BA(Hons) Business and Data Science

Course Specification

Academic Year 2024-25

Contents

1. Course Overview

Full course/award title(s)	BA (Hons) Business and Data Science; BA (Hons) Business and Data Science with Foundation
Course Code	UBAA_0076_FR
Location of study	Regent's Park Campus
Off campus elements / locations	Optional Study Period Abroad at partner institutions
Fees	Please see the tuition fees on the Regent's University London website (https://www.regents.ac.uk/admissions/tuition-fees)
Additional costs	Students might be taken on industry visits or field trips and they may change during the course of term. These trips will be optional and proposed as a way of extending student learning and industry experience. The cost of entry to such visits will be paid for by the university.
Awarding institution	Regent's University London
Date of original validation / revalidation	Sept 2024
Validated until	Sept 2029
Framework for Higher Education Qualification level of final award	Level 6
Number of credits in award	360 credits
HECoS Code	100736 (50%), 100079 (25%), 100371 (25%)
Relevant QAA subject benchmark statements	The QAA Business and Management 2023 subject benchmarks statement
Other external and internal references	Regent's University London Academic Regulations Regent's University London Learning, Teaching and Assessment Strategy Regent's Learning Outcomes (RLOs) (2021)

	Regent's Assessment Framework (2022) Regent's Learning Design Framework: RADAR (2020) Regent's Course Design Process (2023) QAA: Frameworks for Higher Education Qualifications (FHEQ) AdvanceHE: Principles of Inclusive Curriculum Design
Professional, statutory or regulatory body recognition/ accreditation	Not applicable
Language of study	English
Date of production / revision of this course specification	

Course intakes, modes of study, UCAS codes, expected and maximum duration of course

Mode of Study	Intake Month	Level of entry	UCAS Code	Expected Duration in Months	Maximum duration in months*
e.g. Full-time/ Part-time	Sep/Jan	Foundation (L3) / Level 4	UY60 / UY50	33/36/45/48	57/60/69/72
Full time	Sep/Jan	Foundation (L3)		48	72
Full time	Sep/Jan	Level 4		36	60

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

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

On this course, you'll get an interdisciplinary education, designed to equip you with the knowledge and skills to apply current and emerging data science techniques in a business context. The course places you at the forefront of industries in which business and data science intersect. You will gain skills that are currently in high demand – enabling you to become a successful business professional with a sound grasp on the fundamentals of Data Science.

You will learn technical skills, apply business knowledge, gain practical experience, and cover topics like finance, organisational culture, data analytics, statistics, data visualisation and business strategy.

Your learning will be theoretical, conceptual, and practical, and always aligned with industry so, you can gain hands-on skills for your career in data science.

This course helps you to become:

- Proficient in the integration of business acumen and data science tools and Techniques
- A data-driven decision maker at operational and strategic levels
- Entrepreneurial and network driven.
- Globally, culturally, and ethically responsive

On successful completion of this course, you will be a data-focused business professional, capable of leveraging data to make decisions, solve problems, and create value in various industries and sectors.

3. Course structure

This is a guide to the overall structure of your course, mandatory elements, modules (including terms when delivered) and periods of assessment.

We have designed our curriculum so that you can gain a deeply personalised education. The BSc (Hons) Business and Data Science 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: You will gain expertise in Business and the fundamentals of Data Science through a range of specialised modules and the lens of leadership. Each level of study will enable you to acquire the essential skills and knowledge to be able to graduate as an independent, innovative, and future-facing leader.

Level 4 (Year 1) Subject Core: In your first year, you will discover relevant knowledge and understanding of organisations, the business environment in which they operate and their management. "Organisation Culture and Reputation" module introduces you the key

characteristics, the types of management and the intertwined nature of organisational culture and reputation, where you will learn concepts and theories of organisational and consumer behaviour, from employee motivation and retention to customer engagement and satisfaction. "Money, Finance and Decisions" module will equip you with the knowledge and skills to make effective use of key budgeting, financial reporting, mathematical and statistical techniques applicable to business, finance and management. You will learn how profit and loss is calculated, as well as producing a logical statement based on basic quantitative analysis. The module will also train you to develop your ability of applying those quantitative skills on spreadsheets.

In "Markets and Legal Frameworks" module, you will explore the relationship between business environments, markets and law and, in doing so, discover key aspects that inform business transactions. You will learn to understand how competitive consumer markets operate within the context of economics and legal frameworks. You will also learn basic quantitative skills relevant to economics and business. You will learn how calculate various economics outputs such GDP, Inflation, external balances, in addition using percentages and ratios to compare data across different samples as well as overtime. On the "Data Informed Decision Making" module, you will begin to explore, experience and experiment with various forms of data.. You will learn about data management, data visualisation and discover how you can find patterns, gain insights to make better business decisions.

Level 5 (Year 2) Subject Core

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

Additionally, you will also be equipped with a core understanding of the key concepts and techniques required for coding in "Coding" module. By exploring basic concepts, such as data types, logic flow, functions, and packages, you will gain the critical skills necessary to manipulate, analyse and visualise data. Through the "Data Science Tools and Techniques" module, you will gain applied knowledge of descriptive and predictive analytics and will start to appreciate emerging and established software platforms used to deploy data modelling techniques. You will gain knowledge and understanding of data science ecosystem and

learn various data analysis tools and techniques, such as Power BI, SPSS, and machine learning, and understand how they can be harnessed in business settings.

