

BA (Hons) Business and Finance

Course specification

Academic Year 2024-25

Contents

1. Course Overview
2. Why study this course, including course aims and objectives
3. Course structure
4. Exit Awards
5. Learning Outcomes
6. Learning and teaching strategy/ assessment methods (non-regulatory)
7. Relationship to other courses
8. Student support
9. Learning support
10. Opportunities for personal development planning
11. Admissions Information
12. Visas and immigration
13. Assessment and progression regulations
14. Awards criteria
15. Methods for evaluating and improving the quality and standards of teaching and learning
16. Curriculum map

| 1. Course Overview | |
|--|--|
| Full course/award title(s) | BA (Hons) Business and Finance |
| Course Code | UBAA_0006_FR |
| Fees | Please see the tuition fees on the Regent's University London website https://www.regents.ac.uk/admissions/tuition-fees |
| Location of study | Regent's Park |
| Off campus elements / locations | Optional Study Period Abroad at partner institutions |
| Awarding institution | Regent's University London |
| Course entry points | September, January |
| Date of original validation / revalidation | November 2022 |
| Validated until | September 2028 |
| Framework for Higher Education Qualification level of final award | Level 6 |
| Number of credits in award | 360 credits |
| UCAS codes | A011 BA (Hons) Business and Finance A012 BA (Hons) Business and Finance with Business Foundation |
| HECoS Code | |
| Relevant QAA subject benchmark statements | The QAA Business and Management 2019 subject benchmarks statement |

Other external and internal references

QAA Framework for Higher Education Qualifications (FHEQ)
Regent's University London Academic Regulations
Regent's University London Learning, Teaching and Assessment Strategy
Regent's University Learning Outcomes (RLOs) (2021)
Regent's Assessment Framework (2022)
AdvanceHE Principles of Inclusive Curriculum Design

| | |
|---|---|
| | Regent's Learning Design Framework: RADAR (2020) |
| Professional, statutory or regulatory body recognition/accreditation | If applicable |
| Mode of study (Full Time / Part Time) | Full time |
| Language of study | English |
| Minimum / Maximum duration of course for each mode of study | <p>Part time: N/A</p> <p>Full time: Minimum - 4 years including the integrated foundation (level 3) 3 years without the integrated foundation (level 3)</p> <p>Maximum*- 6 years including the integrated foundation (level 3) 5 years without the integrated foundation (level 3)</p> <p>* In exceptional circumstances only – refer to Regent's University London Academic Regulations for details</p> |
| Date of production / revision of this course specification | June 2024 |

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

The course offers a practical, future-facing finance education that is:

- Entrepreneurial and network driven
- Tech engaged
- Globally, culturally and ethically responsive
- Investment and risk-minded
- Focused on practical financial analysis

Finance plays a fundamental role in every organisation, whether it's an international business or a new start-up. This course will help you to prepare for a rewarding career in the competitive financial and business sector – developing your skills as a financier and giving you the confidence to manage teams globally.

You'll gain a solid understanding of how financial markets and instruments operate and how investment decisions are taken in challenging and complex environments – as well as the skills needed to manage wealth effectively and make major corporate financial and acquisition decisions. This course aims to develop your rational, emotional and social intelligence, enabling you to think strategically in taking key financial decisions by estimating risk and uncertainty, maximising return and utility, and acting ethically.

You will study different financial markets and institutions, empirical finance and analytics, wealth management, corporate finance, mergers and acquisitions, disruptive strategies and models, and you'll learn how to formulate strategies, contrast perspectives and interpret information – .

Exploring financial issues and formulate strategies, you will contrast perspectives and interpret information. You'll have the opportunity to use live data from the live data from professional specialists platform, and other specialist databases, while developing entrepreneurial and research skills – which are highly prized by global employers and venture capital investors. Plus, in your final year, you will have the chance to join an intensive and immersive five-week investment banking and financial trading experience using City-based technology simulators and real current financial data.

You will also have the opportunity to explore alternative approaches to finance, other than the current Western standards, and consider the influence and impact of emerging financial technologies – developing your ability to innovate and manage change globally.

Practical, experience-based simulations and challenges with industry experts will expose you to real-world business issues and give you the strategic skills to combat them.

3. Course structure

This is a guide to the overall structure of your course, mandatory elements, modules (noting the terms that they are completed), and periods of assessment.

