BA (Hons) Interior Design

Course specification

Academic Year 2024-25

Contents

1. Course Overview	
Full course/award title(s)	BA (Hons) Interior Design
Course Code	UBAA_0013_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 Campus
Off campus elements / locations	N/A
Awarding institution	Regent's University London
Course entry points	September 2023
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	A026 - BA (Hons) Interior Design A025 - BA (Hons) Interior Design with Fashion and Design Foundation
Relevant QAA subject benchmark statements	Quality Assurance Agency (QAA) benchmarking statements: Art & Design, 2019.
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 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	None
Mode of study (Full Time / Part Time)	Full time
Language of study	English
Minimum / Maximum duration of course for each mode of study	**Part time: N/A** **Full time:** Minimum - 4 years including the integrated foundation (level 3) 3 years without the integrated foundation (level 3) Maximum*- 6 years including the integrated foundation (level 3) 5 years without the integrated foundation (level 3) * In exceptional circumstances only – refer to Regent's University London Academic Regulations for details
Date of production / revision of this course specification	June 2024

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

About your subject area:
Your BA (Hons) Interior Design course is within the subject area of Fashion & Design. It is a creative and entrepreneurial community, where you benefit from continual skill development, and creative problem solving. By applying theory and practice to real-world briefs you acquire the tools to take ownership of your own learning and develop your personal design language. We nurture individuality and experimental, reflective and ethical practice, and encourage you to engage with contemporary issues and emerging discipline trends, whilst providing you with practical discipline and research skills.

We offer a comprehensive and personalised design education for creative individuals looking to launch their career within interior design and associated fields of spatial design practices. You will be supported by our professional and dedicated teaching team, with a wealth of industry experience and global connections that seek to enrich and enhance your individual learning experience.

Our campus is an empowering and inspirational place to study, and you will be part of the Regent's creative community, collaborating with your peers and trans-disciplinary with other courses. Located in central London, one of the world's iconic design capitals and a leading hub for creative thinking and innovation, our central location offers you access to globally important galleries, museums and exhibitions, as well as a wealth of visual and cultural experiences in the city. As many aspects of your course look at Interiors from a 'real-life' context and respond to existing sites, you will get to visit and explore various spaces and places as London becomes your classroom.

About your course:
The BA (Hons) Interior Design course aims to prepare you for a creative and entrepreneurial professional career in the area of interior design, allowing you to gain a deep understanding of built spaces and to design for people and their needs. We believe that good design positively affects our well-being and can be of vital importance in creating a better and more sustainable future for all. You will learn to exercise your creativity and design exciting and beautiful spaces that improve the lives of the people who use and experience them.

The course aims to provide a holistic and vibrant educational experience, which will enable you to mature into a successful, independently minded and responsible interior design practitioner, who has a desire for change and the determination to make a difference. You will be part of a stimulating creative community in which to learn and practice your developing knowledge and skills through problem-based design projects, in order to prepare you effectively for your future career and personal development. As you explore multiple ways of investigating design problems, through words, images, drawings and making, you will enhance your creativity, confidence, design ability, capacity for innovation and future potential. The course is industry-focused. This means that you will be taught by expert design practitioners and spend time working on real-world briefs collaborating with clients and other users.

We challenge students to think differently and question the world around them; to leave behind preconceived solutions and embark on your personal creative journey a designer. Our students investigate wide-ranging themes within interior design and respond to briefs that have both social and commercial impact. In your first year, you will learn about the fundamental elements of interior design, and identify how to creatively make appropriate and effective design decisions as you explore drawing and making as an iterative design process. In your second year, you will expand and develop your understanding of contemporary interiors practice, with an emphasis on working with existing sites. You will increase your awareness of the larger landscape and industry in which interior design operates to assist your professional development.

In your final year you will continue to create your own innovative and inventive spatial proposals that reflect both your interests and aspirations, whilst curating all work you have undertaken for your final major project to compile a unique and industry-ready portfolio of your creative practice. At the end of the year, you will have the opportunity to participate in, and showcase your design work to an audience of industry professionals, family and friends at our Graduate Show.