Level 6 (Year 3) Subject Core

In your third year, you will be business ready as you gain deeper knowledge and understanding of business strategy and develop various skills and approaches to data science for different contexts. Building on knowledge and skills acquired in your first and second year, you will see the essential for organisations to be able to respond to an increasingly connected and turbulent world. The module, "Disruptive Strategies and Models" will enable you to critically explore and review organisational business models that optimise the needs of current customers, balancing resources and capabilities with market demands. You will also explore how organisations can harness new and emerging technologies to disrupt and create new business models.

The field of data science is dynamic and responsive to changes in technology and evolving business needs. The "Contemporary Approaches to Data Science" module will explore this ever-changing field from the perspective of business, and in a global context. This module is a curation and culmination of prior knowledge gained from other modules in this course, giving you the knowledge and judgement to make informed decisions to improve the future by using one of the relevant data science approaches.

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

- During the Spring Term of Level 4 you will take the module "Exploring Industry and Entrepreneurship". You will explore the world of work, within the Data Science 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/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 a i) skills focus; ii) interdisciplinary focus; or iii) specialist subject focus and are designed to respond to your interests and emerging global trends. These are not tied to a specific discipline and are available to every Undergraduate student in Regent's. They are designed to be hyper-relevant to the world we live and work in – now and into the future. In this way, you will consider your core subjects from new angles or add more value to your personal brand with a secondary discipline or language.

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

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

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

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

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

Optional Integrated Foundation Year (Level 3)

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

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

In your first term you will take a core module related to your destination degree for 20 credits alongside four shared modules covering key skills and knowledges each 10 credits. The first core module will explore and understand the fundamentals for an enterprise, followed by developing a visible business idea for your team. The shared modules will cover 'Writing for Success', 'Critical Thinking', 'Cultural Understanding', and 'Politics, Society and Citizenship'.

In your second term you will again take another core module related to your destination degree (20 credits) alongside four shared modules covering key skills and knowledges each 10 credits. The second core module will harness your team's entrepreneurial aspirations, while contextualising your academic learning, as you develop and launch your team's business start-up. The shared modules 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/undergraduate-calendar):

- 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 the second year of your studies (first year of your degree) in September.

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

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

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.

Industry Connectivity

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

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

Modules

Your course is composed of a number of modules that each have a credit value. On successfully passing each of these modules, you will gain credits that count towards the total needed for your degree.

One credit equates to 10 notional hours of study, which is the average time a student will take to achieve the specified learning outcomes. So, if a module is worth 10 credits, then you would expect to spend 100 hours studying this. These will not all be 'taught' hours. You will receive guidance and instruction through lectures, seminars, workshops etc., but you will also need to engage in self-study. A percentage breakdown of teaching contact hours and self-study required on this course is indicated in Section 6.

On an undergraduate degree course, you can usually expect to study 120 credits per level (or year), with no more than 80 credits per term.

Please note the following modules have a content warning attached. More information is available in the individual module specifications: None.

Course modules - Level 3/4/5/6

Level 3		
Term	**Common Modules**	**Credits**
Autumn/Spring	FND301, Critical Thinking	10
Autumn/Spring	FND302, Cultural Understanding	10
Autumn/Spring	FND303, Politics, Society and Citizenship	10
Autumn/Spring	FND304, Writing for Success at University	10
Spring/Summer	FND305, Communication	10
Spring/Summer	FND306, Creativity and Entrepreneurship	10
Spring/Summer	FND307, Cultural Industries	10
Spring/Summer	FND308, Making Use of Data	10
Total Common module credits		**80**
Term	**Core Modules**	**Credits**
Autumn/Spring	<u>Business Foundation</u> FND309, Enterprise in Action 1: Business Fundamentals*	20
Spring/Summer	<u>Business Foundation</u> FND310, Enterprise in Action 2: Rising to the Challenge*	20
Total Core module credits		**40**
Total Credits for Level 3		**120**
Exit awards (if appropriate)		
There is no exit award at Level 3. Level 3 is available to students who do not meet the entry requirements into Level 4. This level enables you to bring your academic standing up to an undergraduate level as well as equip you with the necessary knowledge and skills to cope with the demands of higher education. Level 3 credits do not count towards the undergraduate degree credit total.		

Level 4		
Term	**Core Modules**	**Credits**
Autumn	BUS416, Organisation, Culture and Reputation	20
Autumn	BUS415, Money, Finance and Decisions	20

Spring	BUS414, Markets and Legal Frameworks	20
Spring	DSC401, Data Informed Decision Making	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 (if appropriate)		
Certificate of Higher Education (CertHE)		

Level 5		

Term	Core Modules	Credits
Autumn	BUS515, Sustainable Operations	20
Autumn	DSC502, Coding	20
Spring	DSC501, Data Science Tools and Techniques	20
Total Core module credits		**60**

Term	Common Modules (choose ONE of the following)	Credits
Spring	IAE501, Experiencing Industry and Entrepreneurship: Entrepreneurial Challenge	20
Spring	IAE502, Experiencing Industry and Entrepreneurship: Industry Challenge	20
Spring	IAE503, Experiencing Industry and Entrepreneurship: Industry Placement	20

Total Common module credits		20
Term	**Elective Modules** (for list of languages modules or special electives, see table below)	**Credits**
Autumn	Languages Elective OR Special Elective	10
Autumn	Special Elective	10
Spring	Languages Elective OR Special Elective	10
Spring	Special Elective	10
Total Elective module credits		**40**
Total Credits for Level 5		**120**
Exit awards (if appropriate)		
Diploma of Higher Education (DipHE)		

Level 6		
Term	**Core Modules**	**Credits**
Autumn	BUS614, Disruptive Strategies and Models	20
Spring	DSC601, Contemporary Approaches to Data Science	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 or special elective modules, see table below)	**Credits**
Autumn	Languages Elective OR Special Elective	10
Autumn	Special Elective	10
Spring	Languages Elective OR Special Elective	10
Spring	Special Elective	10
Total Elective module credits		**40**
Total Credits for Level 6		**120**
Exit awards (if appropriate)		
BSc (Hons) Business and Data Science		

Special Electives and Language Modules

Please note, not all elective modules will be offered in every term, due to timetabling, resourcing and other constraints.

