunities for students to connect with the Hive (Regent's entrepreneurial hub) and JER (Junior Enterprise Regent's).
- Mentoring opportunities with the Regent's Alumni network

### **Developing cultural agility**

A new feature of the programme's revalidated format is that as first-year undergraduates you will join all other Regent's freshers in the module GBL402 Global Perspectives. Such interactions encourage the sharing of cultural and disciplinary perspectives and exploration of Regent's values of employability and entrepreneurship, equality and mutual respect, citizenship and sustainability.

You will also be able to study a foreign language as part of your elective choices through the Regent's Connect Portfolio or even add a minor in selected languages. One of our minors – Global Leadership – clusters a series of classes that enable you to demonstrate and develop strengths of leadership and cultural agility for formal recognition through your degree programme.

To expand your global perspective, you will have the opportunity in the Spring term of Year 2 (Level 5) to study abroad at one of our 60 partner institutions around the world. Such opportunities add value to your degree as well as enhance your global outlook and employability.

Cultural agility and internationalism are also embedded in the curriculum and through extra-curricula activities such as educational trips. Many modules are directly linked with internationalism, for example within the International Relations and International History Majors but also modules such as World Stories, Global and Geopolitical Issues in Business and Management. International and cross-cultural issues are frequently explored across the entire curriculum. You could also represent Regent's in the Model United Nations simulation activity in New York. This experience is offered as a credit-bearing activity by registering on the appropriate modules. Alternatively, you may also benefit from the experience by joining the equivalent Student Union society.

### **Professional development for staff**

You will be taught by respected academics at the leading edge of their respective disciplines, with appropriate academic and/or professional experience and qualifications. Most of your tutors will hold a Fellowship the Higher Education Academy (HEA) the premier higher education teaching qualification in the UK, with fellowship levels ranging from Fellow to Principal Fellow.

Liberal Studies staff undertake continuous professional development of their teaching skills through the University's Teaching Practice Development (TPD) process, where fellow academics engage with a paired peer-observation of a teaching related practice. This encourages the sharing of good practice and creates a culture of continuous improvement through enhanced reflective evaluation.

Staff teaching on Liberal Studies share its interdisciplinary ethos. They supervise on the Capstone, share their knowledge as experts in their discipline and promote the cross-disciplinary value of the programme.

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

The following breakdown is a guide to how much time you will spend on each teaching and learning method, averaged across compulsory modules only (i.e. Major core modules and core programme modules). The exact amount of time spent in taught/practical lessons or self-study will depend on the elective modules that you take and the form your project for HUM610 The Liberal Arts Capstone taken in your final year.

The percentage is calculated using the credit system e.g. a 12-credit module will have 120 hours of learning. Your module descriptions will have a breakdown of how these hours are divided. You can then extrapolate this across the programme.

- '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.

<b>Art History major</b>							
<b>Level 3</b>		<b>Level 4</b>		<b>Level 5</b>		<b>Level 6</b>	
Written exams & in-class test	19%	Written exams & in-class test	15%	Written exams & in-class test	23%	Written exams & in-class test	12%
Presentation	10%	Presentation	13%	Presentation	10%	Presentation	14%
Coursework	71%	Coursework	72%	Coursework	67%	Coursework	74%
<b>Business &amp; Management major</b>							
<b>Level 3</b>		<b>Level 4</b>		<b>Level 5</b>		<b>Level 6</b>	
Written exams & in-class test	19%	Written exams & in-class test	10%	Written exams & in-class test	8%	Written exams & in-class test	7%
Presentation	10%	Presentation	15%	Presentation	13%	Presentation	18%
Coursework	71%	Coursework	75%	Coursework	79%	Coursework	75%
<b>Criminology major</b>							
<b>Level 3</b>		<b>Level 4</b>		<b>Level 5</b>		<b>Level 6</b>	
Written exams & in-class test	19%	Written exams & in-class test	7%	Written exams & in-class test	17%	Written exams & in-class test	7%
Presentation	10%	Presentation	13%	Presentation	8%	Presentation	22%
Coursework	71%	Coursework	80%	Coursework	75%	Coursework	71%
<b>International History major</b>							
<b>Level 3</b>		<b>Level 4</b>		<b>Level 5</b>		<b>Level 6</b>	

Written exams & in-class test	19%	Written exams & in-class test	16%	Written exams & in-class test	8%	Written exams & in-class test	18%
Presentation	10%	Presentation	14%	Presentation	17%	Presentation	18%
Coursework	71%	Coursework	70%	Coursework	75%	Coursework	64%
<b>International Relations major</b>							
<b>Level 3</b>		<b>Level 4</b>		<b>Level 5</b>		<b>Level 6</b>	
Written exams & in-class test	19%	Written exams & in-class test	16%	Written exams & in-class test	16%	Written exams & in-class test	7%
Presentation	10%	Presentation	13%	Presentation	8%	Presentation	25%
Coursework	71%	Coursework	71%	Coursework	76%	Coursework	68%
<b>Journalism major</b>							
<b>Level 3</b>		<b>Level 4</b>		<b>Level 5</b>		<b>Level 6</b>	
Written exams & in-class test	19%	Written exams & in-class test	8%	Written exams & in-class test	8%	Written exams & in-class test	9%
Presentation	10%	Presentation	13%	Presentation	10%	Presentation	15%
Coursework	71%	Coursework	79%	Coursework	82%	Coursework	76%
<b>Literature &amp; Creative Writing major</b>							
<b>Level 3</b>		<b>Level 4</b>		<b>Level 5</b>		<b>Level 6</b>	
Written exams & in-class test	19%	Written exams & in-class test	5%	Written exams & in-class test	10%	Written exams & in-class test	6%
Presentation	10%	Presentation	12%	Presentation	13%	Presentation	21%
Coursework	71%	Coursework	83%	Coursework	77%	Coursework	73%
<b>Media &amp; Communications major</b>							
<b>Level 3</b>		<b>Level 4</b>		<b>Level 5</b>		<b>Level 6</b>	
Written exams & in-class test	19%	Written exams & in-class test	8%	Written exams & in-class test	10%	Written exams & in-class test	9%
Presentation	10%	Presentation	13%	Presentation	20%	Presentation	19%
Coursework	71%	Coursework	79%	Coursework	70%	Coursework	72%

