REGENT'S
UNIVERSITY LONDON

# BSc (Hons) Digital Marketing and Analytics

## Course Specification

Academic Year 2024-25

# Contents

## 1. Course Overview

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|---|---|
| **Full course/award title(s)** | BSc (Hons) Digital Marketing and Analytics;<br>BSc (Hons) Digital Marketing and Analytics with Foundation |
| **Course Code** | UBSC_0005_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** | 100075 (60%), 100361 (20%); 100079 (20%) |
| **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<br>Regent's University London Learning, Teaching and Assessment Strategy<br>Regent's Learning Outcomes (RLOs) (2021)<br>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* |
|---|---|---|---|---|---|
| Full Time | Sep/Jan | Foundation (Level 3) | | 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

BSc Digital Marketing and Analytics is designed to equip you with the knowledge, skills, and practical experience necessary to excel through a dynamic digital marketing landscape. Emerging technologies are disrupting existing business and marketing models across every industry. They are redefining the way consumers engage and companies compete and opening new opportunities for enterprise and innovation. This course places you at the forefront of a fast-growing and cutting-edge industry in which skills are currently in high demand – enabling you to become a successful Marketer with a sound grasp on Digital aspects in Marketing and Data Analytics.

In this course, you'll learn to design and create campaigns that provide meaningful outcomes and help brands fulfil their strategic and marketing objectives. You'll learn the fundamentals of digital marketing, consumer behaviour and consumer centric marketing, and data analysis tools – applying your skills in a variety of hands-on projects and settings.

In year 1, you will discover fundamentals about data definition, collection, organisation, and analysis. Additionally, you will learn about the characteristics of digital consumers. In year two, you will get an opportunity to develop in-depth knowledge on industry practices and apply your knowledge with a placement or hands-on challenge. In year three, you will develop 'business ready' skills through creation of marketing campaigns and working on your Major Project.

You'll learn the necessary frameworks to investigate, analyse data and design effective campaigns, by learning about and embracing new and emerging technologies, their impact on changes to consumer behaviour, ultimately resulting in new marketing strategies and tactics. You'll gain a blend of in-depth theoretical knowledge and in-demand practical skills such as coding, visualisation tools and emerging tech. Effective business skills goes beyond just acquiring technical expertise. The course fosters the development of leadership, teamwork, and communication skills essential for successful solutions. The course places a strong emphasis on practical application and industry relevance. You will have the opportunity to engage in real-world projects, collaborate with industry partners and apply your skills and knowledge in simulated project scenarios. This hands-on experience enhances your problem-solving abilities and prepares you for managing complex business challenges.

Through applied and experiential learning, you will develop essential skills to successfully lead initiatives from execution to delivery. You will also learn how to identify opportunities for continued growth and organisational development.

The course also promotes ethical use of data and technology used for decision-making and emphasises the importance of mindful of the implications unethical practice. You will explore ethical challenges and learn strategies for responsible execution of outcomes that considers social, environmental, and economic impacts.

BSc Digital Marketing and Analytics supports your professional growth and career advancement. You will have access to networking opportunities, industry guest lectures, and career development resources that enhance your employability and readiness for the world of work.

## 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) Digital Marketing and Analytics 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 deep expertise in the fundamentals of Digital Marketing and Data Analytics through a range of specialised modules and the lens of business and technology. 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 and acquire relevant knowledge and understanding of digital marketing, digital consumer and understand the fundamentals of data. The Digital Consumer Marketing module provides a core understanding of the purpose of marketing, an insight into the changes in consumer behaviours, customer footprints and customer journeys, the digital persona and evolution in marketing theories, as a result of this shift. Furthermore, by understanding how consumers behave online, you will be able to obtain a digitally informed view of customers via data-driven approaches in a global context.

The Data Analysis fundamentals module aims to demystify data analytics by providing you with a practical and conceptual skillset to lay the foundations for marketing analytics. This will be achieved by covering key concepts associated with data analytics, exploring sources for data collection, and learning how data analysis informs business decisions.

The Visualisation Tools and Techniques module will introduce you to the landscape of current data visualisation tools and techniques used by marketers and business leaders. Additionally, you will learn the key principles of visualisation and gain insight into the manipulation, analysis, and communication of complex data.

The Customer-led Marketing and Channels module is designed to introduce you to the core principles of customer-led marketing and the growing role of technology in it. You will learn about the latest marketing concepts and practices as well as the role of big data and social media platforms.