Term	Level 5 Special Elective Modules	Credits
Autumn/Spring	SEL505, Creativity and Imagination	10
Autumn/Spring	SEL512, Inspiring your Audience	10
Autumn/Spring	SEL503, Being Human	10
Autumn/Spring	SEL514, Future Cities Now	10
Autumn/Spring	SEL510, Creating a Brand Identity	10
Autumn/Spring	SEL520, Why We Post: Social Media and Us	10
Autumn/Spring	SEL508, Financial Innovation and Technology	10
Autumn/Spring	SEL517, Photography Workshop	10
Autumn/Spring	SEL509, How to Think in a Post-Truth World	10
Autumn/Spring	SEL515, Understanding Human Rights	10
Autumn/Spring	SEL516, Literary London	10
Autumn/Spring	SEL502, Behind the Lens: Introduction to Media Production	10
Autumn/Spring	SEL518, Psychology of Emotions	10
Autumn/Spring	SEL507, London as Fashion Capital	10
Autumn/Spring	SEL513, Emerging Technologies: from Web3 to the Metaverse	10
Autumn/Spring	SEL511, Digital Design with Adobe Creative Suite	10
Autumn/Spring	SEL519, The Power of Language in Your Life	10
Autumn/Spring	SEL504, Business Ethics	10
Autumn/Spring	SEL506, Experiencing Theatre	10
Autumn/Spring	SEL501, Understanding the Global Art Market	10
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

Term		Credits
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	Module codes 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 Spanish: SPNXB1/SPNXB2/SPNXB3/SPNXB4/SPNXB5/ SPNXB6	10
Autumn/Spring	Module codes as below: Advanced Language for Professionals (Grade 7) Arabic: ARAXB7, Chinese: CHNXB7, French: FREXB7, German: GERXB7, Italian: ITAXB7, Japanese: JAPXB7, Russian: RUSXB7, 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	10

Autumn/Spring	ENGXB5, Advanced Business English	10

4. Indicative course structure diagram

Autumn Start

Level 3 (where applicable)

Autumn Term Block 01	FND301 Critical Thinking (Common) (10 credits)	FND302 Cultural Understanding (Common) (10 credits)	FND303 Politics, Society and Citizenship (Common) (10 credits)	FND304 Writing for Success at University (Common) (10 credits)	FND309 Business Foundation: Enterprise in Action 1: Business Fundamentals (Core) (20 Credits)

Spring Term Block 02	FND305 Communication (Common) (10 credits)	FND306 Creativity and Entrepreneurship (Common) (10 credits)	FND307 Cultural Industries (Common) (10 credits)	FND308 Making Use of Data (Common) (10 credits)	FND310 Business Foundation: Enterprise in Action 2: Rising to the Challenge. (Core) (20 credits)

Level 4

Autumn Term Block 11	BUS416 Organisation, Culture and Reputation (Core) (20 Credits)	BUS415 Money, Finance and Decisions (Core) (20 Credits)	PER401 Learning Perspectives (Common) (10 credits)	Languages Elective Module **or** PER402 London Perspectives (Elective) (10 Credits)

Spring Term Block 12	BUS414 Markets and Legal Frameworks (Core) (20 Credits)	DSC401 Data Informed Decision Making (Core) (20 Credits)	IAE401 Exploring Industry and Entrepreneurship (Common) (10 credits)	Languages Elective Module **or** PER403 Global Perspectives (Elective) (10 Credits)

Level 5 elective module choices (special electives and/or languages and Industry and Entrepreneurship electives) to be made during the Spring Term of Level 4.

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

Level 5

Autumn Term Block 21	BUS515 Sustainable Operations (Core) (20 Credits)	DSC502 Coding (Core) (20 Credits)	Languages Elective **or** Special Elective (Elective) (10 Credits)	Special Elective (Elective) (10 credits)

Spring Term Block 22	DSC501 Data Science Tools and Techniques (Core) (20 Credits)	IAE501 – Experiencing Industry and Entrepreneurship: Entrepreneurial Challenge **Or** IAE502 - Experiencing Industry and Entrepreneurship: Industry Challenge **Or** IAE503 - Experiencing Industry and Entrepreneurship: Placement (Core) (20 Credits)	Languages Elective **or** Special Elective (Elective) (10 Credits)	Special Elective (Elective) (10 credits)
	Or			
Spring Term Block 22	Study Abroad Period (60 credits)			

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

Direct Entrants Level 5 (Autumn start) – Students applying for direct entry will need to confirm during the application process their intention to undertake Study Abroad or an Industry Placement (IAE503) in the Spring Term and present details of their intended partner university/placement organisation for consideration. Or in the case of Study Abroad, undertake as allocated from a limited set of options that the University may have available with selected partner universities. Students 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 study abroad and or placement arrangements to be finalised. Students who arrive after this point will not be able to undertake Study Abroad or an Industry Placement (IAE503).

