REGENT'S
UNIVERSITY LONDON

MSc Data Science in Business

Programme specification

Academic Year 2022-23

Contents

MSc Data Science in Business Programme Specification 2022-23

1. Programme Overview

Full programme/award title(s)	MSc Data Science in Business
Short programme title	MSc DSB
Fees	See the tuition fees on the Regent's University London website (https://www.regents.ac.uk/admissions/tuition-fees)
Location of study	Regent's Park
Off campus elements / locations	N/A
Awarding institution	Regent's University London
Institution regulated by:	Office for Students, Quality Assurance Agency
Programme entry points	September
Date of original validation / revalidation	March 2021
Validated until	September 2026
Framework for Higher Education Qualification level of final award	Level 7
Number of credits in award	180 credits
UCAS codes	Not applicable for PG programmes.
Underpinning QAA subject benchmark statements	QAA Framework for Higher Education Qualifications. QAA Benchmark Statements for Master's Awards in Business Studies (2015). SEEC credit level descriptors.
Other external and internal references	Regent's University London Academic Regulations Regent's University London Hallmark Pedagogy Principles RADAR (Leaning Design Framework) Regent's University London Assessment & Feedback Framework

Professional, statutory or regulatory body recognition/accreditation	SAS Academy
Mode of study (Full Time / Part Time)	Full time
Language of study	English
Minimum / Maximum duration of programme for each mode of study	**Full time:** 12 Months
Date of production / revision of this programme specification	June 2022

2. Why study this programme?

We live in a world driven by technology, tools and data. Businesses are generating and capturing trillions of bytes of information from touchpoints with their customers, supply chains and business operations. The influence of machine learning and big data on business decision-making is greater than ever. There's a high demand for business leaders who can use technology and tools to collect, analyse, convert data into insights and generate game-changing solutions for consumers.

This course will prepare you to understand and use such tools, technology and techniques to drive contemporary business strategy and decision-making and learn to use data-analytics to gain valuable insights into consumer behavior.

You'll learn skills and tools in using data to create powerful solutions that increase business sales, enhance customer experiences, and develop new products that meet consumer needs. Combining expertise in business analytics, consumer intelligence, and marketing analytics, you will be prepared for success in your own business or working with NGOs, social enterprise, international business or government agencies.

MSc Data Science in Business is focused on a global marketplace, and the learning environment at Regent's is genuinely international. Business and Data Analytics is a crowded marketplace, but at Regent's we can draw on networks and industry connections in luxury consumer sector and international business to give a unique approach to understanding how data drives business decisions and allows insights into consumer behaviour.

The Regent's experience is a culmination of activities that happen inside and outside the classroom. In order to facilitate this, you are encouraged and supported to participate not just at internal events but are also presented with opportunities to network externally. At Regent's, we use collaborative learning effectively and creatively to allow you to learn by doing. You will learn from academics as well as industry experts. The programme benefits from an extensive network of industry contacts who are willing to help with programme delivery in several ways including, but not limited to, guest speaking and lecturing, offering you access to live briefs and real data sets, industry led networking events and informal mentoring, offering placements and internships to graduates from the programme. These internships may range from one week to three months, depending on organisations needs and student availability. National and cultural diversity are highly celebrated at Regent's and students will interact with fellow students from all over the word and will build strong networks with alumni.

The following list is an indication of possible types of graduate destinations available:
- Business, Marketing, or Insights Analyst
- Management Consultant
- Data Managers / Scientist
- Data Consultants
- Consumer and Market Knowledge Managers
- Chief Data Officers
- Big Data Architects
- Customer Insights/Data Analyst
- Campaign Manager
- Data Software Consultant

3. Programme aims

This is a guide to what you might achieve if you take full advantage of the learning opportunities provided.

The aim of this programme is to empower you with a sophisticated understanding and appreciation of the importance of analytical tools, consumer behaviour and the science behind data within this area of business. You will graduate with the skills required to start a career across a range of digital marketing or analytics roles, client-side, supplier or agency, in any kind of organisation from large corporates to SMEs, from start-ups to family businesses, B2C, B2B or not-for-profit organisations in an international context.

Tools, Data Analytics and Consumer Behaviour are blended together throughout the programme. You will be taught topics in context and will be provided with opportunities to learn how to practice your coding, data management and analytics skills. You will be taught and challenged to consider wider responsibilities to demonstrate your ethical approaches in business and professional conduct.

4. Programme structure

This is a guide to the overall structure of your programme, mandatory elements, modules, term dates and periods of assessment.

Modules

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

One credit equates to 10 notional hours, which is the average time a student will take to achieve the specified learning outcomes. So, if a module is worth 12 credits, then you would expect to spend 120 hours studying this. These will not all be 'taught' hours. You will receive guidance and instruction through workshops, seminars, and lectures etc., but you will also need to engage in self-study. A percentage breakdown of teaching contact hours and self-study required on this programme is indicated in Section 6.

On a postgraduate degree programme, you can usually expect to study 180 credit per level (or year), with no more than 80 credits per term.