The course will equip you with an in-depth knowledge of a broad range of methods and principles central to contemporary interior design, including digital technologies and fabrication, that will enable you to develop your personal interest and ambitions as a designer, and to go onto professional practice in employment or your own practice or further study in a variety of national and international contexts.

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.

The BA (Hons) Interior Design is built on latest academic thinking and an understanding of the contemporary landscape of creative and spatial industries. We have designed our curriculum around three building blocks which will encourage you to expand your knowledge, skills, practice and thinking as well as support you on your individual journey to become a great practitioner and designer:

Subject Core: You will gain deep expertise in interior design through a range of specialised modules. Each level of study will enable you to acquire the intellectual and practical knowledge and skills you will need to successfully complete your degree as an independent, creative, industry-focused interior designer. The core modules are designed to complement prior and future modules, alongside achieving the respective stage aims and philosophy.

Level 4 (Year 1) Subject Core
In your first year (Level 4), you will identify the fundamental elements of interior design and explore drawing and making as an iterative design process. Through two design modules, **Design: Spatial Investigations** and **Design: Inhabitation** you will be introduced to the skills that will help you make appropriate and effective design decisions, and develop your creative response to a given problem, site and brief. Emphasis will be placed on creativity and idea generation. Alongside, the **Reading Spaces** and **Representing Spaces** modules will help you build a broad range of skills and methodologies essential for interior designers,

which you will employ in your design modules. These include creative research and critical analytical skills, and learning to effectively communicate through writing, making and analogue and digital drawing.

Level 5 (Year 2) Subject Core
In your second year (Level 5), you will expand and develop your awareness and knowledge of contemporary interiors practice, with an emphasis on working with existing sites.
In the **Design: Adaptation** module you will create your own detailed course of reuse based on your conceptual explorations and learn to translate your ideas into a spatially resolved proposal, considering sustainability, materials, technology, ergonomics and light. **Design: Event Spaces** will offer the opportunity to create a real-world event, working both independently and collaborating as a team. Making use of the in-house digital and analogue workshops you will develop your detail design skills through drawing, making and full-scale prototyping. The **Narrative Spaces** module will expand your personal approach to interior design through growing your critical thinking, creative research, and professional skills. You will develop an understanding of the importance of 'storytelling' in representing and communicating the narrative details of your design proposals.

Level 6 (Year 3) Subject Core
In your final year (Level 6), you will create innovative and inventive spatial proposals. These will reflect both your interests and aspirations, whilst also curating all work you have undertaken on the course by compiling a unique and industry-ready portfolio of your creative practice. Through a detailed design investigation, the **Design: Exploration** module encourages you to formulate and refine your personal design language, interest and ambitions as a designer, in preparation of your Major Project, the final design proposal you will start to create over the course of your final year in *Major Project I and II*. In term 2 you will be able to focus on a specific part of your Major Project in **Design: Realisation** through consideration of materials, construction, detailing, user experience and environmental impact.

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" where you will explore the world of work, the interior architecture and design industry 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.

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.

Languages are central to the university's identity and throughout your degree you will be able to choose to learn one of these: Arabic, Chinese, French, German, Italian, Japanese, Russian or Spanish. Language study enhances your personal and professional development. It enables you to understand and imagine new worlds and to communicate with others to build connections.

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.

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).

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 Spring Term of Level 5 of your degree at one of the University's international partner institutions. In this way you will immerse yourself into a new culture while expanding your knowledge and skills in your field.

Optional Integrated Foundation Year (Level 3 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 the interaction between your core course and the Special Electives and Industry & Entrepreneurship modules.

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 Creative Designer' module focuses on creativity and curiosity. Following the design cycle from research, idea generation through to make, you are encouraged to rethink and react to the world around us. 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. In 'The Creative in Context' module, you will begin placing your design work with increasing relevance to your chosen discipline and industry context. For part of the term, you will work collaboratively with your peers, researching and devising an ambitious design project of your choice. The Shared modules for Term 2 are: 'Communications', 'Creativity and Entrepreneurship', 'Cultural and Creative 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. Your creative studies and practical demonstrations take place in the Foundation studio, which is a space dedicated for Fashion & Design Foundations students. It is fully equipped with art and design materials, computers and printers for your use. We encourage students to socialise and invent in the studio, which is a dynamic hub of creativity.