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

Level 6

Autumn Term Block 31	BUS614 Disruptive Strategies and Models (Core) (20 Credits)	IAE601 Major Project I (Core) (20 Credits)	Languages Elective **or** Special Elective (Elective) (10 Credits)	Special Elective (Elective) (10 credits)

Spring Term Block 32	DSC601 Contemporary Approaches to Data Science (Core) (20 Credits)	IAE602 Major Project II (Core) (20 Credits)	Languages Elective **or** Special Elective (Elective) (10 Credits)	Special Elective (Elective) (10 credits)

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

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

Spring Start – Level 3 entry:

Spring Term Block 01	FND301 Critical Thinking (Common) (10 credits)	FND302 Cultural Understanding (Common) (10 credits)	FND303 Politics, Society and Citizenship (Common) (10 credits)	FND304 Writing for Success at University (Common) (10 credits)	FND309 Business Foundation: Enterprise in Action 1: Business Fundamentals (Core) (20 Credits)

Summer Term Block 02	FND305 Communication (Common) (10 credits)	FND306 Creativity and Entrepreneurship (Common) (10 credits)	FND307 Cultural Industries (Common) (10 credits)	FND308 Making Use of Data (Common) (10 credits)	FND310 Business Foundation: Enterprise in Action 2: Rising to the Challenge. (Core) (20 credits)

Then from start of Level 4 will follow the same structure as Autumn entry above.

Spring Start – Level 4 entry:

Level 4

Spring Term Block 11	BUS414 Markets and Legal Framework (Core) (20 Credits)	DSC401 Data Informed Decision Making (Core) (20 Credits)	IAE401 Exploring Industry and Entrepreneurship (Common) (10 credits)	Languages Elective Module **or** PER403 Global Perspectives (Elective) (10 Credits)

Autumn Term Block 12	BUS416 Organisation, Culture and Reputation (Core) (20 Credits)	BUS415 Money, Finance and Decisions (Core) (20 Credits)	PER401 Learning Perspectives (Common) (10 credits)	Languages Elective Module **or** PER402 London Perspectives (Elective) (10 Credits)

Level 5 elective module choices (special electives and/or languages and Industry and Entrepreneurship electives) to be made during the Spring Term of Level 4.

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

Level 5

Spring Term Block 21	DSC501 Data Science Tools and Techniques (Core) (20 Credits)	IAE501 – Experiencing Industry and Entrepreneurship: Entrepreneurial Challenge **Or** IAE502 - Experiencing Industry and Entrepreneurship: Industry Challenge **Or** IAE503 - Experiencing Industry and Entrepreneurship: Placement* (Core) (20 Credits)	Languages Elective **or** Special Elective (Elective) (10 Credits)	Special Elective (Elective) (10 credits)
Or				
Spring Term Block 21	Study Abroad Period* (60 credits)			

Autumn Term Block 22	BUS515 Sustainable Operations (Core) (20 Credits)	DSC502 Coding (Core) (20 Credits)	Languages Elective **or** Special Elective (Elective) (10 Credits)	Special Elective (Elective) (10 credits)

Level 6 elective module choices (special electives and/or languages) to be made during the Spring Term of Level 5.

*Direct Entrants Level 5 (Spring start) – It is not possible for direct entry students at Level 5 who start in the Spring to undertake Study Abroad or an Industry Placement (IAE503) immediately. Applicants wishing to undertake either of these options will need to delay entry until the next Level 5 Autumn intake to enable sufficient time for necessary arrangements to be put in place.

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

Level 6

Spring Term Block 31	DSC601 Contemporary Approaches to Data Science (Core) (20 Credits)	IAE601 Major Project I (Core) (20 Credits)	Languages Elective **or** Special Elective (Elective) (10 Credits)	Special Elective (Elective) (10 credits)

Autumn Term Block 32	BUS614 Disruptive Strategies and Models (Core) (20 Credits)	IAE602 Major Project II (Core) (20 Credits)	Languages Elective **or** Special Elective (Elective) (10 Credits)	Special Elective (Elective) (10 credits)

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

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

5. Exit awards

Exit (interim) awards can be conferred where:

   a) you withdraw from the University without completing all the credits required for your named award,
      and
   b) you have successfully completed the volume of credit at the relevant FHEQ level as indicated in Section 3 above,
      and
   c) subject to the decision of the relevant Progression and Finalist Board.

Available exit awards for this course are:

- Certificate of Higher Education (120 credits Level 4)
- Diploma of Higher Education (240 credits – Level 4/Level 5)

- Non-Honours Degree (Ordinary Degree) (240 credits Level 4/Level 5 and 60 credits Level 6)

The full criteria for these exit awards can be found in the Assessment and Course Regulations section of Regent's University London Academic Regulations. regents.ac.uk/policies

Where classification of an award is possible (see Academic Regulations) this will be calculated as follows:

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

6. Learning outcomes

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

Learning Outcomes will tell you what we expect you to know and/or be able to do once you have completed a learning process (e.g., a module, a level or the entire course) (QAA, 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 between two and four distinctive Module Learning Outcomes (MLOs). Each MLO is mapped against an equivalent Regent's Learning Outcome (RLO) from the list below. We have ensured that at each level all the compulsory elements of your course assess in their totality all ten learning outcomes (see Section 16).