<b>Political Science major</b>							
<b>Level 3</b>		<b>Level 4</b>		<b>Level 5</b>		<b>Level 6</b>	
Written exams & in-class test	19%	Written exams & in-class test	16%	Written exams & in-class test	8%	Written exams & in-class test	0%
Presentation	10%	Presentation	13%	Presentation	13%	Presentation	18%
Coursework	71%	Coursework	71%	Coursework	79%	Coursework	82%
<b>Psychology major</b>							
<b>Level 3</b>		<b>Level 4</b>		<b>Level 5</b>		<b>Level 6</b>	
Written exams & in-class test	19%	Written exams & in-class test	8%	Written exams & in-class test	8%	Written exams & in-class test	7%
Presentation	10%	Presentation	30%	Presentation	16%	Presentation	22%
Coursework	71%	Coursework	62%	Coursework	76%	Coursework	71%
<b>Public Relations major</b>							
<b>Level 3</b>		<b>Level 4</b>		<b>Level 5</b>		<b>Level 6</b>	
Written exams & in-class test	19%	Written exams & in-class test	7%	Written exams & in-class test	8%	Written exams & in-class test	9%
Presentation	10%	Presentation	15%	Presentation	21%	Presentation	15%
Coursework	71%	Coursework	78%	Coursework	71%	Coursework	76%

### **Alternative forms of assessment**

Students with student support agreements may be offered an alternative form of assessment. When this is the case, the University's Disability Guidelines for Alternative Forms of Assessment are followed.

### **Programme management and teaching staff**

The Liberal Studies programme is managed by the Head of School, while each Major and the Foundation level are headed by a Subject Leader.

Staff are, in general, educated to master's or doctoral level. Exceptions are where particular specialist skills are required and are covered by fractional posts or visiting lecturers. In addition, most of our staff hold a Fellowship of Higher Education Academy (HEA) from Fellow to Principal Fellow. We also encourage our teaching staff to undertake the Postgraduate Certificate in Higher Education.

Our lecturers have a high level of academic experience as well as familiarity with industry where appropriate. We also welcome guest lecturers to provide insight into the latest developments in specific disciplines and/or industries.

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

The current Head of School is Professor Lawrence Phillips. Current subject leaders are:

Art History	Deborah Schultz
Business & Management	Maria Charalambous
Criminology	Mireille Hebing
Foundation programme	Kit Barton
International History	Tom Villis
International Relations	Mireille Hebing
Journalism	Leslie Viney
Media & Communications	Leslie Viney
Literature & Creative Writing	George Yeats
Political Science	Mireille Hebing
Psychology	Leslie Van Der Leer
Public Relations	Leslie Viney

Every student on the programme is allocated a Personal Tutor. They will meet you on a one-to-one basis at various stages throughout the academic year, offering guidance and advice to support your ongoing personal and professional development throughout your studies at Regent's University London.

### **Ethical approval of research**

All research conducted within and outside the University by students at Regent's University London must be approved by the Faculty Research Ethics Committee prior to its commencement. This will include, but is not limited to, all research involving human or other living participants, and

all experiments, investigations and procedures involving human or other living participants, or data relating to such living entities.

## **7. Programme Structure**

This is a guide to the overall structure of your programme such as term dates, assessment periods and which core modules will be delivered each year.

To complete your programme, you will need to achieve a certain number of credits (360 credits for an undergraduate degree). You will study a number of modules across your programme, which will each have a credit value. On successfully passing each of these modules, you will gain credits that count towards the total needed for your degree.

One credit equates to 10 notional hours, which is the average time a student will take to achieve the specified learning outcomes. So, if a module is worth 12 credits, then you would expect to spend 120 hours studying this – this is the case for all Liberal Studies modules except HUM610 The Liberal Arts Capstone which as your final major project is 36 credits. Remember, these will not all be ‘taught’ hours. You will receive guidance and instruction through lectures, seminars etc., but you will also need to engage in self-study. A percentage breakdown of teaching contact hours and self-study required on this programme is indicated in the section above.

On an undergraduate degree programme, you can usually expect to study 120 credits per level (or year), with no more than 84 credits per term in exceptional circumstances.

Classes on the programme are scheduled Monday-Friday from 09:00 and up to 19:00.

The academic year for the programme follows the regular University undergraduate calendar: Autumn term, September-December; Spring term, January to May.

In the spring term of Year 2 (Level 5) there is the option to study abroad at one of our partner institutions around the world. Such opportunities add value to your degree as well as enhance your global outlook and employability.