We have designed our curriculum so that you can gain a deeply personalised education. The BA (Hons) Business and Finance is built on latest academic thinking, informed by in-house research and industry knowledge. You will expand your knowledge, skills, practice and thinking with three building blocks to make you a great financial manager and/or leader:

Subject Core: You will gain deep expertise in the fundamentals of business and finance through a range of specialised modules and the lens of financial investment and wealth management. Each level of study will enable you to acquire the essential skills and knowledge to be able to graduate as an independent, innovative and future-facing decision and change maker in finance. The course is structured over three levels. In the first level (level 4) you will be discovering new concepts and fundamentals of business and finance. In the second level (level 5), you will be equipped with skills and knowledge in order to apply the learning. In final year, that corresponds to the third level (level 6) the course will make you business ready to embark on successful a professional career.

Level 4 (Year 1) Subject Core

In your first year, you will discover relevant knowledge and understanding of organisations, the business environment in which they operate and their management. “Organisation Culture and Reputation” module introduces you the key characteristics, the types of management and the intertwined nature of organisational culture and reputation, where you will learn concepts and theories of organisational and consumer behaviour, from employee motivation and retention to customer engagement and satisfaction. “Money, Finance and Decisions” module will equip you with the knowledge and skills to make effective use of key budgeting, financial reporting, quantitative and statistical techniques applicable to business, finance and management. You will learn how profit and loss is calculated, as well as producing a logical statement based on basic quantitative analysis. The module will also train you to develop your ability of applying those quantitative skills on spreadsheets.

In “Markets and Legal Frameworks” module, you will explore the relationship between business environments, markets and law and, in doing so, discover key aspects that inform business transactions. You will learn to understand how competitive consumer markets operate within the context of economics and legal frameworks. You will also learn basic quantitative skills relevant to economics and business. You will learn how calculate various economics outputs such GDP, Inflation, external balances, in addition using percentages and ratios to compare data across different samples as well as overtime.

In the “Financial Markets, Instruments and Institutions” module, you will precisely discover the world of financial markets, how financial institutions operate and how various financial assets are priced in current market conditions. You will explore the importance of finance and financial system within the global business and management arena. This module makes a more specialist application of quantitative

methods to the world of financial markets, you will learn and apply basic methods to relevant to of financial securities price estimation.

Level 5 (Year 2) Subject Core

In your second year, you will be equipped with more specific knowledge and skills in managing key aspects of organisational resources, functions and processes. Our “Sustainable Operations” module will focus on the responsible management of all people, resources and processes (including their indirect impacts) that create, supply and renew the services and products of an organisation or function. This module will emphasise the core theme of sustainability, which addresses the economic, social, and environmental aspects of operations over time, as well as the role of advancing systems technology. Quantitative skills will also be covered and included in this module as it aims to employ logistics, sustainability and information technology (knowledge, techniques and tools) and qualitative methodological strategies for the practical progression of business operations and supply chains. You learn how to quantitatively estimate various logistics and operations strategies

In the second year you will also be equipped with more specific financial knowledge and skills necessary to apply and conduct a quantitative and empirical analysis of financial assets and markets, such as conducting empirical financial investigation to assess risks and forecast prices, evaluate investment products and wealth management techniques.

As such, the “Investments and Wealth Management” module will equip you with the numerical and analytical techniques as well as an understanding of financial models for investment analysis that are used in global wealth management by private and institutional investors. You’ll acquire the skill set required to understand high-net-worth clients’ needs and the various factors to be considered when advising them. This module is well connected with the “Empirical Finance and Analytics” module where you will be practically equipped and trained on how to use mathematical and numerical tools to understand real life business data. Applied quantitative approaches will enable you to analyse and solve complex financial and investment management problems, assess risk positions and estimate forecasted returns. In this module you will be using specialist databases and professional financial platforms that are highly used in professional world of finance.

Level 6 (Year 3) Subject Core

In your third year, you will be business ready as you gain deeper knowledge and understanding of financial and business strategy and develop various skills and approaches to effective financial and wealth management for different contexts. Building on knowledge and skills acquired in your first and second year, you will see the essential for organisations to be able to respond to an increasingly connected and turbulent world. This module, “Disruptive Strategies and Models” will enable you to critically explore and review organisational business models that optimise the needs of current customers, balancing resources and capabilities with

market demands. You will also explore how organisations can harness new and emerging technologies to disrupt and create new business models.

In order for you to be ready in an increasingly dynamic and evolving corporate financial world. The module “Corporate Finance, Mergers and Acquisitions” will make you business ready by mastering the techniques used in corporate finance and apply them in some real-world situations. You will determine what long-term investments should a firm undertake (investment decision). You will strategically examine how a firm could manage its long and short term finances and make the right financial decisions (short and long term financial planning). The module will also focus on Mergers & Acquisitions (M&A), you will critically assess how those are applied in current market context, how they work in practice. You will learn to independently investigate and explore the connections among the different areas to evaluate the potential synergies of a deal and its value both for buyers and sellers.