Level 3 Learning Outcomes	
RLO 1	**Collaboration:** Determine collaboration and networking opportunities in well-defined settings
RLO 2	**Innovation**: Recognise and describe value propositions, combining curiosity and creativity.
RLO 3	**Professional Development**: Show the value of managing your own learning and of planning your personal and professional development
RLO 4	**Decision-making**: Explain different ideas, including your own, as part of decision making

RLO 5	**Communication**: Communicate appropriately for your audience and purpose in multicultural and/or international settings
RLO 6	**Digital Data and Tools**: Choose appropriate digital tools and data to present your ideas in familiar and well-defined contexts
RLO 7	**Discipline Knowledge**: Explain pre-defined theories, concepts and facts in your field of study relevant to the task
RLO 8	**Discipline Skills**: Use a limited-range of established discipline-specific knowledge, techniques and tools for practical purposes
RLO 9	**Interdisciplinary Perspectives**: Describe perspectives from a range of disciplines in well- defined scenarios
RLO 10	**Human and Environmental Impact**: Demonstrate the impact of human activity on people and on the environment.

Level 4 Learning Outcomes	
RLO 1	**Collaboration:** Explore collaboration and networking opportunities to generate ideas for given situations.
RLO 2	**Innovation**: Define and compare value propositions, combining curiosity and creativity.
RLO 3	**Professional Development**: Identify opportunities for your learning and your personal and professional development
RLO 4	**Decision-making**: Investigate and contrast different ideas, including your own, to inform decision making
RLO 5	**Communication**: Communicate your arguments/reasoning, orally and/or in writing in multicultural and/or international settings within familiar and well-defined contexts
RLO 6	**Digital Data and Tools**: Use digital tools and data in familiar and well-defined contexts
RLO 7	**Discipline Knowledge**: Explain theories, concepts and facts in your field of study relevant to the task
RLO 8	**Discipline Skills**: Use established discipline-specific knowledge, techniques and tools for practical purposes
RLO 9	**Interdisciplinary Perspectives**: Identify and contrast perspectives from different disciplines in given scenarios
RLO 10	**Human and Environmental Impact**: Explore the impact of human activity on people and on the environment.

Level 5 Learning Outcomes	
RLO 1	**Collaboration:** Collaborate and use appropriate networks to solve challenges
RLO 2	**Innovation**: Analyse and develop value propositions, combining curiosity and creativity.
RLO 3	**Professional Development**: Develop a plan for your professional development
RLO 4	**Decision-making**: Analyse and reflect on different ideas, including your own, to inform decision making
RLO 5	**Communication**: Communicate *effectively* both orally and/or in writing in multicultural and/or international settings within unfamiliar and well-defined contexts

RLO 6	**Digital Data and Tools**: Analyse and use digital tools and data responsibly in unfamiliar, well-defined contexts
RLO 7	**Discipline Knowledge**: Examine and apply theories, concepts and facts in your field of study relevant to the task
RLO 8	**Discipline Skills**: Employ discipline-specific knowledge, techniques and tools for practical purposes
RLO 9	**Interdisciplinary Perspectives**: Investigate and apply perspectives from different disciplines in multifaceted scenarios
RLO 10	**Human and Environmental Impact**: Analyse the impact of human activity on people and on the environment.

Level 6 Learning Outcomes	
RLO 1	**Collaboration:** Collaborate and build networks to solve challenges in complex settings
RLO 2	**Innovation**: create and implement value propositions, combining intellectual curiosity and creativity
RLO 3	**Professional Development**: Articulate a plan which encompasses opportunities for your professional development
RLO 4	**Decision-making**: Formulate informed decisions using critical and reflexive thinking
RLO 5	**Communication**: Communicate *effectively* both orally and in writing in multicultural and/or international settings.
RLO 6	**Digital Data and Tools**: Appraise and utilise digital tools and data in your professional and social contexts.
RLO 7	**Discipline Knowledge**: Critique and synthesise theories, concepts and facts in your field of study relevant to the task
RLO 8	**Discipline Skills**: Combine and employ a wide range of discipline-specific knowledge, techniques and tools for practical purposes
RLO 9	**Interdisciplinary Perspectives**: Integrate perspectives from different disciplines in multifaceted scenarios
RLO 10	**Human and Environmental Impact**: Evaluate the impact of human activity, including your own, on people and on the environment

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

This is a guide to the academic opportunities available to help you achieve the overall aims and objectives of the course as listed in Section 2 and the intended learning outcomes in Section 6. It is also a guide to the assessment methods used to test your achievement of the intended learning outcomes. In order to meet the full intended learning outcomes of the course, you will be expected to study independently, participate in class discussions, ask for support in academic skills if required and engage with your 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.

The strategy is underpinned by three pillars, informed by the university's Strategic Plan, outlining the future trajectory of learning and teaching at Regent's. These are interwoven and based upon:

Nurturing our students' individual growth, recognising them as our partners and cocreators and helping them reach their full potential by addressing their unique needs and aspirations.

Re-imagined curricula and assessments: We develop durable research, thinking, human and entrepreneurial skills through inclusive, well-designed, innovative, future-facing curricula and assessments.

Excellent teaching and transformative learning: We deliver student-centered, interactive, and digitally enhanced learning & teaching that caters to diverse learning needs, challenges orthodoxies, and encourages alternative ways of thinking.

Your course is premised on the Regent's Curriculum model which defines the structural design of our Undergraduate degrees and allows us to deliver the above learning and teaching priorities.

Your course provides you with in-depth knowledge and skills in your field through specialised subject cores whilst at the same time it exposes you to multi-disciplinary breadth through a range of future facing special electives and language options. Additionally, it develops your professional capabilities through an integrated approach to Industry and Entrepreneurship; at each level you will take modules that enable you to explore the world of work and engage you with real work challenges.