<b>LEVEL 3</b>	
<b>Core modules</b>	<b>Credits</b>
FDN301 Foundation Seminar I	12
FDN306 Foundation Seminar II	12
FDN310 Foundation: Quantitative Literacy	12
FDN305 Foundation: Art Appreciation	12
FDN302 Foundation: Humanities	12
FDN304 Foundation: Business and Management	12
FDN303 Foundation: International Relations	12
FDN307 Foundation: Media Studies	12
FDN308 Foundation: Psychology	12
FDN309 Foundation: Political Science	12
<b>Total core module credits</b>	<b>120</b>
<b>Total credits for Level 3</b>	<b>120</b>
<b>LEVEL 4</b>	
<b>Core modules (for a list of core modules for each major, see Section 18)</b>	<b>Credits</b>
Level 4 Major Core 1	12
Level 4 Major Core 2	12
Level 4 Major Core 3	12
Level 4 Major Core 4	12
GBL402 Global Perspectives	12
LAS410 The Liberal Arts Seminar -- Leadership and Liberal Learning	12
<b>Total core module credits</b>	<b>72</b>
<b>Optional modules (all major core modules are available to other majors as electives)</b>	
Level 4 Elective module 1	12
Level 4 Elective module 2	12
Level 4 Elective module 3	12
Level 4 Elective module 4	12
<b>Total elective module credits students need to choose</b>	<b>48</b>
<b>Total credits for Level 4</b>	<b>120</b>
<b>Exit awards and learning outcomes achieved (if appropriate)</b>	
Certificate of Higher Education	

<b>LEVEL 5</b>	
<b>Core modules (for list of core modules for each major, see Section 18)</b>	<b>Credits</b>
Level 5 Major Core 1	12
Level 5 Major Core 2	12
Level 5 Major Core 3	12
Level 5 Major Core 4	12
Level 5 Major Core 5	12
LAS510 The Liberal Arts Seminar – Effective Research	12
<b>Total core module credits</b>	<b>72</b>
<b>Optional modules (all major core modules are available to other majors as electives)</b>	
Level 5 Elective module 1	12
Level 5 Elective module 2	12
Level 5 Elective module 3	12
Level 5 Elective module 4	12
<b>Total elective module credits students need to choose</b>	<b>48</b>
<b>Total credits for Level 5</b>	<b>120</b>
<b>Exit awards and learning outcomes achieved (if appropriate)</b>	
Diploma of Higher Education	
<b>LEVEL 6</b>	
<b>Core modules (for list of core modules for each major, see Section 18)</b>	<b>Credits</b>
Level 6 Major Core 1	12
Level 6 Major Core 2	12
Level 6 Major Core 3	12
Level 6 Major Core 4	12
HUM610 The Liberal Arts Capstone	36
<b>Total core module credits</b>	<b>84</b>
<b>Elective modules (all Major core modules are available to other Majors as electives)</b>	
Level 5 Elective module 1	12
Level 5 Elective module 2	12
Level 5 Elective module 3	12

<b>Total elective module credits students need to choose</b>	36
<b>Total credits for Level 6</b>	120
<b>Exit awards and learning outcomes achieved (if appropriate)</b>	
<p>BA: to qualify for the award of a non-honours degree you must have been awarded 300 credits overall, including at least 120 credits at levels 4 and 5, and 60 credits at Level 6.</p> <p>BA (Hons): to qualify for the award of an Honours degree you must have been awarded at least 360 credits overall, including at least 240 credits at levels 5 and 6, of which at least 120 credits are at Level 6.</p>	
<b>8. Distinctive features of the programme and other key information</b>	
<p>This is a guide to anything else you may need to know about your programme, including anything that may seem a bit unusual or different to similar programmes in other institutions.</p>	
<ul style="list-style-type: none"> <li>• Available as a three-year or four-year programme -- the latter with an integrated Level 3 foundation year (120 credits) designed to be broadly equivalent to a US-style general education programme</li> <li>• Entry points in Autumn and Spring</li> <li>• Choice of 11 Majors: <ul style="list-style-type: none"> <li>▪ Art History</li> <li>▪ Business &amp; Management</li> <li>▪ Criminology</li> <li>▪ International History</li> <li>▪ International Relations</li> <li>▪ Journalism</li> <li>▪ Literature &amp; Creative Writing</li> <li>▪ Media &amp; Communications</li> <li>▪ Politics</li> <li>▪ Psychology</li> <li>▪ Public Relations</li> </ul> </li> <li>• At Levels 4-6 students take: <ul style="list-style-type: none"> <li>▪ A subject major (156 credits)</li> <li>▪ Electives from across the curriculum</li> <li>▪ University common module GBL402 must be taken at Level 4</li> <li>▪ Programme core modules (60 credits – LAS410 Liberal Arts Seminar: Leadership and Liberal Learning; LAS510 Liberal Arts Seminar: Effective Research; HUM601 Liberal Arts Capstone (36 credits))</li> </ul> </li> <li>• Languages are available as electives at Levels 4-6</li> <li>• Work/career-focused electives available at Level 5: CAP401 Career Management and CAP501 Experiential Project</li> <li>• A <b>minor</b> in a second major subject can be declared (replacing 72 elective credits)</li> <li>• An optional term of study abroad can be taken at Level 5 (either term is possible, but we recommend Term 2)</li> <li>• All modules include at least one item of formative assessment.</li> </ul>	

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

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

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

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

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

## 10. Learning support facilities

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

All facilities are wheelchair accessible. If you require support or advice with regard to accessing campus facilities, please speak with our disability support officer, so we may address your concerns. [regents.ac.uk/information/student-life/for-current-students/disability-information](https://regents.ac.uk/information/student-life/for-current-students/disability-information)

The Library at Regent's supports teaching and learning at the University. Our relevant and extensive collections, flexible study spaces and knowledgeable staff can help you achieve your academic goals. During term time, the Library is open until late in the evenings. During busy exam periods, it is open 24/7. Most areas are fully accessible to people with disabilities and wherever there are challenges we work with individual(s) to overcome, rearrange or support to facilitate good and safe access.

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.

MyRegent's is a free app and web dashboard which contains Regent's email, degree programme timetable, module information and more. You will be able to download it for Apple or Android devices or access it at [my.regents.ac.uk](https://my.regents.ac.uk) once you have enrolled with us.