**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 data driven digital marketing approaches and frameworks.

In the Data-Driven Marketing module, you'll develop the theoretical knowledge and practical skills fundamental to addressing the challenges of modern data-driven marketing. You'll focus on the cycle of data capture, analysis and visualisation, and gain an appreciation of how it informs decision-making, planning and the deployment of marketing strategies.

Throughout your journey on the Coding module, we will support, guide, and equip you with a core understanding of the key concepts and techniques required for coding. By exploring basic concepts, such as data types, logic flow, functions, and packages, you will gain critical skills necessary to deploy data manipulation, visualisation, and analysis.

**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 planning and executing value driven marketing campaigns. Building on knowledge and skills acquired in your first and second year, you will see the essential for understanding a digital consumer, have a deeper understanding of data and be comfortable working with tools that would help a digital marketer.

The campaign planning and Execution module focuses on developing vital skills such as setting marketing communications objectives, customer profiling, setting up appropriate strategies, channels, and marketing tactics, creating an execution plan, assigning appropriate measurement tools, and lastly looking at the management of the whole campaign. Furthermore, this module also provides an opportunity for you to reflect on your knowledge from previous modules about the contemporary concepts associated with marketing to help in creating customer profiles, engaging in data inquiries, and designing marketing campaigns with the help of visualisation tools.

This module focuses on developing vital skills such as setting marketing communications objectives, customer profiling, setting up appropriate strategies, channels, and marketing tactics, creating an execution plan, assigning appropriate measurement tools and lastly looking at the management of the whole campaign. Furthermore, this module also provides an opportunity for you to reflect on your knowledge from previous modules about the contemporary concepts associated with marketing to help in creating customer profiles, engaging in data inquiries, and designing marketing campaigns with the help of visualisation tools.

**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, 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).

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

Your Personal Tutor – they'll be able to discuss your aspirations and skillset and work with you to identify the most suitable elective journey for you.

Your student Experience Officer – they can discuss the options available to you and practical implications, and they can refer you to relevant teams for further guidance where necessary.

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

At Level 4, 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 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 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:

## 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 | Business Foundation<br>FND309, Enterprise in Action 1: Business Fundamentals* | 20 |
| Spring/Summer | Business Foundation<br>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 | DMA401, Digital Consumer Marketing | 20 |
| Autumn | DMA403, Data Analysis Fundamentals | 20 |
| Spring | DMA402, Visualisation Tools and Emerging Tech | 20 |
| Spring | MKT403 Customer Led Marketing and Channels | 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 | MKT507 Data Driven Marketing | 20 |
|---|---|---|
| Autumn | DSC502, Coding | 20 |
| Spring | MKT508, Online and Offline Integrated Marketing Communications | 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 | DMA601, Campaign Planning and Execution | 20 |
| Spring | MKT605 Value Driven Strategic Marketing | 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) Digital Marketing and Analytics | | |

| **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 |
| 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)<br><br>Arabic: ARAXB1/ARAXB2/ARAXB3/ARAXB4/ARAXB5/ARAXB6<br>Chinese: CHNXB1/CHNXB2/CHNXB3/CHNXB4/CHNXB5/CHNXB6<br>French: FREXB1/FREXB2/FREXB3/FREXB4/FREXB5/FREXB6<br>German: GERXB1/GERXB2/GERXB3/GERXB4/GERXB5/GERXB6 | 10 |

| | | |
|---|---|---|
| | Italian: ITAXB1/ITAXB2/ITAXB3/ITAXB4/ITAXB5/ITAXB6<br><br>Japanese: JAPXB1/JAPXB2/JAPXB3/JAPXB4/JAPXB5/JAPXB6<br><br>Russian: RUSXB1/RUSXB2/RUSXB3/RUSXB4/RUSXB5/RUSXB6<br><br>Spanish: SPNXB1/SPNXB2/SPNXB3/SPNXB4/SPNXB5/SPNXB6 | |
| Autumn/Spring | Module codes as below: Advanced Language for Professionals (Grade 7)<br><br>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<br><br>Block 01 | FND301<br><br>Critical Thinking<br><br>(Common)<br><br>(10 credits) | FND302<br><br>Cultural Understanding<br><br>(Common)<br><br>(10 credits) | FND303<br><br>Politics, Society and Citizenship<br><br>(Common)<br><br>(10 credits) | FND304<br><br>Writing for Success at University<br><br>(Common)<br><br>(10 credits) | **FND309**<br><br>**Enterprise in Action 1: Business Fundamentals**<br><br>**(Core)**<br><br>**(20 Credits)** |
|---|---|---|---|---|---|