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

The Regent's Graduate Attributes express our educational purpose and identity which is to ensure that Regent's graduates are:
- Collaborative and networked
- Creative and entrepreneurial
- Critical and Reflective
- Culturally and socially versatile
- Digitally agile
- Well-informed, skilled and fluent across disciplines
- Responsible and environmentally conscious.

To realise this purpose, we have articulated these Attributes into a set of ten observable and measurable university wide learning outcomes, The Regent's Learning Outcomes (RLOs).

They were designed using national references to ensure that they are 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.

Our Subject Core modules, will help you to develop your communication and presentation skills, enabling you to clearly explain your creative process and professionally present your project outcomes. You will engage in the creative development of your ideas within studio and workshop settings, as well as through your own independent research and experimentation. You will learn technical, design, and presentation skills through tutor-led presentations and demonstrations, as well as through studio-based learning activities, peer reviews and one-to-one tutorials. You will reflect upon your development as a designer, as well as reflect on the research and experimentation you undertake throughout your core modules.

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

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

 They include:

- Immersive challenges
- Creative workshops
- Industry speaker events
- Business simulations
- Creative masterclasses
- Seminars & tutorials
- Group research tasks
- Case preparation
- Technology supported work (chat/e-portfolio, etc.)
- Student driven/negotiated sessions.
- Accompanied/independent visits to venues/experience centres.

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

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

students from different religions, economic status, sexual orientations, gender identities, and language backgrounds.

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

 We recognise and celebrate diversity in a number of ways:

1. Ensuring that cultural awareness is promoted in the classroom starts with our tutors understanding each individual student. Our relatively small class sizes
2. Aside from getting to know you, our class and personal tutors continue to maintain ongoing communication throughout the semester by scheduling 1-on-1 meetings with you to "check in" every so often.
3. We also believe that it's important to celebrate and respect your own diverse background, as well as each other's. When appropriate, our tutors will encourage students to research and learn about their own ethnic and cultural backgrounds – especially when trying to incorporate into business contexts. This will allow you to better understand your own culture as well as the differences and nuances with your peers. Acknowledging these differences and creating a safe space for discussion helps us to promote an understanding in your classroom and beyond.
4. Whilst it's important to keep an open dialogue amongst you and your peers, it's equally as important to make sure we are all sensitive to everyone's culture, beliefs, and language concerns. So, we take the time to understand your cultural nuances – from learning styles to the language you use – and we use these insights to design our lesson plans for you. These considerations will help ensure that you feel included, are given the space to learn in your own way and given a chance to succeed.
5. Furthermore, through the degree course, you will learn alongside students from diverse cultural and linguistic backgrounds. In every module, including those in the common curriculum modules, the language options, and the special electives, you will be actively invited to share your cultural standpoint on diverse topics, encouraged to appreciate other perspectives and stimulated to reflect on the benefits of learning and collaborating with such rich variety of backgrounds. This, you will be able to bring back into your business learning and into your future careers.

Breakdown of teaching methods by percentage per level

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

- 'Taught' learning typically refers to timetabled sessions led by a member of academic staff, such as micro-lectures and tutorials.

- 'Practical' sessions are also timetabled and led by an academic member of staff, but are focused on learning through experience, e.g., role plays, simulations, field trips, studio or laboratory work.

- 'Self-Study' is time dedicated to self-directed learning that is guided by your own requirements to further your studies and complete assignments. This could include preparation for class, background reading, research and preparation for assessments, and writing.

Level 3		Level 4		Level 5		Level 6	
Taught	28%	Taught	28%	Taught	28%	Taught	23%
Practical	10%	Practical	10%	Practical	10%	Practical	10%
Self-Study	62%	Self-Study	62%	Self-Study	62%	Self-Study	61%

Course management and teaching staff

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

Tutors have a high level of academic experience, as well as familiarity with the industry. Our staff have worked in a range of fields in Data Science, are well versed in the use of tools and techniques withing the space and may have worked in deploying them through a variety of roles. We also welcome guest lecturers to provide insight into the latest developments in the industry.

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

You will be allocated 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 Assessment Framework where we outline the practices and expectations which will guide and enhance assessment, one of those practices being to move away from unseen written examinations as an assessment methodology and moving towards more authentic challenges. We're in the business of nurturing future leaders who can use what they've learned to shape the world – authentic assessment and real-world challenges create a safe lab for that learning.

Assessment can be a learning tool and a guide to **understand and evaluate** the quality of your work and your progress. Your course will offer a variety of assessment methods that support the learning required by the learning outcomes. We will provide you with feedback on your assessment performance to guide your learning journey. You will play an essential part in our assessment strategy as an active feedback recipient, and we will work together to determine how you can progress further from the feedback received.

There are some differences in the purposes of the assessment you will encounter: some assessments are formative, and others are summative.

Formative assessments will provide you with an opportunity to receive feedback on the progress of your work through the completion of an assessment or assessment tasks. These are developmental in nature as they offer information to help you identify next steps in learning and how to do better in future work which is why no grades are given. Formative assessments feed directly into summative assessments. All assessment tasks include formative assessment opportunities.

Summative assessment is the evaluation of your learning at a particular time, measured against specified learning outcomes. You will be awarded a grade and numerical mark for each summative assessment on each module. The grades you receive for assessed work on each module are added up to give a final grade for the module. Assessment also determines your suitability to progress onto the next year of your course and, at the end of the course, it enables the University to determine your degree award.