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, see [regents.ac.uk/about/learning-resources](https://regents.ac.uk/about/learning-resources)

## 11. Opportunities for personal development planning

See Section 8 above.

### **Extracurricular activities**

You also have opportunity to engage with extracurricular activities on and off campus organised by staff from across Regent's. These include but are not limited to: prominent guest speakers' presentations, conferences, competitions, university societies, Student Union membership and student representation. Participation in competitions or engagement with societies and Student Union are a great way to develop a host of skills and evidence demonstrating your diverse capabilities and can contribute to fruitful personal development planning.

### **Careers support**

All students benefit from an initial consultation with a careers adviser in their first weeks on campus. Based on your individual interests you will, guided by your adviser, develop knowledge and networks in relevant sectors and roles. You will be encouraged to team up with like-minded individuals to build communities centred around shared interests.

You will have access to the vacancies shared by our business relations team on the Student Hub, as well as multiple other resources, and help with making applications for internships and graduate roles in the UK and beyond. Students who have not identified an area of interest are offered guidance consultations to enable decision-making.

A variety of workshops throughout the year will help you succeed at every stage of the selection process, including CV and cover letter writing, interview (including video interviews) and assessment centre preparation, networking, LinkedIn and psychometric testing. Support with individual applications is available.

Students who wish to start their own business will be invited to work in The Hive (see below).

Students looking to complete a consultancy project, such as a capstone, receive support in developing practical consultancy skills, as well as help with sourcing suitable projects. This offer is tailored with sector relevant information to reflect subject specialisms (e.g. fashion, design, business).

Each term a number of masterclasses (held by industry specialists), seminars, networking events and meetups are organised on campus. They offer an invaluable opportunity to find out about employment prospects in different industries and business sectors and to develop a professional network.

At our hiring breakfasts, employers who currently seek students via the Student Hub vacancy board (internships, placements, or graduate jobs) are introduced to (and given the opportunity to interview onsite) students directly.

In addition to regular face-to-face contact with our expert staff, we offer a wide range of online resources including VoIP (e.g. Skype) appointments to help you in your job search.

These include advice sheets, videos and self-assessment tools. All this is accessible on the Student Hub to current students and alumni.

### **The Hive**

The Hive is a workspace and community for both current students and alumni, which offers a full suite of services, including start-up advice, masterclasses, careers advice, student consultancy services and a bookable hot desk environment for start-ups. There is also support with graduate entrepreneurship visas if required.

The Hive offers a collaborative environment in which careers and enterprise advice happens in a live working environment, allowing knowledge and opportunities to flow between its users. It aims to break down barriers between job seekers and creators, learners and staff, changing the way our learners relate to the University and develop their career skills.

## **12. Admissions criteria**

A Regent's education provides you with a high level of personal attention, and this begins from the moment you apply to study with us. We want to understand who you are and what your skills and interests may be – we are interested in your potential, as well as your prior achievements. We review each application comprehensively and on its individual merit, considering all of your skills, interests and attributes.

### **Level 3 entry requirements**

The minimum entry requirement for Foundation (Level 3) students is one of the following qualifications:

- Five GCSEs at grades A-C / 9-4
- US High School Diploma with a minimum GPA of 2.5
- Equivalent qualifications as deemed acceptable by the University

Applicants for the Business & Management major should also have a minimum qualification in Mathematics:

- GCSE Mathematics at grade C (4)
- International Baccalaureate: Grade 4 in Mathematics
- US High School Diploma: Year 12 maths-related subject at grade C
- Equivalent qualifications as deemed acceptable by the University

### **Level 3 English language requirements**

English is our language of instruction and we require proof of your English proficiency. You can demonstrate your English proficiency with one of the following qualifications (or equivalent):

- GCSE English language at grade C (4) or above
- International Baccalaureate: Grade 4 or above in English at Higher or Standard level
- US High School Diploma (studied in a majority English-speaking country): cumulative GPA (on a 4.0 scale) at 2.5 or above
- IELTS Academic: overall score of 5.5 with a minimum 5.5 in each component

#### **Level 4 entry requirements**

The minimum entry requirement for Level 4 students is one of the following qualifications:

- Three GCE A-levels at grades A-C / 9-4
- International Baccalaureate Diploma
- US High School Diploma with a minimum GPA of 2.5, plus one of the following:
  - Three AP tests with an average grade of 3 or two AP tests with an average grade of 4
  - Three SAT II (Subject Tests) with a minimum score of 500 in each section or two SAT II with a minimum score of 600 in each section
  - SAT I (Reasoning Tests) with a minimum score of 1800 (600 in each section)
  - ACT with a composite score of 26 (20 in each section)
  - Dual Enrolment and College credits (1<sup>st</sup> Year) - 30 credits with a GPA of 2.5 or higher
- Equivalent qualifications as deemed acceptable by the University

Applicants for the Business & Management major should also have a minimum qualification in Mathematics:

- GCSE Mathematics at grade C (4)
- International Baccalaureate: Grade 4 in Mathematics
- US High School Diploma: Year 12 maths-related subject at grade C

#### **Level 4 English language requirements**

English is our language of instruction and we require proof of your English proficiency. You can demonstrate your English proficiency with one of the following qualifications (or equivalent):

- GCSE English language at grade C (4) or above
- International Baccalaureate: Grade 4 or above in English at Higher or Standard level
- US High School Diploma (studied in a majority English-speaking country): cumulative GPA (on a 4.0 scale) at 2.5 or above
- IELTS Academic: overall score of 6.0 with a minimum 5.5 in each component

#### *Students entering with Recognition of Prior Learning*

If you are joining your programme at an advanced entry point, we require IELTS 6.5 with a minimum 6.0 in Reading and Writing, with no score below 5.5 in any other components.