Industry & 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 (year 1) you will take the module “Exploring Industry and Entrepreneurship” you will explore the world of work, and its future with a view to informing your own potential career or entrepreneurial journey. You will be supported by experts in the Careers, Enterprise and Industry 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 or 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) Major Project. For your Major Project you will have the option to build and develop your unique idea into a full enterprise project or to engage in a more academic Major Project that has an element of Industry/professional application. Major Project I is studied in the first term of your final year (Level 6) and Major Project II is studied in the second term of your final year. Together the two modules form one large project. At Level 6, you will be expected to work with a good degree of autonomy, and you are strongly advised to manage your work carefully in order to successfully complete Major Project I. If you do not pass Major Project I, you may be allowed to progress to Major Project II (trailing 20 credits and with an opportunity for a resit), however, students who successfully pass Major Project I are more

likely to do well in Major Project II. The quantitative and/or qualitative methods and skills (acquired from Level 4 and 5) are essential for the Major Project for the business programmes. You will be expected to demonstrate your ability to argue ideas and project outcomes supported by numerical and non-numerical arguments.

Special Electives: You will be able to choose from a range of electives that go beyond your core discipline and gain even more future-focused skills. The Special Electives take either a i) skills focus; ii) interdisciplinary focus; iii) or 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.

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

Studying a language enhances your personal and professional development. It enables you to understand and imagine new worlds and to communicate with others to build connections. We offer nine different language options: Arabic, Chinese, French, German, Italian, Japanese, Russian or Spanish.

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.

At Levels 5 and 6 you will take 1 Special elective plus one Language Elective (or a further Special Elective) in each Term. Each term offers a choice of twenty special electives at each level (see table below course structure).

We understand that choosing electives can be challenging as you strive to choose the ones that will best build your experience and support your ambitions. We're here to help, in addition to your course team the main contacts to support you with elective choices are:

- Your Personal Tutor – they'll be able to discuss your aspirations and skillset and work with you to identify the most suitable elective journey for you
- Your student Experience Officer – they can discuss the options available to you and practical implications, and they can refer you to relevant teams for further guidance where necessary.

In combination your experience in these three blocks will challenge your thinking in unexpected ways.

At Level 4 (Year 1), 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 study and beyond.

Additionally, you have the option to study abroad in the second term of 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.

Industry Connectivity

Industry connectivity is a key driver of your experience and success. It connects you with individuals who are shaping the conversation in their respective fields, and offers associated internship and placement programmes, live projects, enterprise support, behind-the-scenes access and career advice. As future Regent’s graduates, you will face a rapidly changing world of work. To best equip you for the future, we ensure that industry connectivity is built into all of our courses. We do this by engaging with companies and organisations to provide you with live case studies to work on across our marketing, luxury brand management, enterprise and business courses. This then translates into other activities such as The Regent’s Den (our take on Dragon’s Den and Shark Tank) during the world-renowned Global Entrepreneurship Week, our bespoke ‘Leadership Week’, and a specialist ‘Trading Bootcamp’ for our finance, students.

Being well-connected is a critical element of our value proposition and one of our active strategic projects not just within the Business, Finance and Entrepreneurship area but across the university. Most recently this has included:

- Successful Visiting Professor lecture series involving Dunhill, Harrods, McLaren Automotive and Peninsula Hotels.
- A Distinguished Speaker Series that broadens the range of industry speakers our students are exposed to. We’ve hosted speakers from Mulberry, Meta, Burberry, Google, HSBC Group, Lehman Brothers, BP America, Royal Dutch Shell, BBC, Channel 4, Al Jazeera, with Ferrari, and JP Morgan.
- Developing and deepening corporate relationships: we currently have 17, including Louis Vuitton, Augmentative, Four Seasons and Quintessentially. We are constantly seeking to increase such relationships for your benefit.
- Engaging with companies like Huckletree to explore new ways of ensuring entrepreneurial activity on campus to benefit you as a Regent’s student.
- We also offer a limited number of scholarships in partnership with the Inner Circle Education Trust, together with Tillit, a DIY investment Fintech platform; and Huckletree, an innovation hub, accelerator, and workspace membership group. Both companies were founded by Regent’s BA International Business alumni Felicia Hjertman and Gabriela Hersham.

Optional Integrated Foundation Year (Level 3 or Year 0)

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 degree courses, 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 through the interaction between your core course and the Special Electives and Industry & 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. The first core module will explore and understand the fundamentals for an enterprise, followed by developing a viable business idea for your team. 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 alongside four shared modules covering key skills and knowledges each 10 credits. The second core module will harness your team's entrepreneurial aspirations, while contextualising your academic learning, as you develop and launch your team's business start-up. The Shared modules for Term 2 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 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 your second year of your study (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 the assessment brief.