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

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

Forms of Assessment	Ways to deliver feedback on formative assessments
Written Assignments (various types)	Feedback on draft submitted on Blackboard by a specified date
	Feedback initiated through peer-to-peer reviews during workshop activity

	Verbal feedback (face to face or recorded), where student makes a record of key points and shares with the tutor
Presentation	Presenting a practice run in class, receiving feedback from peers and/or tutor
	Formative feedback on recordings of presentation practice submitted on Blackboard by a specified date.
	Feedback on students' own assessment on the recorded practice presentation (both submitted on Blackboard by a specified date)
Creative Work	Feedback from tutors/peers through an exhibiting event. Students make a record of key points and share with the tutor
	Feedback on student's own assessment of their work
	Verbal feedback (face to face or recorded), where student makes a record of key points and shares with the tutor

You will receive feedback in an orderly and timely fashion (approximately three weeks from submission date). We will notify you of the feedback release day in your assessment briefs.

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

Breakdown of assessment by percentage per level

The following breakdown is a guide to the types of assessment you will experience on your course through core/common modules. The exact amount of each assessment type will depend on the elective modules that you take.

Course Assessment Types : BSc Business and Data Science

Assessment 1 (A1) **Assessment 2 (A2)**

A 10-credit module has ONE assessment A 20-credit module has up to TWO assessments		
Level 3		
Autumn/Spring (Term 1)	**Assessment**	**Word count or equivalent**
Critical Thinking (10)	A1: Oral Examination (100%)	15 minutes
Cultural Understanding (10)	A1: Journal (100%)	1500 words
Politics, Society and Citizenship (10)	A1: Presentation (100%)	10 minutes
Writing for Success at University (10)	A1: Synoptic Assessment (100%)	
Subject Core 1 (20)		

LEVEL 4			
Autumn	**Assessment 1**	**Assessment 2**	**Word count or equivalent**
Organisational Culture and Reputation (20)	Report group (50%)	Poster individual (50%)	A1: 2000 words or equivalent A2: 500 words or equivalent
Money, Finance and Decisions (20)	Project individual (50%)	Presentation group (50%)	A1: 1500 words or equivalent A2: 10 to 15 mins
Learning Perspectives (10)	A1: Portfolio (100%)		2000 words or equivalent

Spring	**Assessment 1**	**Assessment 2**	**Word count or equivalent**
Markets and Legal Frameworks(20)	Essay Individual (60%)	Report Group (40%)	A1: 1400 words or equivalent A2: 1300 words or equivalent
Data Informed Decision Making (20)	Group presentation (50%)	Individual Reflective diary (50%)	A1: 2000 words or equivalent A2: 10 minutes
Exploring Industry and Entrepreneurship (10)	A1: Project (100%)		1000 words or equivalent

Level 5			
Autumn	**Assessment 1**	**Assessment 2**	**Word count or equivalent**
Sustainable Operations (20)	A1: Journal (40%)	A2: Report (60%)	A1: 600 words or equivalent A2: 2500 words or equivalent
Coding (20)	A1: Individual coding project (70%)	A2: Reflective Report (30%)	A1: 1000 words or equivalent A2: 1000 words or equivalent

Spring	**Assessment 1**	**Assessment 2**	**Word count or equivalent**
Data Science Tools and Techniques (20)	Presentation (Group) (40%)	Report (60%)	A1: 15 minutes A2: 2000 words
Experiencing Industry and Entrepreneurship: Industry Challenge (20) - Option A	Project (Group) (100%)		15 minutes presentation + 1200 words Individual
Experiencing Industry and Entrepreneurship: Enterprise Challenge (20) - Option B	A1: Pitch (40%)	A2: Proposal (60%)	A1: 10 minutes A2: 2,500 words or equivalent
Experiencing Industry and Entrepreneurship: Work Placement (20) - Option C	A1: Project (50%)	A2: Plan (50%)	A1: 2,500 words or equivalent A2: 10 minutes presentation or equivalent

LEVEL 6			
Autumn	**Assessment 1**	**Assessment 2**	**Word count or equivalent**
Disruptive Strategies and Models (20)	Report group (60%)	Report Individual (40%)	A1: 2000 words or equivalent A2: 1000 words or equivalent
Major Project I (20)	A1: Project Proposal (40%)	A2: Project Interim Submission (60%)	A1: 2000 words or equivalent

			A2: 3000 words or equivalent
Spring	**Assessment 1**	**Assessment 2**	**Word count or equivalent**
Contemporary Approaches to Data Science (20)	Individual Report (70%)	Group presentation (30%)	A1: 3000 word equivalent A2: 20 minutes
Major Project II (20)	A1: Project (100%)		A1: 6000 words or equivalent

Alternative forms of assessment

Our aim is to design and deliver innovative, authentic and inclusive assessments throughout our curriculum. Students with a student support agreement (SSA) may be offered alternative forms of assessment, as an agreed reasonable adjustment. Where this is necessary, the Student Experience and Welfare Team will work with the relevant Course Team and Registry staff on a case-by-case basis to secure appropriate alternatives.

Ethical approval of research

All research and other relevant academic activities conducted within and outside the University by students at Regent's University should comply with the University's Research ethics policies and processes prior to its commencement. This will include, but is not limited to, all research involving human or other living participants, all industry live projects and all experiments, investigations and procedures involving human or other living participants, or data relating to such living entities.

8. Relationship to other courses and awards

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

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

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

The following modules: Organisational Culture and Reputation module, Money, Finance and Decisions module and Markets and Legal Frameworks module at Level 4. Sustainable

Operations module at level 5 and Disruptive Strategies and Models at Level 6 are shared with all undergraduate business programmes.

Successful graduation from this degree will provide an opportunity for continuation on to further study on MSc UXD course at Regent's.