We offer a range of courses that can help to improve your English language proficiency. Please see the website for more details:

[regents.ac.uk/study/short-courses/english-courses-london](https://regents.ac.uk/study/short-courses/english-courses-london)

For more information, see the How to Apply tab under each programme on our website.

You can find our Admissions Policy and Admissions Appeals and Complaints Policy at:

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

### 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 the website: [regents.ac.uk/study/international-students/visas-and-immigration](https://regents.ac.uk/study/international-students/visas-and-immigration)

### 14. Tuition fees and other course costs

For students enrolling on the BA (Hons) Liberal Studies, the annual fee for the academic level/year in 2021-22 is £18,500 paid in equal instalments over the first two terms. Fees for the January 2021 intake may vary. Please see the website for further details.

Tuition fees are set for each financial year, which runs from 1 August to 31 July. Therefore your annual fee will rise each year/level. The maximum increase per year for existing students is based on the Consumer Price Index (CPI) inflation rate, plus a maximum of 3%.

To secure your place at Regent's you will need to pay a deposit. These are currently set at:

Home/EU students advance deposit on tuition fees: £1,000 (non-refundable\*)

Non-EU advance deposit on tuition fees: £4,000 (non-refundable\*)

Fees are normally payable once a term and are due two weeks before the start of term. They can be paid through our online portal. Payment plans are available for eligible new and returning students. For more information visit the Pay Fees page on our website:

[regents.ac.uk/study/how-to-pay/pay-fees-online-and-payment-plans#close](https://regents.ac.uk/study/how-to-pay/pay-fees-online-and-payment-plans#close)

Our current Payment Terms and Conditions are available at:

[regents.ac.uk/study/how-to-pay/payment-terms-conditions#close](https://regents.ac.uk/study/how-to-pay/payment-terms-conditions#close)

London is an expensive place to live so it is important to ensure that you can afford to stay here for the duration of your studies. In addition to your tuition fees, you will have expenses such as accommodation, food, bills, transport, clothes, socialising, books and other material costs. If you would like to discuss the financial impact of studying at Regent's then please contact us: [regents.ac.uk/about/contact-us](https://regents.ac.uk/about/contact-us)

One of your main financial outlays will be your accommodation. There are three types of accommodation available to choose from. We offer limited accommodation on campus at competitive prices, off-campus accommodation at Urbannest, or you could choose private accommodation which we can help you find. For more detail on accommodation please see our website: [regents.ac.uk/study/accommodation](https://regents.ac.uk/study/accommodation)

There may be field trips involved in your programme depending on the major and electives that you chose. Any entry fees will be paid for by Regent's. However you will be responsible for your own travel costs. All of the trips will be in central London locations.

If you undertake a term of study abroad, you will continue to pay fees to Regent's as usual, and will remain responsible for the costs of travel, accommodation and subsistence while you are abroad.

Reading lists will be made available and materials may be borrowed from the library or purchased by students at their own cost.



\* If you decide you no longer want to study at Regent's, refunds of deposits and fees can only be granted in limited circumstances. For more information, see our Refund Policy (subject to review) at: [regents.ac.uk/study/how-to-pay/refunds-policy](https://regents.ac.uk/study/how-to-pay/refunds-policy)

## 15. 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 6 above.

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

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

Some students will be required to take a compulsory English for Academic Purposes (EAP) module in their first term. You will be told if this applies to you when you receive an offer of acceptance (see Section 12). Students must pass this module in order to progress to the next level of their studies. Students who have to take the compulsory EAP module will take it in place of an elective module.

You will be provided with guidelines on what you need to achieve in each assessment to ensure you receive a good mark. A generic description of each grade is available at:

[regents.ac.uk/about/regents-teaching-exchange/learning-teaching/assessment-framework](https://regents.ac.uk/about/regents-teaching-exchange/learning-teaching/assessment-framework)

At certain points on the degree your suitability will be assessed by the teaching panel. Such decisions as your pathway, choice of project, specialism and choice of group will be scrutinised. In most cases staff will act in an advisory capacity, in others, for example your chosen pathway and specialism will be subject to an analysis of your progress thus far.

## 16. Award criteria

To qualify for your intended undergraduate award, you must obtain 360 credits, including 120 credits at Level 4 or higher; 120 credits at Level 5 or higher; and 120 credits at Level 6 or higher.

You must also meet the requirements of any specific regulations as stated under Section 15 Assessment and progression regulations.

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

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

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

All quality assurance policies and procedures are found in the University Academic Regulations. The current versions are available at the link below. The regulations are subject

to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

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

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

*Programme (re)validations*

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

*Programme modifications*

We listen to your feedback and make changes to your programme as appropriate. You will be consulted on any significant changes to your programme which may affect the outcomes of your study. All changes to programmes or modules are subject to approval through Regent’s Academic Governance structures.

*Programme monitoring*

In order to ensure programmes continue to meet their academic and professional aims and objectives, Heads of Programme are required to prepare an Annual Monitoring Report (AMR). The reports include module feedback as well as external examiner reports and responses. They are reviewed at Faculty and Institutional level, and are published on the University intranet under the Quality webpage where student are able to view these.

*Student feedback systems*

Students play a key role in the University’s processes for enhancing the quality of its educational provision and broader student experience. There will be multiple ways for you to provide feedback on your experiences at module level, programme level, through student representatives and at Programme Committees. Student representatives are elected and sit on institutional level committees such as Senate. Final year undergraduate students (Level 6) will be invited to take part in the National Student Survey (NSS).