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. They will not normally be scheduled to take place over the summer holiday period. Placement assessments are to be completed in the term in which the placement occurs.

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, 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 workshops, seminars, lectures 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 credit per level (or year), with no more than 80 credits per term.

Course modules - Level 3/4/5/6 (Year 0, 1, 2, 3)

Course Structure Level 3/Year 0

| 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 & 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>Business Foundation</u> FND309, Enterprise in Action 1: Business Fundamentals* | 20 |
| Spring/Summer | <u>Business Foundation</u> FND310, Enterprise in Action 2: Rising to the Challenge* | 20 |
| Total core module credits | | 40 |
| Total Credits for Level 3 | | 120 |
| Exit awards and learning outcomes achieved (if appropriate) | | |
| There is no exit award at Level 3. Level 3 is available to students who do not meet the entry into Level 4. This level enables you to bring your academic standing 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. | | |

| Course Structure Level 4/Year 1 | | |
|---|---|----------------|
| Term | Core Modules | Credits |
| Autumn | BUS416, Organisation, Culture and Reputation | 20 |
| Autumn | BUS415, Money, Finance and Decisions | 20 |
| Spring | BUS414, Markets and Legal Frameworks | 20 |
| Spring | FIN403, Financial Markets, Instruments and Institutions | 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 Credits | |
| Autumn | Languages Elective OR PER402, London Perspectives | 10 |
| Spring | Languages Elective OR PER403, Global Perspectives | 10 |
| Total elective module credits | | 20 |
| Total Credits for Level 4 | | 120 |
| Exit awards and learning outcomes achieved (if appropriate) | | |

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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.

| Course Structure Level 5/Year 2 | | |
|---|--|----------------|
| Term | Core Modules | Credits |
| Autumn | BUS515, Sustainable Operations | 20 |
| Autumn | FIN507, Empirical Finance and Analytics | 20 |
| Spring | FIN508, Investments and Wealth Management | 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: Placement | 20 |
| Total common module credits | | 20 |
| Term | Elective Modules (for list of languages modules or special electives, see Section xx) | 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 and learning outcomes achieved (if appropriate) | | |
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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 and Spring 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.

| Course Structure Level 6/Year 3 | | |
|--|---|----------------|
| Term | Core Modules | Credits |
| Autumn | BUS614, Disruptive Strategies and Models | 20 |
| Spring | FIN608, Corporate Finance, Mergers and Acquisitions | 20 |
| Autumn/Spring | IAE601, Major Project I | 20 |

| | | |
|---|---|----------------|
| Spring/Autumn | IAE602, Major Project II | 20 |
| Total core module credits | | 80 |
| Term | Elective Modules (for list of languages modules or special elective modules, see Section xx) | 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 modules | | 40 |
| Total Credits for Level 6 | | 120 |
| Exit awards and learning outcomes achieved (if appropriate) | | |
| BA Business and Finance (an Ordinary degree, without honours) | | |

Direct Entrants Level 6 (Autumn and 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.

| Special Electives and Languages – Indicative Menu | | |
|--|--|----------------|
| 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 |
| 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 |

| Term | Languages Elective Modules | Credits |
|---------------|---|---------|
| Autumn/Spring | Modules Code (as below) Language (Grades 1-6) (Arabic: ARAXB1/ ARAXB2/ ARAXB3/ ARAXB4/ ARAXB5/ ARAXB6), (Chinese: CHNXB1/ CHNXB2/ CHNXB3/ CHNXB4/ CHNXB5/ CHNXB6), (French: FREXB1/ FREXB2/ FREXB3/ FREXB4/ FREXB5/ FREXB6), (German: GERXB1/ GERXB2/ GERXB3/ GERXB4/ GERXB5/ GERXB6), (Italian: ITAXB1/ ITAXB2/ ITAXB3/ ITAXB4/ ITAXB5/ ITAXB6), (Japanese: JAPXB1/ JAPXB2/ JAPXB3/ JAPXB4/ JAPXB5/ JAPXB6), (Russian: RUSXB1/ RUSXB2/ RUSXB3/ RUSXB4/ RUSXB5/ RUSXB6) or (Spanish: SPNXB1/ SPNXB2/ SPNXB3/ SPNXB4/ SPNXB5/ SPNXB6) | 10 |
| Autumn/Spring | Module Code (as below), Advanced Language for Professionals (Grade 7) (Arabic: ARAXB7), (Chinese: CHNXB7), (French: FREXB7), (German: GERXB7), (Italian: / ITAXB7), (Japanese: JAPXB7), (Portuguese: PORXB7), (Russian: RUSXB7) or (Spanish: SPNXB7) | 10 |
| Autumn/Spring | SPNXB8, Advanced Spanish through Film (Grade 8) | 10 |
| Autumn/Spring | ENGXB6, Business English: Professional Writing | 10 |
| Autumn/Spring | ENGXB4, Business English/ ENGXB5, Advanced Business English | 10 |

4. 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.

