

BA (Hons) Psychology

Course Specification

Academic Year 2024-2025

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1. Course Overview	
Full course/award title(s)	BA (Hons) Psychology
Course Code	UBAA_0017_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	n/a
Awarding institution	Regent's University London
Course entry points	September 2023, January 2024
Date of original validation / revalidation	February 2023
Validated until	September 2028
Framework for Higher Education Qualification level of final award	Level 6
Number of credits in award	360 credits
UCAS codes	BA (Hons) Psychology: A034 BA (Hons) Psychology with Liberal Arts and Media Foundation: A033
Relevant QAA subject benchmark statements	Subject benchmark statement: Psychology (QAA, 2019)
Other external and internal references	QAA Framework for Higher Education Qualifications (FHEQ) Regent's University London Academic Regulations Regent's Learning, Teaching and Assessment Strategy (2022) 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	n/a
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

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

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

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

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

3. Course structure

This is a guide to the overall structure of your course, mandatory elements, modules (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) Psychology is built on latest academic thinking, informed by in-house research. You will expand your knowledge, skills, practice and thinking with three building blocks to make you a great practitioner: *Subject Core*, *Industry and Entrepreneurship*, and, *Special Electives*.

Subject Core

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

Year 1 (level 4): Discover

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

'Roots and Branches in Psychology' is a module that will consider the core perspectives in classical and contemporary psychology. This module provides you with a whistle-stop tour through psychology's early philosophical and historical beginnings, schools of thought, and key innovators ("roots"), through to its emergence as a multi-faceted group of academic disciplines,

and onwards towards the future of contemporary psychology (“branches”). You will explore fundamental approaches and ideas, including your own, to tease out their similarities and differences, and familiarise yourself with the explanatory theories of the classical psychology curriculum – cognitive psychology, social psychology, biological psychology, developmental psychology and individual differences. You will debate contemporary, real-world problems such as the nature-nurture debate, free will versus determinism and the mind-body problem.

At Level 4 you will also do a module called ‘Psychological Enquiry’ that asks questions such as ‘what is psychological science?’, ‘how do psychologists ask questions and draw conclusions?’ and ‘why do we need methods and paradigms, and how have these changed over time?’. This module will introduce you to enquiry in psychology, from experimentation and statistical analyses, through to qualitative, participatory, practice-based, and creative arts-based methods. You will learn about quantitative and qualitative analytic and digital techniques, through exploring examples of published work. You will also use these tools yourself to practice asking the diverse kinds of questions psychologists ask, to explore the data collected and to consider possible conclusions and their relevance to contemporary world.

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

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

Year 2 (level 5): Apply

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

Level 5 includes ‘Psychology in Practice.’ In this module you will engage with potential future training, academic and research pathways in psychology and consider your own professional development planning. You will learn about the everyday work of people trained in the classical disciplines of applied psychology practice – sports and exercise, health, clinical, counselling,

occupational, forensic and educational psychologists – as well as about the changing opportunities in the wider psychological, coaching, and mental health workforce. Opportunities for international psychology training and qualified practice will also be presented, including differences across borders in accreditations and registration, as well as careers in academic and research psychology.

The Level 5 module 'Psychology in Industry' is all about how psychology graduates can bring considerable knowledge and skills, increasingly vital and in demand by employers across a wide range of industries, including business, arts, media, human resources and technology. In this module you will apply a psychosocial lens to wider industry and organisational contexts in which psychological knowledge and skills are used. You will engage with intersectional fields such as marketing psychology, business psychology and the psychology of fashion; learn about the psychological research skills used in industry; and understand why there is increasing demand for soft psychological skills in the modern workforce. You will creatively engage with relevant contemporary issues such as cognitive bias in recruitment, behavioural economics, equality diversity and inclusion, and organisational and systemic dynamics.