*External examiner reports*

External Examiners ensure that Regent’s standards and quality processes are appropriate and are of a standard comparable to those of other Higher Education Institutions. There are two types of external examiners. One reviews subject level assessment and the other reviews institutional level processes and attends the Progression and Finalist Boards.

An annual external examiner report is produced at the end of every academic year at levels 5, 6 and 7. These are made available to students through the Annual Monitoring Reports which are published online and are submitted to Programme Committees.

**18. Curriculum map**

The tables below indicate which study units assume responsibility for delivering (shaded) and assessing (✓) particular learning outcomes in Section 5.

Module	Learning outcomes
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Level		A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	
3	<b>FDN301</b> Foundation Seminar 1	x		x	x	x	x			x	x			x	x		x	
	<b>FDN302</b> Foundation: Humanities	x		x	x	x	x			x	x	x		x	x	x		
	<b>FDN303</b> Foundation: International Relations	x	x	x			x		x					x	x	x	x	
	<b>FDN304</b> Foundation: Business and Management	x			x	x	x		x		x			x		x		
	<b>FDN305</b> Foundation: Arts Appreciation	x			x	x		x			x	x	x				x	
	<b>FDN306</b> Foundation Seminar 2	x		x	x	x	x				x	x		x	x	x		x
	<b>FDN307</b> Foundation: Media Communications	x		x		x		x		x	x			x	x		x	x
	<b>FDN308</b> Foundation: Psychology	x		x						x				x	x			
	<b>FDN309</b> Foundation: Political Science	x			x	x	x				x	x			x	x		
	<b>FDN310</b> Foundation: Quantitative Literacy	x	x			x				x	x	x	x		x	x	x	x

Level	Module	Learning outcomes															
		A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7
4	<b>Art History</b>																
	<b>ARH411</b> Introduction to World Histories of Art	x	x	x	x	x				x	x	x	x	x	x		
	<b>ARH412</b> Introduction to Drawing	x			x	x						x	x		x		x
	<b>ARH413</b> Contemporary Art					x	x	x	x	x				x	x	x	x
	<b>ARH414</b> Town and Country House Interiors	x	x	x	x	x	x				x	x	x			x	x
	<b>Business &amp; Management</b>																
<b>BUS410</b> Money, Budgets and Decisions		x	x					x		x		x	x		x		

<b>BUS411</b> Markets and Consumers				x	x	x					x	x				x				
<b>BUS412</b> Communicating with Data	x	x	x	x					x		x	x	x					x		
<b>BUS413</b> Enterprise and Society			x		x				x	x	x		x	x	x			x		
<b>Criminology</b>																				
<b>CRI411</b> Understanding Crime		x							x	x	x	x			x	x				
<b>CRI412</b> Criminal Justice Systems	x				x				x		x		x			x		x		
<b>CRI413</b> Introduction to Sociology	x	x				x			x			x					x	x		
<b>CRI414</b> Principles of Law	x			x	x	x			x			x				x		x		
<b>International History</b>																				
<b>HIS410</b> Themes in World History	x	x	x			x	x	x	x			x	x	x	x			x	x	
<b>HIS411</b> Skills for History	x			x	x	x						x	x	x	x			x		
<b>HIS412</b> The World's Religions	x			x	x		x	x	x			x	x		x	x		x	x	
<b>HIS413</b> The History of London	x	x	x	x	x	x					x	x	x			x	x		x	
<b>International Relations</b>																				
<b>INR411</b> International Relations Theory and Practice	x			x		x					x	x	x			x	x		x	
<b>INR412</b> Introduction to Human Rights	x	x	x	x	x							x	x	x	x				x	
<b>INR413</b> International Law	x	x	x	x	x							x		x	x				x	
<b>INR414</b> Politics of Development					x			x	x	x			x		x				x	
<b>Journalism</b>																				
<b>JRN411</b> Journalism and Society	x			x	x			x	x	x			x	x	x	x			x	
<b>JRN412</b> Journalism Practice 1	x	x	x	x												x	x	x	x	
<b>JRN413</b> Photographic Practice	x	x	x	x	x								x	x	x	x	x		x	
<b>MED412</b> Analysing Media: Texts, Audiences and Production	x	x			x	x	x					x		x	x	x			x	x

Literature & Creative Writing															
<b>WRI410</b> Classic Literature: Great Writing before 1810	x		x		x	x	x	x	x		x		x	x	x
<b>WRI411</b> Finding Your Creative Voice: Reading and Writing Poetry	x	x		x	x		x		x	x		x	x		x
<b>WRI412</b> Literature and Revolution	x				x	x	x				x		x		x
<b>WRI413</b> The Making of the Modern Imagination: Great Writing since 1750.	x		x		x	x	x	x	x		x		x	x	x
Media & Communications															
<b>JRN411</b> Journalism in Society	x		x	x		x	x	x		x	x	x	x		x
<b>JRN413</b> Photographic Practice	x	x	x	x	x					x	x	x	x	x	x
<b>MED411</b> Media, Communications and Culture	x	x		x	x	x			x		x	x	x		x
<b>MED412</b> Analysing Media: Texts, Audiences and Production	x	x		x	x	x			x		x	x	x		x
Political Science															
<b>POL411</b> Society and Mass Violence			x		x		x	x			x		x		x
<b>POL412</b> Introduction to Political Ideologies				x	x	x		x	x	x	x	x			x
<b>POL413</b> Introduction to Comparative Politics	x	x	x	x	x					x	x	x		x	x
<b>POL414</b> Theory and Practice in Political Science	x		x	x		x		x	x	x	x	x	x		x
Psychology															
<b>PSL410</b> Introduction to Psychology	x	x	x	x				x	x	x			x		
<b>PSL411</b> Conceptual and Historical Issues in Psychology	x		x			x	x		x	x	x				x
<b>PSL412</b> Personality and Individual Differences	x	x						x	x	x		x	x		x
<b>PSL413</b> Developmental Psychology	x	x	x	x	x			x	x				x	x	
Public Relations															
<b>PRL411</b> Introduction to Public Relations Strategy and Management	x			x				x	x	x	x	x		x	x
<b>PRL412</b> Creating Content for PR and Media Communications	x	x	x	x	x				x			x	x	x	x