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.

Learning outcomes will tell you what we expect you to know and/or be able to do once you have completed a learning process (i.e. a module, a level or the entire course) (QAA, 2018). Teaching and assessments are designed accordingly to enable you to demonstrate that you have adequately met these outcomes.

The learning outcomes that you will be expected to demonstrate at the completion of each level of your studies, are listed below. Each module that you will study, has developed 2-4 distinctive Module Learning Outcomes (MLOs). Each MLO is mapped against an equivalent Regent's Learning Outcome 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 16).

LEVEL 3 OUTCOMES

| | |
|---|---|
| RLO1 Collaboration | Determine collaboration and networking opportunities in well- defined settings |
| RLO2 Innovation | Recognise and describe value propositions, combining curiosity and creativity. |
| RLO3 Professional Development | Show the value of managing your own learning and of planning your personal and professional development |
| RLO4 Decision-making | Explain different ideas, including your own, as part of decision making |
| RLO5 Communication | Communicate appropriately for your audience and purpose in multicultural and/or international settings |
| RLO6 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 |
| RLO8 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 |
| RLO10 Human and Environmental Impact | Demonstrate the impact of human activity on people and on the environment. |

LEVEL 4 OUTCOMES

| | |
|--------------------------------------|--|
| RLO1 Collaboration | Explore collaboration and networking opportunities to generate ideas for given situations. |
| RLO2 Innovation | Define and compare value propositions, combining curiosity and creativity. |
| RLO3 Professional Development | Identify opportunities for your learning and your personal and professional development |

RLO4 Decision-making

Investigate and contrast different ideas, including your own, to inform decision making

| | |
|---|---|
| RLO5 Communication | Communicate your arguments/reasoning, orally and/or in writing in multicultural and/or international settings within familiar and well-defined contexts |
| RLO6 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 |
| RLO8 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 |
| RLO10 Human and Environmental Impact | Explore the impact of human activity on people and on the environment. |
| LEVEL 5 OUTCOMES | |
| RLO1 Collaboration | Collaborate and use appropriate networks to solve challenges |
| RLO2 Innovation | Analyse and develop value propositions, combining curiosity and creativity. |
| RLO3 Professional Development | Develop a plan for your professional development |
| RLO4 Decision-making | Analyse and reflect on different ideas, including your own, to inform decision making |
| RLO5 Communication | Communicate <i>effectively</i> both orally and/or in writing in multicultural and/or international settings within unfamiliar and well-defined contexts |
| RLO6 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 |
| RLO8 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 |

| | |
|---|--|
| RLO10 Human and Environmental Impact | Analyse the impact of human activity on people and on the environment. |
| | |

| | |
|---|---|
| LEVEL 6 OUTCOMES | |
| RLO1 Collaboration | Collaborate and build networks to solve challenges in complex settings |
| RLO2 Innovation | create and implement value propositions, combining intellectual curiosity and creativity |
| RLO3 Professional Development | Articulate a plan which encompasses opportunities for your professional development |
| RLO4 Decision-making | Formulate informed decisions using critical and reflexive thinking |
| RLO5 Communication | Communicate <i>effectively</i> both orally and in writing in multicultural and/or international settings. |
| RLO6 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 |
| RLO8 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. |
| RLO10 Human and Environmental Impact | Evaluate the impact of human activity, including your own, on people and on the environment. |

6. 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 and the intended learning outcomes in Section 5. It is also a guide to the assessment methods used to test your achievement of the intended learning outcomes. In order to meet the full intended learning outcomes of the course, you will be expected to study independently, participate in class discussions, ask for support in academic skills if required and engage with your personal tutors.

The Regent's Learning, Teaching and Assessment Strategy (LTAS) outlines the vision of Regent's pedagogic and assessment approach. It strives to provide you with a well-connected, future facing, entrepreneurial, cosmopolitan and personalised education whereby you can achieve your full potential. It comprises of fourteen priority areas:

1. take a personalised approach to student learning: finding out about their previous learning and experience, offering individual guidance to help them plan their journey through university and beyond.