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

Year 3 (level 6): Create

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

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

At Level 6 you will also complete a module on 'Psychological Interventions' In this module, you will reflect on the work clinical psychologists, counselling psychologists and allied disciplines such as psychotherapists and counsellors undertake in order to help others. Working with your peers and networks, you will creatively examine convergences and divergences between theoretical modalities and paradigms, exploring key issues across diverse client groups, presentations, professions and services. You will evaluate contemporary research in psychological therapy, considering debates in evidence-based practice and practice-based research. The module will also encompass wider psychosocial and health interventions, such as behaviour change interventions, and consider how these impact individuals and society. Overall, this module will amplify the rich and varied arena of psychological intervention, through collaborative learning in and outside the classroom.

Industry and Entrepreneurship:

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

- During the Spring Term of Level 4 (year 1) in "Exploring Industry and Entrepreneurship" you will explore the world of work in the field of Psychology and its future with a view to informing your own potential career or entrepreneurial journey. You will be supported by experts in the 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. It is noted that proficiency in languages adds particular value in the study of psychology. The BA Psychology emphasises the role language and discourse play in shaping how we position ourselves in relation to others, and how we understand issues of mental health and human distress.

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 one 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 second term of the second year of your degree (Level 5) at one of the University’s international partner institutions. In this way you will immerse yourself into a new culture while expanding your knowledge and skills in your field.

Optional Integrated Foundation Year (Level 3 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 Subject Core, 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. This core module introduces you to ‘Liberal Arts and Media’ including classes on key concepts and thinkers as well as discussions on global issues from various perspectives. The shared

modules will cover 'Writing for Success', 'Critical Thinking', 'Cultural Understanding', and 'Politics, Society and Citizenship'.

In your second term you will again take another core module related to your destination degree alongside four shared modules covering key skills and knowledges each 10 credits. The core module extends your understanding of 'Liberal Arts and Media' by exploring more contemporary topics including performance, film and media production. The shared modules 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 and Creative Industries	10
Spring/Summer	FND308 Making Use of Data	10
Total common module credits		80
Term	Core Modules	Credits
Autumn/Spring	<u>Liberal Arts & Media Foundation</u> FND313 Liberal Arts and Media 1	20
Spring/Summer	<u>Liberal Arts & Media Foundation</u> FND314 Liberal Arts and Media 2	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	PSY419 Roots and Branches in Psychology	20
Autumn	PSY420 Psychological Enquiry	20
Spring	PSY421 Origins of Psychology	20
Spring	PSY422 Psychology and Mental Health	20
Total core module credits		80
Term	Common Modules	Credits

Autumn	PER401 Learning Perspectives	10
Spring	IAE401 Exploring Industry and Entrepreneurship	10
Total common module credits		20
Term	Elective Modules 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)		
Certificate of Higher Education		

Course Structure Level 5/Year 2		
Term	Core Modules	Credits
Autumn	PSY525 Psychology in Practice	20
Autumn	PSY526 Psychology in Industry	20
Spring	PSY527 Psychology in Postmodernity	20
Total core module credits		60
Term	Common Modules (choose ONE of the following)	Credits
Spring	IAE501 Experiencing Industry and Entrepreneurship: Entrepreneurial Challenge	20
Spring	IAE502 Experiencing Industry and Entrepreneurship: Industry Challenge	20
Spring	IAE503 Experiencing Industry and Entrepreneurship: Placement	20
Total common module credits		20
Term	Elective Modules (for a list of languages modules or special electives, see table below)	Credits
Autumn	Languages Elective OR Special Elective	10
Autumn	Special Elective	10
Spring	Languages Elective OR Special Elective	10
Spring	Special Elective	10

Total elective module credits	40
Total Credits for Level 5	120
Exit awards and learning outcomes achieved (if appropriate)	
Diploma of Higher Education	

Course Structure Level 6/Year 3		
Term	Core Modules	Credits
Autumn	PSY625 Psychological Literacy in Action	20
Spring	PSY626 Psychological Interventions	20
Autumn/Spring	IAE601 Major Project I	20
Autumn/Spring	IAE602 Major Project II	20
Total core module credits		80
Term	Elective Modules (for a list of language 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 Psychology (an Ordinary degree, without honours)		

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), (Portuguese: PORXB1/ PORXB2/ PORXB3/ PORXB4/ PORXB5/ PORXB6), (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:

you withdraw from the University without completing all the credits required for your named award,

and

you have successfully completed the volume of credit at the relevant FHEQ level as indicated in Section 3 above,

and

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.
<p>6. Learning and teaching strategy/ assessment methods (non-regulatory)</p> <p>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.</p> <p>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,</p>	

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 is monitored against those national references. Teaching and assessments are designed accordingly to enable you to demonstrate that you have adequately met these outcomes.