<b>PRL413</b> Interpersonal and Intercultural Communication	x	x	x	x		x					x		x	x				
<b>JRN413</b> Photographic Practice	x	x	x	x	x						x	x	x	x	x	x		

Level	Module	Learning outcomes																
		A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	
<b>5</b>	<b>Art History</b>																	
	<b>ARH511</b> Renaissance Art and Society	x	x	x	x	x	x	x	x	x		x	x	x	x			x
	<b>ARH512</b> The Art World	x		x			x		x		x	x	x		x	x		
	<b>ARH513</b> Baroque Art: Faith, Crown and Commerce	x	x	x	x	x	x	x	x	x		x		x	x			x
	<b>ARH514</b> Photography			x			x		x	x	x	x	x	x	x			x
	<b>ARH515</b> Writing about Art		x					x	x	x				x	x	x		x
	<b>Business &amp; Management</b>																	
	<b>BUS510</b> Business Ethics	x					x	x	x	x	x		x	x				x
	<b>BUS511</b> Situating Business in Macro-economy		x				x		x			x			x			
	<b>BUS512</b> Developing the Agile Workforce	x				x		x				x	x	x				
	<b>BUS513</b> Operations and Information Management	x			x					x	x			x			x	
	<b>BUS514</b> Integrated Business Experience			x			x	x	x				x	x	x			x
	<b>Criminology</b>																	
	<b>CRI511</b> Police and Policing				x			x			x		x	x				x
	<b>CRI512</b> Young People and Crime	x		x					x				x			x	x	
	<b>CRI513</b> Equality and Social Justice				x		x	x						x			x	x
	<b>CRI514</b> Punishment and Social Control			x		x	x					x		x	x			
	<b>CRI515</b> Media, Crime and Society		x	x			x	x						x		x	x	

<b>International History</b>															
<b>HIS510</b> War and Extremism		x	x	x		x	x					x		x	x
<b>HIS511</b> Understanding Modern Britain		x	x	x	x	x	x				x	x		x	
<b>HIS512</b> Themes in History		x	x			x				x				x	x
<b>HIS513</b> The Sources of American Power	x	x	x	x		x	x	x	x	x	x	x	x	x	x
<b>HIS514</b> Empires and Imperialism		x	x	x	x	x	x				x	x		x	
<b>International Relations</b>															
<b>INR511</b> International Security			x		x		x		x		x		x	x	
<b>INR512</b> International Organisations				x	x		x	x	x	x	x			x	x
<b>INR513</b> International Politics of the United States		x		x	x		x	x	x	x	x			x	x
<b>INR514</b> The Politics and Conflict of the Middle East	x	x	x	x		x	x	x		x	x	x	x		x
<b>INR515</b> Contemporary African Politics and History		x	x	x	x					x	x	x		x	x
<b>Journalism</b>															
<b>JRN511</b> Journalism Practice 2		x	x	x	x						x		x	x	x
<b>JRN 512</b> Data for Researching Media and Communications	x	x	x	x				x			x		x	x	x
<b>JRN513</b> Photojournalism and Documentary Photography			x				x	x	x	x	x			x	x
<b>JRN514</b> Introduction to Media Production	x	x	x	x		x		x		x		x	x	x	x
<b>PRL511</b> Design and Visual Communications	x		x	x				x		x	x		x	x	x
<b>Literature &amp; Creative Writing</b>															
<b>WRI510</b> London's Literature	x	x						x	x		x		x		x
<b>WRI511</b> Literature, Gender and Sexuality	x	x			x	x			x				x	x	x
<b>WRI512</b> Telling Your Creative Story: Reading and Writing Autobiographical Narratives	x	x				x	x	x		x		x	x	x	x

<b>WRI513</b> The World's Stories: Studying Short Fiction from Around the Globe	x		x		x	x							x	x	x	x
<b>WRI514</b> Shakespeare the Movie		x		x		x	x	x		x	x				x	x
<b>Media &amp; Communications</b>																
<b>MED510</b> Visual Cultures in the Digital Age	x	x	x		x	x	x			x				x		x
<b>MED512</b> Understanding Social Media	x	x	x				x	x	x	x	x		x		x	x
<b>MED513</b> Media and Ethics	x	x		x	x	x	x			x	x		x			x
<b>MED514</b> Introduction to Film Studies	x			x		x			x	x	x		x			x
<b>JRN514</b> Introduction to Media Production	x	x	x	x		x		x		x		x	x	x	x	x
<b>Political Science</b>																
<b>POL511</b> Politics of Gender			x		x		x		x		x		x	x		
<b>POL512</b> Energy, Food and Water Security	x			x	x	x				x	x		x			
<b>POL513</b> Politics of Belonging			x		x		x		x		x		x	x		
<b>POL514</b> Global Human Trafficking	x	x	x	x	x			x			x		x		x	x
<b>POL515</b> Politics and Protest	x	x		x		x				x	x			x		
<b>Psychology</b>																
<b>PSL510</b> Psychopathology	x	x		x	x		x	x	x					x		
<b>PSL511</b> Evolutionary Psychology	x		x	x				x	x	x	x			x		
<b>PSL512</b> Methods and Statistics in Psychology	x	x			x					x			x		x	
<b>PSL513</b> Social Psychology	x			x			x		x			x		x		x
<b>PSL514</b> Biological and Cognitive Psychology	x		x	x		x			x	x			x	x		
<b>Public Relations</b>																
<b>PRL511</b> Design and Visual Communications	x		x	x				x		x	x		x	x	x	x