9. Student support

We want you to make the most of your time at Regent's and we also know that sometimes life at university can be hard. We can give you the support you need, on academic study, language skills, careers, disabilities, mental health, gender, sexuality, finance and many other issues.

Ask Regent's will be the first port of call for the majority of your needs. Staff there 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
- Students' Union

For more information about life at Regent's and the services we offer, visit:
https://www.regents.ac.uk/student-life

10. Learning support facilities

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

Describe any facilities that are specific to the course – studios, labs, access to software, etc. Include information on any restrictions to physical access, e.g., spaces not accessible by lift, spaces that need to be booked in advance.

If you require support or advice with regard to accessing campus facilities, please speak with our Student Experience and Welfare Team, part of **Ask Regent's**, so we can address your concerns. https://www.regents.ac.uk/information/for-current-students/disability-support

The Library at Regent's supports teaching and learning at the University. Our 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 individuals 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.

11. Opportunities for personal development planning

Extracurricular activities

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

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.

Huckletree Innovation Lab

An on-campus, Innovation Lab centred around entrepreneurship and ecosystem which provides a base for students, staff and alumni with entrepreneurial aspirations. It also hosts

tailored sessions and programmes to accelerate your entrepreneurial journey as well as opportunities for networking, investment and innovation.

Co-working spaces
Regent's also offers a dedicated co-working space available on campus with an opportunity to work on your business idea while collaborating and sharing ideas with peers. We also have a strong network of partnerships with some of the most noted co-working spaces in the country.

12. Admissions criteria

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

13. Visas and immigration

At Regent's, you will be part of a truly international community, with the opportunity to make friends and contacts from around the world.

If you require a visa to study in the UK, please visit the Visas and Immigration page on our website: https://www.regents.ac.uk/admissions/visas-immigration

14. Assessment and progression regulations

You will be assessed on how well you are achieving the intended leaning outcomes at different stages throughout your time of study at Regent's. This will include a variety of methods as described under Section 6 above.

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

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

You will be provided with guidelines on what you need to achieve in each assessment to ensure you receive a good mark.

Include any course-specific regulations with regard to progression (e.g., PSRB related, any modules excluded from condonement).

15. Award criteria

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

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

For further details on award requirements, please see the Academic Regulations, available on our website https://www.regents.ac.uk/policies. The regulations are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

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

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

Regent's University London operates 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 our 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 content area and institutional level.

Student feedback systems
Students play a key role in the University's processes for enhancing the quality of our educational provision and the broader student experience. There are multiple ways for you to provide feedback on your experiences at module level (e.g., through questionnaires), course level (through course leaders), through student representatives and at course panel meetings. Student representatives are elected and sit on institutional committees such as Academic Committee. Final-year undergraduate students (Level 6) are invited to take part in the National Student Survey (NSS).

External examiner reports
External examiners ensure that Regent's standards and quality processes are appropriate and are of a standard comparable to those of other higher education institutions in the UK. 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, normally through the AMRs.

17. Curriculum map

The following table indicates which core and common modules assume responsibility for delivering the learning outcomes detailed in Section 6.

Level	Module code	Module Title	RLO1	RLO2	RLO3	RLO4	RLO5	RLO6	RLO7	RLO8	RLO9	RLO10
3	FND301	Critical Thinking				x					x	x
	FND302	Cultural Understanding		x							x	x
	FND303	Politics, Society and Citizenship				x	x					x
	FND304	Writing for Success at University					x			x		
	FND305	Communication					x		x			
	FND306	Creativity & Entrepreneurship		x								x
	FND307	Cultural Industries		x		x						x
	FND308	Making Use of Data				x	x	x				
	FND309	Enterprise in Action 1: Business Fundamentals	x		x				x	x		
	FND310	Enterprise in Action 2: Rising to the Challenge			x				x	x		x

Level	Module code	Module Title	RLO1	RLO2	RLO3	RLO4	RLO5	RLO6	RLO7	RLO8	RLO9	RLO10
4	BUS414	Markets and Legal Frameworks					x		x	x		
	BUS415	Money, Finance and Decisions	x			x	x	x				
	BUS416	Organisation, Culture and Reputation		x					x	x		x
	DSC401	Data Informed Decision Making				x	x	x				
	PER401	Learning Perspectives			x			x			x	

Level	Module code	Module Title	RLO1	RLO2	RLO3	RLO4	RLO5	RLO6	RLO7	RLO8	RLO9	RLO10
	IAE401	Exploring Industry and Entrepreneurship	x		x	x						

Level	Module code	Module Title	RLO1	RLO2	RLO3	RLO4	RLO5	RLO6	RLO7	RLO8	RLO9	RLO10
5	BUS515	Sustainable Operations				x			x	x		x
	DSC502	Coding					x	x	x			
	DSC501	Data Science Tools and Techniques	x			x		x				
	IAE501	Experiencing Industry and Entrepreneurship: Entrepreneurial Challenge	x	x	x						x	
	IAE502	Experiencing Industry and Entrepreneurship: Industry Challenge	x	x	x						x	
	IAE503	Experiencing Industry and Entrepreneurship: Placement	x	**x**	x						x	

Level	Module code	Module Title	RLO1	RLO2	RLO3	RLO4	RLO5	RLO6	RLO7	RLO8	RLO9	RLO10
6	BUS614	Disruptive Strategies and Models		x		x		x		x		
	DSC601	Contemporary Approaches to Data Science	x					x	x			
	IAE601	Major Project I			x	x					x	x
	IAE602	Major Project II		x	x		x			x		