| Spring Term<br>Block 02 | FND305<br><br>Communication<br><br>(Common)<br><br>(10 credits) | FND306<br><br>Creativity and Entrepreneurship<br><br>(Common)<br><br>(10 credits) | FND307<br><br>Cultural Industries<br><br>(Common)<br><br>(10 credits) | FND308<br><br>Making Use of Data<br><br>(Common)<br><br>(10 credits) | **FND310**<br><br>**Enterprise in Action 2: Rising to the Challenge**<br><br>(Core)<br><br>(20 credits) |
|---|---|---|---|---|---|

## Level 4

| Autumn Term<br>Block 11 | **DMA401**<br><br>**Digital Consumer Marketing**<br><br>(Core)<br><br>(20 Credits) | **DMA403**<br><br>**Data Analysis Fundamentals**<br><br>(Core)<br><br>(20 Credits) | PER401<br><br>Learning Perspectives<br><br>(Common)<br><br>(10 credits) | Languages Elective Module<br>**or**<br>PER402 London Perspectives<br><br>(Elective)<br><br>(10 Credits) |
|---|---|---|---|---|

| Spring Term<br>Block 12 | **DMA402**<br><br>**Visualisation Tools and Emerging Tech**<br>(Core)<br><br>(20 Credits) | MKT403<br><br>Customer Led Marketing and Channels<br><br>(Core)<br><br>(20 Credits) | IAE401<br><br>Exploring Industry and Entrepreneurship<br><br>(Common)<br><br>(10 credits) | Languages Elective Module<br>**or**<br>PER403 Global Perspectives<br><br>(Elective)<br><br>(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<br>Block 21 | MKT507<br><br>Data Driven Marketing<br><br>(Core)<br><br>(20 Credits) | **DSC502**<br><br>**Coding**<br><br>(Core)<br><br>(20 Credits) | Languages Elective<br>**or**<br>Special Elective<br><br>(Elective)<br><br>(10 Credits) | Special Elective<br><br>(Elective)<br><br>(10 credits) |
|---|---|---|---|---|

| Spring Term Block 22 | MKT508  Online and Offline Integrated Marketing Communications  (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 | **DMA601 Campaign Planning and Execution**  (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 | MKT605 Value Driven Strategic Marketing Module Title (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 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) | FND 310 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 | **DMA402** **Visualisation Tools and Emerging Tech** (Core) (20 Credits) | MKT403 Customer Led Marketing and Channels (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 | **DMA401** **Digital Consumer Marketing** (Core) (20 Credits) | **DMA403** **Data Analysis Fundamentals** (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 | MKT 508 Online and Offline Integrated Marketing Communications (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<br><br>Block 21 | Study Abroad Period*<br><br>(60 credits) | | | |

| Autumn Term<br><br>Block 22 | MKT507<br><br>Data Driven Marketing<br><br>(Core)<br><br>(20 Credits) | **DSC502**<br><br>**Coding**<br><br>(Core)<br><br>(20 Credits) | Languages Elective<br>**or**<br>Special Elective<br><br>(Elective)<br><br>(10 Credits) | Special Elective<br><br>(Elective)<br><br>(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<br><br>Block 31 | MKT605<br><br>Value Driven Strategic Marketing<br><br>(Core)<br><br>(20 Credits) | IAE601<br><br>Major Project I<br><br>(Core)<br><br>(20 Credits) | Languages Elective<br>**or**<br>Special Elective<br><br>(Elective)<br><br>(10 Credits) | Special Elective<br><br>(Elective)<br><br>(10 credits) |
|---|---|---|---|---|

| Autumn Term<br><br>Block 32 | DMA601<br>Campaign Planning and Execution<br><br>(Core)<br><br>(20 Credits) | IAE602<br><br>Major Project II<br><br>(Core)<br><br>(20 Credits) | Languages Elective<br>**or**<br>Special Elective<br><br>(Elective)<br><br>(10 Credits) | Special Elective<br><br>(Elective)<br><br>(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](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 | 67% |