At the end of your Foundation year, with consultation with your tutors, you will select work produced during the year. This will be exhibited in the graduation show alongside graduating students' work. When appropriate, the Fashion & Design Foundation will initiate additional activities to enrich your studies. These include visiting lecturers who introduce students to their design journey, and visits to places of interest in London, such as exhibitions, pop-up shows and collections.

Teaching is concentrated. Our terms last 12 weeks and are characterised by rapid acquisition of skills and concepts. We therefore urge students to be in London and in the studio for the induction week, and to attend all sessions fully and on time.

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 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.

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 and Creative Industries	10
Spring/Summer	FND308, Making Use of Data	10

Total common module credits		80
Term	**Core Modules**	**Credits**
Autumn/Spring	<u>Fashion and Design Foundation</u> FND311, The Creative Designer	20
Spring/Summer	<u>Fashion and Design Foundation</u> FND312, The Creative in Context	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 requirements into Level 4. This level enables you to bring your academic standing up to an undergraduate level as well as equip you with the necessary knowledge and skills to cope with the demands of higher education. Level 3 credits do not count towards the undergraduate degree credit total.		

Course Structure Level 4/Year 1		
Term	**Core Modules**	**Credits**
Autumn	IND416, Design: Spatial Investigations	20
Autumn	IND417, Reading Spaces	20
Spring	IND418, Design: Inhabitation	20
Spring	IND419, Representing Spaces	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	IND516, Design: Adaptation	20
Autumn	IND517, Narrative Spaces	20
Spring	IND518, Design: Event Spaces	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 Table Below)	**Credits**
Autumn	Languages Elective OR Special Elective	20
Autumn	Special Elective	20
Spring	Languages Elective OR Special Elective	20
Spring	Special Elective	20
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 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	IND613, Design: Exploration	**20**

Spring	IND614, Design: Realisation	**20**
Autumn/Spring	IAE601, Major Project I	**20**
Autumn/Spring	IAE602, Major Project II	**20**
Total core module credits		**80**
Term	**Elective Modules (**for list of languages modules or special elective modules, see table below)	**Credits**
Autumn	Languages Elective OR Special Elective	**10**
Autumn	Special Elective	**10**
Spring	Languages Elective OR Special Elective	**10**
Spring	Special Elective	**10**
Total Elective modules		**40**
Total Credits for Level 6		**120**
Exit awards and learning outcomes achieved (if appropriate)		
BA Interior Design (an Ordinary degree, without honours)		

Direct Entrants Level 6 (Autumn start) – It is not possible for direct entry students at Level 6 to undertake Study Abroad or an Industry Placement (IAE503). These options are only available for students undertaking Level 5 study with the University.

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

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), (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.

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 *effectively* 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 *effectively* 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 mutli-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.

When you begin to study interiors, you will be encouraged to build on your existing creative skills, but will also need to acquire new skills and learn how to approach the subject critically, aware of its contemporary and theoretical context. Throughout the Subject Core modules, you will engage in the creative development of your ideas through drawing, writing and making within studio and workshop settings, as well as through your own independent research and experimentation. You will learn technical, design, academic writing and presentation skills through tutor-led presentations and demonstrations and studio-based learning activities and tutorials .You will reflect upon your development as a designer in an industry and global context, and your own learning. You will be introduced to and encouraged to apply different design methodologies. You will learn how to communicate and present your design ideas and proposals through a range of media, in exhibitions and in presentations to different audiences.

Taught sessions will take place both in and out of the classroom – external activities involve conducting research through visits to specific sites (historic and contemporary places and spaces) as well as galleries and exhibitions. On campus, workshops will be practical and/or discussion-based, often focussed on problem-solving. Micro-lectures (short tutor presentations) will introduce theories and key research which will then be applied to contemporary interior design practice and theory. Supervised Studio sessions are practical engagement in tasks and elements of the module, supported by the presence of a tutor for ongoing feedback during group or individual tutorials. Formative feedback will also occur both formally and informally, with input from your peers (classmates) and tutors throughout the module. Teaching in your subjects core modules offers active or experiential learning processes (that is through 'learning by doing') which relies on you to prepare and contribute fully in discussions and working through tasks.