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

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

In year one, you'll discover the fundamentals of psychology through workshops, small group exercises and flipped learning that prioritises 'giving it a go'. In year two, you'll engage with applications of psychology in practice, through theory, research, case studies and popular media. In year three, you'll deepen your critical, reflective and evaluative abilities via a holistic focus on psychological literacy and intervention – learning through dialogue, experiential activities and seminars.

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

Independent learning

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

Breakdown of teaching methods by percentage per level

The following breakdown is a guide to how much time you will spend doing each teaching and learning method. The exact amount of time spent in taught/practical lessons or self-study will depend on the elective modules that you take.

- 'Taught' learning typically refers to timetabled sessions led by a member of academic staff, such as workshops, seminars, masterclasses, lectures and tutorials
- 'Self-Study' is time dedicated to self-directed learning that is guided by your own requirements to further your studies and complete assignments. This could include preparation for class, background reading, research and preparation for assessments, and writing.

Level 3 (1200 hours)		Level 4 (1200 hours)		Level 5 (1200 hours)		Level 6 (1200 hours)	
Taught	32%	Taught	24% (288 hours)	Taught	24% (288 hours)	Taught	24% (288 hours)
Self-Study	68%	Self-Study	76% (912 hours)	Self-Study	76% (912 hours)	Self-Study	76% (912 hours)

Course management and teaching staff

This course is managed by a Director of Content and a Course Leader. It will be taught by a multi-disciplinary team of experienced academics and practitioners, The core team will include researchers, practitioner psychologists and subject experts. Other contributors may include academics in other areas of Regent's and industry colleagues.

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)
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 (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.

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

Please refer to the module specifications for full details on the assessment strategy for each of your modules. At Level 4 (Discover) you will have an opportunity to work in groups on project work and presentations, as well as writing an individual case study report. Level 5 (Apply) you will write a personal statement, present your work orally and further develop your project work. At Level 6 (Create) you will write a critical essay, carry out a case study and complete a final year project.

If you are on a Student 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.

At degree level, the L4 Learning Perspectives, The Regent’s Special Electives, the Language electives and the Level 5 Industry and Entrepreneurship modules are offered on all Undergraduate courses.

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

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.

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

Course specific PDP

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

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

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

Extracurricular activities

You will also have opportunity to engage with extracurricular activities on and off campus organised by staff from across Regent's. These include but are not limited to: prominent guest speakers' presentations, conferences, competitions, university societies, Student Union membership and student representation. Participation in competitions or engagement with societies and 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. 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.

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 can be found in 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. 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.

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								x
	FND307 Cultural Industries				x		x				x
	FND308 Making Use of Data				x	x	x				
	FND313 Liberal Arts and Media 1	x		x				x		x	
	FND314 Liberal Arts and Media 2			x				x	x	x	
Level 4	PSY419 Roots and Branches in Psychology				x	x		x			
	PSY420 Psychological Enquiry		x				x		x		
	PSY421 Origins of Psychology							x		x	x
	PSY422 Psychology of Mental Health	x	x	x							
	PER401 Learning Perspectives			x			x			x	
	IAE401 Exploring Industry and Entrepreneurship	x		x	x						
Level 5	PSY525 Psychology in Practice			x				x	x		
	PSY526 Psychology in Industry		x				x				x
	PSY527 Psychology in Postmodernity	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	PSY625 Psychological Literacy in Action							x		x	x

	PSY626 Psychological Interventions	x					x		x		
	IAE601 Major Project I			x	x					x	x
	IAE602 Major Project II		x	x		x			x		