**Course management and teaching staff**

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

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 Digital Marketing, Data Analytics and Consumer behaviour in 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 Digital Marketing and Analytics

| 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** |
| Digital Consumer Marketing (20) | Group Presentation (50%) | Individual Reflective Report (50%) | • 10 Minutes<br>• 2500 words or equivalent |
| Data Analysis Fundamentals (20) | Group Presentation (40%) | Individual Project (60%) | • 10 minutes<br>• 1000 words with visual deliverable |
| Learning Perspectives (10) | A1: Portfolio (100%) | | 2000 words or equivalent |

| **Spring** | **Assessment** | **Assessment 2** | **Word count or equivalent** |
|---|---|---|---|
| Visualisation Tools and Emerging Tech (20) | | | |
| Customer Led Marketing and Channels (20) | | | |
| Exploring Industry and Entrepreneurship (10) | A1: Project (100%) | | 1000 words or equivalent |

| Level 5 | | | |
|---|---|---|---|
| **Autumn** | **Assessment 1** | **Assessment 2** | **Word count or equivalent** |
| Data Driven Marketing (20) | | | |
| Coding (20) | A1: Individual coding project (70%) | A2: Reflective Report (30%) | A1: 1000 words or equivalent<br>A2: 1000 words or equivalent |

| **Spring** | **Assessment 1** | **Assessment 2** | **Word count or equivalent** |
|---|---|---|---|
| Online and Offline Integrated Marketing Communications (20) | Presentation (Group) (40%) | Report (60%) | A1: 15 minutes<br>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** |
| Campaign Planning and Execution (20) | Video presentation (50%) | Report (50%) | A1: 10 minutes A2: 2500 words |
| Major Project I (20) | Project Proposal (40%) | Project Interim Submission (60%) | A1: 2000 words or equivalent A2: 3000 words or equivalent |

| **Spring** | **Assessment 1** | **Assessment 2** | **Word count or equivalent** |
|---|---|---|---|
| Value-driven Strategic Marketing (20) | Report (100%) | | A1: 3000 words or equivalent |
| Major Project II (20) | 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: Organisation, Culture and Reputation, Money Finance and Decisions, Markets and Legal Frameworks, Sustainable operations, Disruptive Strategies and models will be shared with other Undergraduate programmes.

## 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.

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.

## 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 | | |
| | FNS305 | Communication | x | | | | 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 | | |
| | FND310 | Enterprise in Action 2: Rising to the Challenge | | | x | | | | x | x | | |

| Level | Module code | Module Title | RLO1 | RLO2 | RLO3 | RLO4 | RLO5 | RLO6 | RLO7 | RLO8 | RLO9 | RLO10 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4 | DMA401 | Digital Consumer Marketing | | | | | x | x | | x | | x |
| | DMA403 | Data Analysis Fundamentals | x | | | x | | x | | | | |
| | DMA402 | Visualisation Tools and Emerging Tech | | | | x | x | x | | | | |
| | MKT403 | Customer Led Marketing and Channels | x | | 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 | MKT508 | Online and Offline Integrated Marketing Communications | x |  |  | x | x |  |  |  | x |  |
|  | MKT507 | Data Driven Marketing |  |  |  | x |  |  | x | x |  | x |
|  | DSC502 | Coding |  | x |  |  |  | x | x | x |  |  |
|  | IAE501 | Experiencing Industry and Entrepreneurship: Entrepreneurial Challenge | x | x | x |  |  |  |  |  | x |  |
|  | IAE502 | Experiencing Industry and Entrepreneurship: Industry Challenge | x | x | x |  |  |  |  |  | x |  |
|  | IAE503 | Experiencing Industry and Entrepreneurship: Placement | x | **x** | x |  |  |  |  |  | x |  |

| Level | Module code | Module Title | RLO1 | RLO2 | RLO3 | RLO4 | RLO5 | RLO6 | RLO7 | RLO8 | RLO9 | RLO10 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6 | DMA601 | Campaign Planning and Execution | x |  |  |  | x | x |  |  |  |  |
|  | MKT605 | Vaule Driven Strategic Markting | x |  |  |  | x | x | x |  |  |  |
|  | IAE601 | Major Project I |  |  | x | x |  |  |  |  | x | x |
|  | IAE602 | Major Project II |  | x | x |  | x |  |  | x |  |  |