In addition to contact time with your tutors in Taught sessions and Supervised Studio sessions, your modules include independent study. It is vital to your success on the course that you manage your time well, demonstrating a responsible attitude to your own learning. The combination of contact with tutors and independent study makes up the total study time and effort needed to successfully complete your degree. Independent study might include preparation for scheduled teaching, follow up work, wider reading, model making and digital fabrication, visits to exhibitions and completion of assessments. You will be spending this time in the studio, 3D workshop, CAD lab as well as the library or other off campus activities. You will have access to the model making and digtial fabrication workshop located within the

university, which will allow you to work with a range of techniques under the guidance of a dedicated technician.

As you progress through the course, you will gain greater independence, self-direction and self-reliance, particularly as you prepare for your final portfolio of work. Toward the end of the course, you will adopt a 'design studio approach', which is a collaborative industry-like environment where a tutor facilitates and supports your development, but greater emphasis is placed on your independent creative practice. All of the teaching methods we use are designed to support both the module and the course learning outcomes while offering you the opportunity to develop and enhance your skills as a creative design practitioner along with growing key personal attributes for future success.

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	24 %	Taught	28 %	Taught	28 %	Taught	28 %
Practical	12 %	Practical	8 %	Practical	6 %	Practical	4 %
Self-Study	64 %	Self-Study	64 %	Self-Study	66 %	Self-Study	68 %

Course management and teaching staff

The Interior Design course is managed by the Course Leader and overseen by the Director of Content for the subject area of Fashion & Design. The Course Leader is supported by a team of academic staff many of whom are active industry practitioners. We pride ourselves on providing a bespoke design education, where you will be able to study in small group sizes, offering you a high level of contact with your tutors and a clear focus on developing your particular interests and abilities.

Our teaching team comes from a wide variety of academic and industry backgrounds within architecture and interiors. Many of our staff are also practising professionals or have strong links with the industry, which ensures that we maintain high standards within our teaching of contemporary practices and relevancy to the ever changing needs of the design industry. The majority of our staff are educated to master's or doctoral level in their subject area 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. In short, we strive for excellence in our teaching and place a huge emphasis on maintaining this excellence. Our teaching staff also showcase their work or practice in publications, exhibitions and industry events world-wide, as well as carrying out practical research in their own design businesses, contributing to the profile and reputation of the course internationally.

Each module has its own Module Leader who is responsible for the design and delivery of the teaching and supports your individual development of skills, knowledge and professional practices throughout the duration of projects. Our dedicated 3D workshop technician provides technical demonstrations and individual model making guidance during timetabled sessions as well as additional technical support through bookable one-to-one tutorials outside of class. We also have a designated year coordinator for each Level who oversees the students' experience for your year group.

As a student on the Interior Design course, 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 important to your learning and a positive element of your education. We use assessment to encourage you to do as well as you can and you should use it for the same purpose. 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. This is feedback from your tutors (and sometimes peers), given either verbally or in writing (or both) that enables you to understand how you are progressing in your work for the module. 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. Tutors complete feedback sheets which contain information about your progress and achievement on the module and also "feed-forward", providing important information about how you should carry that learning forward and use it during the rest of the term and during the next term, what you could do better, and how to do so in the future. You will be awarded a grade and numerical mark for each summative assessment on each module. The grades you receive for assessed work on each module are added up to give a final grade for the module. Assessment also determines your suitability to progress onto the next year of your course and, at the end of the course, it enables the University to determine your degree award.

All assessments will incorporate effective and constructive feedback that relates to the module-specific or task-specific marking criteria previously made available in the assessment briefs. Feedback for summative assessment will explain the reason for the mark given but it can also provide information about how to improve the work for future assessment tasks.