<b>PRL512</b> Understanding Social Media and Online Communications	x		x	x	x						x	x		x		x	x
<b>JRN512</b> Data for Researching Media and Communications	x	x	x	x				x			x	x	x	x			
<b>PRL513</b> Managing Corporate Communications and Strategic Management	x	x	x	x	x	x	x			x			x	x	x	x	
<b>PRL514</b> Campaign Management for Media and Communications	x		x	x				x	x	x				x	x	x	

Level	Module	Learning outcomes															
		A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7
<b>6</b>	<b>Art History</b>																
	<b>ARH611</b> Art in the Age of Revolution	x	x	x	x	x	x	x	x	x		x	x	x	x		x
	<b>ARH612</b> Curating				x	x		x		x	x		x			x	x
	<b>ARH613</b> Twentieth-century Modernisms			x		x	x	x		x		x		x	x	x	x
	<b>ARH614</b> Art and Global Conflict	x	x	x	x	x	x	x	x	x		x		x	x	x	x
	<b>Business &amp; Management</b>																
	<b>BUS610</b> Global and Geopolitical Dynamics in Business				x		x	x	x		x			x		x	
	<b>BUS611</b> Current Issues and Trends in Business	x		x			x					x			x	x	
	<b>BUS612</b> Creative Leadership		x			x		x				x	x				x
	<b>BUS613</b> Strategic Management					x		x		x	x	x				x	
	<b>Criminology</b>																
	<b>PSL613</b> Forensic Psychology	x	x	x	x	x	x				x	x	x	x			
	<b>CRI611</b> Cybercrime	x			x			x	x		x		x		x		x

<b>CRI612</b> Crime and Power	x		x		x			x		x	x		x	x	x		
<b>CRI613</b> Transnational Crime and Security				x	x		x		x		x			x		x	
<b>International History</b>																	
<b>HIS610</b> Cross-Cultural Encounters in the Early Modern World		x	x	x							x		x	x			
<b>HIS611</b> Advanced Themes in History		x	x	x			x		x		x		x	x			
<b>HIS612</b> Modern China: Imperialism and Recovery	x	x	x	x	x					x	x		x	x			
<b>HIS613</b> The Philosophy of History		x	x	x	x	x		x		x	x		x	x	x	x	
<b>International Relations</b>																	
<b>INR611</b> Latin American Political History	x		x		x		x	x			x	x		x		x	
<b>INR612</b> International Political Economy	x			x			x				x		x		x		
<b>INR614</b> Media and Global Politics	x		x	x	x	x		x		x	x			x		x	
<b>INR613</b> Diplomacy and Negotiations: Theory and Practice		x					x	x	x	x	x	x	x	x	x	x	
<b>Journalism</b>																	
<b>MED611</b> Media and the Law	x		x	x		x				x	x	x				x	x
<b>MED612</b> Global Media Economies	x	x		x							x		x				
<b>JRN611</b> Pitch, Produce and Publish	x	x	x	x	x			x					x	x	x	x	
<b>JRN612</b> Specialist Journalism		x	x	x	x		x		x		x	x	x	x	x		
<b>Literature &amp; Creative Writing</b>																	
<b>WRI610</b> Feminist Futures: Speculative Fiction as Resistance	x	x				x	x	x	x	x	x	x	x	x	x	x	x
<b>WRI611</b> The Power of Nightmares: The Literature and Cinema of Horror	x			x	x	x	x				x		x				x
<b>WRI612</b> Literature and Conflict: From Homer to the Holocaust				x	x	x	x	x	x	x	x	x	x				

<b>WRI613</b> Your Creative Voice in the World: Writing the Extended Narrative	x	x	x		x	x	x			x	x	x	x	x	x	x	
<b>Media &amp; Communications</b>																	
<b>MED611</b> Media and the Law	x		x	x		x				x	x	x				x	x
<b>MED612</b> Global Media Economies	x	x		x							x		x				
<b>MED613</b> Current Issues in Media and Public Relations	x	x	x	x	x	x	x			x	x		x	x	x		x
<b>MED614</b> Political Communications	x	x	x	x				x			x		x	x			
<b>Political Science</b>																	
<b>POL611</b> British Politics		x	x	x	x	x					x	x		x	x		x
<b>POL612</b> Theory and Practice of Social Enterprise	x			x				x			x			x		x	
<b>POL613</b> Europe in Global Politics		x	x	x	x			x	x		x	x				x	x
<b>POL614</b> Globalisation and World Politics	x		x		x			x		x	x	x		x	x		x
<b>Psychology</b>																	
<b>PSL610</b> Cross-cultural Psychology	x	x			x		x	x	x				x	x			x
<b>PSL611</b> Sexuality and Gender			x	x	x	x					x	x			x	x	
<b>PSL612</b> Applied Psychologies			x	x	x	x					x	x			x	x	
<b>PSL613</b> Forensic Psychology	x	x		x	x	x					x	x		x	x		
<b>Public Relations</b>																	
<b>MED611</b> Media and the Law	x		x	x		x				x	x	x				x	x
<b>PRL611</b> Issues and Crisis Management	x			x			x	x		x	x	x			x	x	x
<b>MED613</b> Current Issues in Media and Public Relations	x	x	x	x	x	x	x			x	x		x	x		x	x
<b>PRL612</b> Persuasion, Public Opinion and Producing Change		x		x	x	x				x	x		x			x	x





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Inner Circle  
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[regents.ac.uk](https://regents.ac.uk)

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