Key academic year dates

Term 1	September – December
Term 2	January - May
Term 3	Capstone: This term will be during the summer period with the completion, submission and presentations in September
Class times	The usual times for PG programmes are Monday – Friday, 09:00 – 19:00
Assessment Periods	There will be ongoing assessments during the term
Periods of Placement	May/June. This will be a supervised term and students will be expected to dedicate 150 hours to this period. The assessment for this period has been presented in the module specification document.

Programme structure	
Core modules	**Credits**
Term 1	
DSB702 Business Analytics	10
MKT7C1 Consumer Intelligence	10
DSB701 Data Visualisation & Storytelling	30
DSB703 Tools for Data Analysis	10
Term 2	
DSB706 Coding	20
DSB704 Data Analytics	20
DSB705 Machine Learning and AI for Business	20
Term 3	
PLA501 Professional Placement	20
DSB707 Consultancy Project or DSB708 Dissertation	40
Total core module credits	**180**

Exit awards and learning outcomes achieved (if appropriate)
Postgraduate Certificate – 60 credits
Postgraduate Diploma – 120 credits
Master of Science (MSc) - 180 credits

5. Learning outcomes

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

Upon completion of this programme, you will be able to:

LO 1: Understand and critically reflect on the role of the analyst based on a systematic understanding and knowledge of data and analytics.

LO 2: Analyse and critically evaluate complex situations to solve problems, using data.

LO 3: Use the tools and approaches of data analytics to gain valuable insights into consumer behaviour to drive strategy.

LO4: Create flexible, innovative data–driven solutions for strategic objectives.

LO 5: Apply creative and relevant methods, production skills and technical competencies, understanding the processes at the forefront of practice.

LO 6:	Apply effective interpersonal communication skills in a range of complex and specific contexts.
LO 7:	Communicate effectively with diverse stakeholders in international settings.
LO 8:	Manage working and delivering as part of a team for successful outcomes.
LO 9:	Negotiate the ethical, legal and regulatory dimensions of data analysis, to deliver sustainable outcomes.

6. Learning and teaching

This is a guide to the learning opportunities available to help you achieve the overall aims of the programme as listed in Section 3 and the programme learning outcomes in Section 5. In order to meet the learning outcomes of the programme, you will be expected to participate in class discussions, engage with activities and resources provided, study independently, ask for support in academic skills if required, and engage with your personal tutor.

The Regent's University London Hallmark Pedagogy seeks to develop graduates who are:
- Collaborative and networked
- Creative and entrepreneurial
- Critical and Reflective
- Culturally and socially versatile
- Digitally agile
- Well-informed and fluent across disciplines
- Responsible and environmentally conscious

Our Hallmark Pedagogy principles commit to providing you with the best environment for you to achieve the above Regent's graduate attributes. To do this we will:
- Take a personalised approach to your studies
- Involve you in decisions about your learning
- Enhance your research, thinking and communication skills
- Ensure that you have the knowledge and skills to bring more than one perspective to any challenge
- Teach you in small classes in which students collaborate with each other and with the tutors
- Provide learning activities which are active, often based on finding responses to real-world challenges
- Make use of flexible learning and novel on-campus space configurations to promote experimentation and discovery
- Take your learning outside the classroom, with London as an unparalleled resource
- Provide you with tutors who are expert researchers and/or practitioners who are engaged in continuous professional development both as teachers and in their specialist fields
- Embrace the potential of digital technologies in supporting learning
- Enhance your global network and intercultural communication skills, through engagement with our international partnerships and offering tuition in many different languages

Breakdown of teaching methods by percentage per level

Each week you will be given a varied guidance and challenge session in a directed learning and practical approach, chiefly to direct your learning and support your understanding. This variety is intended to drive engagement and will include:
- Workshops

- Lab sessions
- Challenge-based tasks
- Self-directed online exercises
- Tutorial work
- Assessment preparation and feedback (formative work)
- Group research and report work
- Case preparation
- Assessment preparation and feedback (formative work)
- Technology supported work (blogs etc.)
- Guest presentations
- Accompanied/independent industry visits

The following breakdown is a guide to how much time you will spend doing each type of learning activity. The exact amount of time spent on each of these will depend on the modules that you take.

'Workshops or classes' typically refers to timetabled sessions led by tutors.

'Guided' activities can also be timetabled, such as field trips, studio or laboratory work, or extended simulations or projects. And they also included activities designed by the tutor to be completed outside the timetabled sessions.

'Independent 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.

Workshops/classes	20%
Guided activities	10%
Independent Study	70%

Programme management and teaching staff

The MSc Data Science in Business programme will be managed by a Director of Content, working in close collaboration with the Course leader and the teaching team.

Academic teaching staff, qualified at Doctoral or Master's level, bring a range of academic experience, alongside relevant industry-based experience. We will also welcome guest lecturers to provide insight into the latest developments in the industry.