The table below lists possible ways your tutors will facilitate the delivery of feedback on your formative assessments:

Forms of Assessment	Ways to deliver feedback on formative assessments
Written Assignments (various types)	Feedback on draft submitted on blackboard by a specified date
	Feedback initiated through peer to peer reviews during workshop activity
	Verbal feedback (face to face or recorded), where student makes a record of key points and shares with the tutor
Presentation	Presenting a practice run in class, receiving feedback from peers and/or tutor
	Formative feedback on recordings of presentation practice submitted on Blackboard by a specified date.
	Feedback on students' own assessment on the recorded practice presentation (both submitted on Blackboard by a specified date)
Creative Work	Feedback from tutors/peers through an exhibiting event. Students make a record of key points and shares with the tutor
	Feedback on student's own assessment of their work
	Verbal feedback, individually or in group critiques (face to face or recorded), where student makes a record of key points and shares with the tutor

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. You are strongly encouraged to seek as much feedback as possible about your progress on your modules from your tutors. You are also urged to read and consider the feedback carefully and ask if anything is unclear before moving into new modules. Your tutors will write about your performance and progress on your modules (feedback) and they will also write about what you

are advised to do in the future (feed-forward). This information is very valuable as it will support you in understanding how well you did in one module, and what you should concentrate on to do as well as possible in future modules.

Assessment for your Subject Core modules is through 100% coursework, i.e. there are no written exams. The type of assessment used depends on the nature and content of your module. Examples of coursework could include design-based projects and sketchbook work, project documents, portfolios, 3D models, material sample boards, as well as presentations, journals, reports, academic essays and reflective writing. Please refer to your module specifications for further details and to see how each of your modules are assessed.
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.

The BA (Hons) Interior Design course is one of a number of undergraduate courses situated within our creative and entrepreneurial Fashion & Design community, including BA (Hons) Advertising, BA (Hons) Fashion Marketing, BA (Hons) Fashion Design and MA International Fashion Marketing.

At the foundation level (level 3), there are eight shared modules that are common to all integrated courses. If you are enrolled on a 4-year degree with integrated foundation, in your foundation year you will experience a range of approaches and subjects that will strengthen your understanding of your chosen specialist area. At Level 4 (Year 1), you will take "Learning Perspectives", a common module for all undergraduate Regent's courses. You can also choose to take "London Perspectives" and "Global Perspectives", which facilitates interpersonal, intercultural and cross- disciplinary learning. The Regent's Special Electives, the Language electives and the Level 5 (Year 2) Industry and Entrepreneurship modules are offered on all Undergraduate courses, in addition to the Subject Core modules for individual courses.

As part of your Subject Core studies, you will be encouraged to independently collaborate with students on different courses and with external professionals to shape and inform your project outcomes as well as support your own professional development. Professionals increasingly work across boundaries between industries and the knowledge you gain on the course will open your mind to working across different areas of the creative industries. It will also enable you to work more effectively with others, both as a student and once you graduate and work in industry.

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.

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 help.

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, 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.

The Interior Design course is delivered at our Regent's Park campus which includes specialist teaching accommodation, including:

- Mac Labs for both classes use and open access.
- A digital print room, including a 42" large format Canon Digital Printer
- A range of teaching spaces, for one-to-one tutorials, through to large seminar/workshop spaces, equipped with smart boards.
- A range of specialist workrooms equipped with machines for sewing and pressing.

ID Studios & CAD lab

The Interior Design course specific learning environment includes design studios shared across each year group and a dedicated CAD lab with plotter accessibility. The ID Studio spaces are located on 1st Floor, Acland Building and are an important part of your design education at Regent's. The studios act as a base for your studies throughout your education, facilitating the delivery of your learning during timetabled sessions as well as supporting your own practice during independent study. It can be a vibrant and creative space for you to explore design ideas, create models, construct drawings and form relationships with your peers. There are dedicated storage spaces in the studio that can be used to store your work safely.

3D Workshops

The Interior Design course has a dedicated technician who supervises the 3D workshop facilities and equipment located in Herringham basement at our Regent's Park campus. These include the wood workshop and the digital fabrication workshop which is equipped with a laser cutter and 3D printers. The workshop is a great place to experiment with different materials and techniques to develop your design proposals. We encourage you to make use of all the facilities and learn new skills. Before using the workshop you will receive an induction for machines and general health and safety information such as Personal, Protective Equipment (PPE). The university will supply you with your own PPE.

Photo studio

A well-equipped photographic studio located in Tuke basement at our Regent's Park campus. The studio includes two shooting bays, both are set up with black and white backdrops, professional lighting equipment and Canon 5D cameras.