2. involve students in decisions about their learning, by giving them access to a dashboard of data on their progress, explaining our teaching methods and giving students increasing autonomy to create their own educational journey.
3. enhance student research, thinking and communication skills through their specialist subjects, in a culturally diverse, global context.
4. ensure that students have the knowledge and skills to bring more than one perspective to any challenge, both through their specialist studies and through specially designed, team-taught activities to prepare them for future impact in their chosen personal mission.
5. embrace a teaching approach where students collaborate with each other and with the tutors, and where diverse learning needs can be met
6. provide learning activities which are active, often based on finding responses to real-world challenges; these activities will cross subject boundaries, and challenge orthodoxies by providing opportunities for students to explore alternative ways of thinking; they will allow students to take risks and have fun.
7. make use of flexible learning and novel on-campus space configurations to promote experimentation and discovery; and we will take learning outside the classroom, with London as an unparalleled resource.
8. provide students with tutors who are expert researchers or practitioners in their fields, who will facilitate learning, and who are engaged in continuous professional development both as teachers and in their specialist fields.
9. embrace the potential of digital technologies in supporting learning
10. enhance students' global network and intercultural communication skills, through engagement with our international partnerships and offering tuition in many different languages
11. base assessments on real-world tasks, projects and challenges, relevant to the future
12. help students develop the capacity to evaluate their own work and learning, through in class activities (in self-assessment, student-to-student assessment and academic integrity)
13. provide feedback from different sources on student work, recognising what they do well and providing guidance to help learning and improve student work
14. offer students an achievement portfolio where all their feedback is collated in one place, helping them to make sense of the feedback, and giving them something they can take with them when they leave Regent's to build evidence they can use for future employers

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 & 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 pursue of a personal and professional mission.

The Regent's Graduate Attributes express our educational purpose and identity which is to ensure that Regent's graduates are:

- Collaborative and networked
- Creative and entrepreneurial
- Critical and Reflective
- Culturally and socially versatile
- Digitally agile
- Well-informed, skilled and fluent across disciplines
- Responsible and environmentally conscious

To realise this purpose, we have articulated these Attributes into a set of ten observable and measurable university wide learning outcomes, The Regent's Learning Outcomes (RLOs). They were designed using national references to ensure that they are appropriated for the award of a UK degree and that your achievement in monitored again those national references. Teaching and assessments are designed accordingly to enable you to demonstrate that you have adequately met these outcomes.

We centre our teaching around your individual goals – identifying the skills and support you need to thrive. Interactive classes ensure you will have a high level of contact with tutors, enabling you to develop your individual goals and interests.

We use active and collaborative learning effectively and creatively, meaning you'll always learn by doing – from taking part in tech labs and creative workshops to engaging with industry experts. It's an experiential and experimental approach that presents you with real-life and real-world challenges, facilitating teamwork, entrepreneurship and use of technology to learn about compelling issues, propose solutions to real problems and take actions.

We also offer authentic and meaningful industry engagement, with opportunities to meet employers through guest lectures, live briefs, field trips and industry visits – giving you insights into real-world issues and enabling you to put theory into practice.

We offer a variety of practical teaching methods to direct your learning, support your understanding and drive engagement. They include:

- Immersive challenges
- Creative workshops
- Industry speaker events
- Business simulations
- Creative masterclasses
- Seminars & tutorials
- Group research tasks

- Case preparation
- Technology supported work (chat/e-portfolio, etc)
- Student driven/negotiated sessions
- Accompanied/independent visits to venues/experience centres

You're expected to study independently alongside your scheduled learning and teaching activities. This includes preparation for scheduled teaching, wider reading, revision, research and completion of assessments.

In our increasingly diverse and multicultural societies, it's more important than ever for educators to incorporate culturally responsive instruction to you in the classroom -- whether that's at foundation, undergraduate or postgraduate level. And the increase of diversity doesn't only relate to race and ethnicity; it can include you as students from different religions, economic status, sexual orientations, gender identities, and language backgrounds.

We take a holistic approach to recognising and celebrating diversity - where the programme team works closely with the university Human Resources and Internal Communications departments, and our Student Union. This is to ensure that staff and students work together in creating safe spaces and opportunities for understanding - which then feed into our course designs, teaching, learning and assessments. Fostering inclusion and awareness around multicultural education and taking a culturally responsive approach to teaching is really important to us and will benefit you as students. Not only does creating greater multicultural awareness and inclusion help students with different backgrounds and needs succeed, but it encourages acceptance and helps prepare you to thrive in an exponentially diverse world. Diversity in and out of the classroom will continue to grow, so it's essential we prepare you to adapt to an evolving world and embrace those different from yourself.