Media Services

Media services provide you with filming and photography equipment as well as technical guidance needed for your projects. You will be able to book a range of photographic and filming equipment on a short-term loan basis, including cameras (Red, Blackmagic, Canon 5D and Canon 80D) and lighting equipment (Neewer, ARRI L5, and ARRI L7) as well as camera tripods, deflectors, C-stands, monitors, shoulder rigs, fig rigs, and so on.

Campus Access

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.
https://www.regents.ac.uk/life-at-regents/learning-resources.

Library

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.

The Library houses an impressive collection of art, design and architecture related books, journals and periodicals as well as open access PCs and a range of desktop and pod-based learning spaces. The library subscribes to a number of electronic resources and databases. These include a wide range of eBooks and industry specific sites and subscriptions:

- A&AePortal
- Art & Architecture Complete
- Bloomsbury Architecture Library
- Bloomsbury Design Library
- Digimap's Ordnance Survey Collection
- EBSCOHost
- Fairchild Interior Design Library
- Oxford Art Online
- WGSN

The library has agreement with British Library Document Delivery Supply to supplement the needs of the users. You also have access to specialised and public libraries in the area.

Blackboard Ultra

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.

Regents App

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.

IT Labs

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: regents.ac.uk/about/learning-resources

10. Opportunities for personal development planning

Early in your studies you will start to engage in self-reflection and evaluation. This will be related to your study on some modules and it will be an assessed part of your learning. You will be asked to evaluate your strengths and weaknesses, to reflect upon your learning and your

personal responses, behaviour and development. From the outset, you will consider your personal development on individual modules and as you progress through your degree you will increasingly see your development, not just in terms of individual modules, but also in terms of your degree as a whole and then in relation to the wider contexts of the industry. Completing a degree is not simply about the intellectual and practical skills that you acquire, it is also about the personal and professional development of you as an individual.

Throughout your course, there is the opportunity for you to make a number of choices to tailor your studies in order to reflect your own needs and career choices. These opportunities are available within your course of study, through electives, language choices and within your subject area through choice of topics of study – whether through briefs or your final major project. Some briefs will also be 'live' – set in collaboration with external community organisations and design practices, and where appropriate will be supplemented by industry input and guidance. You can also hear first-hand accounts from industry experts and what their advice is for aspiring designers at our series of 'Industry Insights' talks.

Within your core module study you will work on projects and develop a substantial body of work that reflects your particular interests and career aspirations. Your personal and professional development planning feeds into these modules as you create a portfolio which communicates your individual style and the wide range of skills and attributes you have acquired to an industry standard. You should be in a position by the end of your final year modules (Level 6), to confidently articulate who you are and what you wish to do after graduation, whether that is preparing applications for work, internships and/or postgraduate study. Other opportunities are outlined below.

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 leaning 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 can be found at the Regent's Common Assessment Scale.

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.

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 and Creative Industries		x		x						x
	FND308 Making Use of Data				x	x	x				
	FND311 The Creative Designer			x				x	x	x	
	FND312 The Creative in Context			x		x			x	x	
Level 4	IND416 Design: Spatial Investigations		x		x			x			
	IND417 Reading Spaces					x			x		x
	IND418 Design: Inhabitation		x		x			x			x
	IND419 Representing Spaces	x				x	x		x		
	PER401 Learning Perspectives			x			x			x	
	IAE401 Exploring Industry and Entrepreneurship	x		x	x						
Level 5	IND516 Design: Adaptation		x		x			x			x
	IND517 Narrative Spaces					x	x		x		x
	IND518 Design: Event Spaces	x	x		x			x			
	IAE501 Experiencing Industry and Entrepreneurship: Entrepreneurial Challenge	x	x	x						x	
	IAE502 Experiencing Industry and Entrepreneurship: Industry Challenge	x	x	x						x	
	IAE503 Experiencing Industry And Entrepreneurship: Placement	x	x	x						x	
Level 6	IND613 Design: Exploration	x				x		x	x		
	IND614 Design: Realisation				x		x	x			x
	IAE601 Major Project I			x	x					x	x
	IAE602 Major Project II		x	x		x			x		