We recognise and celebrate diversity in a number of ways:

1. Ensuring that cultural awareness is promoted in the classroom starts with our tutors understanding each individual student. Our relatively small class sizes ensure that we can get to know you. We take the time to learn about your cultural background, hobbies, learning styles, and what makes you unique.
2. Aside from getting to know you, our class and personal tutors continue to maintain ongoing communication throughout the semester by scheduling 1-on-1 meetings with you to "check in" every so often.
3. We also believe that it's important to celebrate and respect your own diverse background, as well as each other's. When appropriate, our tutors will encourage students to research and learn about their own ethnic and cultural backgrounds – especially when trying to incorporate into business contexts. This will allow you to better understand your own culture as well as the differences and nuances with your peers. Acknowledging these differences and creating a safe space for discussion helps us to promote an understanding in your classroom and beyond.
4. Whilst it's important to keep an open dialogue amongst you and your peers, it's equally as important to make sure we are all sensitive to everyone's culture,

beliefs, and language concerns. So, we take the time to understand your cultural nuances – from learning styles to the language you use – and we use these insights to design our lesson plans for you. These considerations will help ensure that you feel included, are given the space to learn in your own way and given a chance to succeed.

- Furthermore, through the degree course, you will learn alongside students from diverse cultural and linguistic backgrounds. In every module, including those in the common curriculum modules, the language options, and the special electives, you will be actively invited to share your cultural standpoint on diverse topics, encouraged to appreciate other perspectives and stimulated to reflect on the benefits of learning and collaborating with such rich variety of backgrounds. This, you will be able to bring back into your business learning and into your future careers

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 workshops, seminars, masterclasses, lectures and tutorials
- 'Practical' sessions are also timetabled and led by an academic member of staff, but are focused on practical work such as studio and laboratory work, field work undertaken on external site, external visits, etc
- '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 | | Level 4 | | Level 5 | | Level 6 | |
|----------------|-----|----------------|-----|----------------|-----|----------------|-----|
| Taught | 28% | Taught | 28% | Taught | 28% | Taught | 23% |
| Practical | 10% | Practical | 10% | Practical | 10% | Practical | 10% |
| Self-Study | 62% | Self-Study | 62% | Self-Study | 62% | Self-Study | 67% |

Course management and teaching staff

The course is managed by a Course Leader who is responsible for the delivery, management and operation of the course on a day-to-day basis, under the academic leadership of a Director of Content. Staff are, in general, educated to master's or doctoral level and have relevant industry experience. In addition, most of our staff hold a Fellowship of Advance Higher Education (Advance HE) from Fellow to Principal Fellow.

We also encourage our teaching staff to undertake the Postgraduate Certificate in Higher Education.

You will be allocated a personal tutor, who will meet you on a one-to-one basis at various stages throughout the academic year and give you guidance and advice to support your ongoing personal and professional development throughout your studies at Regent's University London.

Assessment strategy and methods

Assessment is a positive element of your education. We are committed to delivering authentic assessment and challenge-led learning. This ambition is reflected in our new [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's 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) |
| Challenge-based project | Feedback from tutors/peers through a challenge-based event or simulation. Students 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 student makes a record of key points and shares with the tutor |

Please refer to the module specifications for further details of assessment strategy and methods. You will receive feedback in orderly and timely fashion (approximately 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 to the Guidelines of the University's Disability Guidelines for Alternative Forms of Assessment.

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 Content 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 “Work Placement” module in the Spring Term of Level 5, you will be assessed according to the assessment methods specified in the equivalent module specification.

Ethical approval of research

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

7. Relationship to other courses

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

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

The Regent’s Special Electives, the Language electives and the Level 5 Industry and Entrepreneurship modules are offered on all Undergraduate courses, in addition to the Subject Core modules for individual courses.

There are three shared modules at Level 4 that are common to all business related courses, and one shared module at Level 5 and 6.

8. 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.

You will be allocated a dedicated Student Experience Officer who works closely with your course team and personal tutors to support and help with a wide range of needs such as pastoral support, navigating university regulations and processes, and accessing further support and guidance

Our support services include:

- Personal tutor scheme
- Student Experience Officers
- Student Support & Welfare
- 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, visit:

<https://www.regents.ac.uk/student-life>

9. Learning support

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

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://www.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.

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>

10. Opportunities for personal development planning

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 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, Enterprise and Industry

The Careers, Enterprise and Industry team supports students' individual career aspirations through a personalised approach. We partner with students to help them to acquire attributes, tools and skills to be able to make informed decisions and manage their entire career.

Handshake – jobs, employers, events and resources

We've partnered with Handshake – our careers platform – to offer you:

- Careers and enterprise resources, giving you all the information you need to succeed
- Local and international jobs, internships, and placement opportunities
- Networking opportunities with companies of all sizes, as well as start-ups
- Careers and enterprise events and workshops
- The chance to create and build your own profile to personalise the type of content you see, the employers you engage with, and the types of job opportunities highlighted to you.

Placements and internships

Students looking to undertake a placement or internship as part of their studies can receive support in developing their application, as well as advice and guidance when sourcing suitable placement and internship opportunities.

We also offer similar support for students who wish to enhance their learning by undertaking an internship during the summer period.

Careers appointments and drop-in sessions

Students can book an appointment with a career consultant to discuss anything career-related or book some career coaching sessions as a student and/or after they graduate. They are encouraged to engage with the careers team as early as possible in their study. It can take time to gather an array of career management skills, and to be empowered to explore options and plan their next steps.

Careers appointments are booked on Handshake and are either virtual on Handshake or in-person. Appointment types include, but are not limited to, career conversations,

entrepreneurship and enterprise, career coaching, placements and Internships, applications feedback, and interview preparation.

The Careers, Enterprise and Industry team has an open-door policy. Students can drop in anytime during business hours to ask a quick question about anything careers, enterprise, or industry related.

Enterprise and entrepreneurship

Regent's is excited to provide a comprehensive, entrepreneurial offer for students and graduates.

This flagship initiative is known as **The Founder's Programme** – a hands-on programme to support students and graduates interested in starting their own enterprise, with tailored guidance, access to live sessions with in-house consultants and guest speakers, mentoring, coaching and experiential bootcamps.

The programme is a dynamic, immersive learning experience where students will build the foundations of their start-up with a global team and get a chance to pitch to investors at the end of the programme – allowing you to network and connect with peers, alumni, industry leaders and start-up founders.

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.

11. Admissions Information

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

12. 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: <https://www.regents.ac.uk/admissions/visas-immigration>

13. 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

In order to continue with your studies, there are minimum requirements to be met in order 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 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://www.regents.ac.uk/about/regents-teaching-exchange/learning-teaching/assessment-framework)

14. 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 section.

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.

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

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

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

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

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

Course (re)validations

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

Course modifications

We listen to your feedback and make changes to your course as appropriate. You will be consulted on any significant changes to your course which may affect the outcomes of your study. All changes to courses or modules are subject to approval through Regent's academic governance structures.

Course monitoring

In order to ensure courses continue to meet their academic and professional aims and objectives, Directors of Content/Course Leaders 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.

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 are multiple ways for you to provide feedback on your experiences at module level (e.g. through questionnaires), course level, through student representatives and at course committees. 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. 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 AMRs.

16. Curriculum map

This table indicates which study units assume responsibility for delivering the learning outcomes detailed in Section 5.

| | Module | LO1 | LO2 | LO3 | LO4 | LO5 | LO6 | LO7 | LO8 | LO9 | LO10 |
|----------------|--|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| Level 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 | | |
| | FND305 Communication | | | | | x | | x | | | |

| | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|--|---|
| FND306 Creativity & Entrepreneurship | | x | | | | | | | | x |
| FND307 Cultural Industries | | x | | x | | | | | | x |
| FND308 Making Use of Data | | | | x | x | x | | | | |
| FND309 Enterprise in Action 1: Business Fundamentals | x | | x | | | | x | x | | |

| | | | | | | | | | | | |
|---------|--|---|---|---|---|---|---|---|---|---|---|
| | FND310 Enterprise in Action 2: Rising to the Challenge | | | x | | | | x | x | | x |
| Level 4 | BUS416 Organisational Culture and Reputation | | x | | | | | x | x | | x |
| | BUS415 Money, Finance and Decisions | x | | | x | x | x | | | | |
| | BUS414 Markets and Legal Frameworks | | | | | x | | x | x | | x |
| | FIN403 Financial Markets, Instruments and Institutions | | | | x | x | x | x | | | |
| | PER401 Learning Perspectives | | | x | | | x | | | x | |
| | IAE401 Exploring Industry and Entrepreneurship | x | | x | x | | | | | | |
| Level 5 | BUS515 Sustainable Operations | | | | x | | | x | x | | x |
| | FIN507 Empirical Finance and Analytics | | | | x | | x | | x | | |
| | FIN508 Investments and Wealth Management | | | | 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 | |

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| Level 6 | BUS614 Disruptive Strategies and Models | | x | | x | | x | | x | | |
| | FIN608 Corporate Finance, Mergers and Acquisitions | x | | | x | | x | x | | | |
| | IAE601 Major Project I | | | x | x | | | | | x | x |
| | IAE602 Major Project II | | x | x | | x | | | x | | |