We believe it is essential to enhance the vitality of our academic programmes and refresh them by conducting research that is applied, while at the same time producing cutting-edge knowledge and engaging in world-leading scholarship that informs our teaching. Staff on the programme would have published in a range of academic journals, authored books and industry publications and/or remain active in the industry. You will be taught by professional educators. All teaching staff at Regent's hold a Master's level teaching qualification, or fellowship of the Higher Education Academy, recognising experience equivalent to such a qualification.

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.

7. Assessment strategy and methods

Assessment and feedback on your programme is informed by the Regent's Assessment and Feedback Framework, whose principles include a commitment to:
- Have clear and accessible information about assessment (assessment briefs, titles, deadlines, submission methods, assessment criteria, policy regulations) at the beginning of the module.
- Create assessments directly related to the learning outcomes and the learning activities.
- Promote inclusivity and equality of opportunities
- Promote authenticity and variety in the assessment tasks
- Ensure adherence to quality, training and monitoring processes
- Promote academic integrity through learning activities which promote assessment literacy
- Design out the possibilities for academic misconduct
- Promote students' participation as partners in the assessment design
- Provide clearly indicated formative assessment and feedback
- Ensure that formative assessment aligns with summative assessment
- Use understandable and informative language when providing feedback, and to promote the development of evaluative judgement through the use of self-assessment and peer assessment
- Promote dialogue between staff and students about the feedback given and received, and to highlight the responsibility of both in the feedback process.
- Set and maintain standards at the appropriate level informed by the FHEQ (Framework for Higher Education Qualifications) and Subject Benchmark statements.

There is a combination of formative and summative assessments. Formative activities are used for developmental purposes and are designed to help you learn more effectively by giving you feedback on your progress and on how it can be improved and/or maintained. They do not contribute to the award mark.
Summative assessments are used to determine your success in meeting the intended learning outcomes of a module and do contribute to the award.

The assessment methods used across the programme are varied. The key objective is to ensure that assessment is:
- Engaging, encouraging students to interact, develop skills and test their knowledge
- Inclusive, fostering a student-focused approach whereby they can make selections about the topics or formats chosen where possible
- Authentic, based on real world or real-life challenges, cases and situations.

The main assessment methods used for both formative and summative assessments feature:
- Challenge-based activities
- Reports produced following student investigations in groups or as individuals
- Group or individual presentations to tutor, peers or outside experts
- Essays
- Time-constrained tasks or exercises
- Ongoing project work individual or collective
- Case study analysis
- Blogs

Assessment is 100% through coursework.

Ethical approval of research

All research conducted within and outside the University by students at Regent's University London. Students will be required to submit an ethics application form which must be approved by the Research Ethics Review Panel prior to its commencement. This will include, but is not limited to, all research involving human or other living participants, and all experiments, investigations and procedures involving human or other living participants, or data relating to such living entities.

8. Relationship to other programmes and awards

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

MSc Data Science in Business has close links with MSc Digital Marketing and Analytics and MSc Marketing Psychology programmes. Some of the modules on this programme will be shared with the above 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 and you need, on academic study, language skills, careers, disabilities, mental health, gender, sexuality, finance and many other issues.

Regent's Student Hub will be the first port-of-call for the majority of your needs. Staff in the Hub can either deal with your enquiry directly or point you to one of our services for more help.

Our support services include:
- Personal tutor scheme
- Student Services
- Student Achievement Officers
- Academic Skills
- English for Academic Purposes
- Careers advice, including placements
- Disability support
- Accommodation
- Student Union

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

10. Learning support

Regent's offers a variety of different facilities and technologies to support your studies. These include classrooms, the library, IT labs and specialist software.
If you require support or advice with regard to accessing campus facilities, please speak with our disability support officer, so we may address your concerns. regents.ac.uk/information/student-life/for-current-students/disability-information

The Library at Regent's supports teaching and learning at the University. Our relevant and extensive collections, flexible study spaces and knowledgeable staff can help you achieve your academic goals. During term time, the Library is open until late in the evenings. During busy exam periods, it is open 24/7. Most areas are fully accessible to people with disabilities and wherever there are challenges we work with individual(s) to overcome, rearrange or support to facilitate good and safe access.

For postgraduate students, there are restricted-access facilities with computer terminals, group- and silent-study rooms, a kitchen and social space.

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.

MyRegent's is a free app and web dashboard which contains Regent's email, degree course timetable, module information and more. You will be able to download it for Apple or Android devices or access it at my.regents.ac.uk once you have enrolled with us.

Regent's has IT labs where you can use our computers and there are dedicated areas for you to use your own laptops and tablets. The campus has free Wi-Fi, including most areas of our extensive gardens, so any area can be adapted into a student study space. Regent's is a member of the Eduroam network, so you can connect to this service to access Wi-Fi worldwide. For more about Regent's learning resources, visit:
regents.ac.uk/about/learning-resources

11. Opportunities for personal development planning

The programme offers a number of opportunities to foster your personal development planning, such as personal and small group tutorials, Challenge-based tasks, dissertation, consultancy project, industry visits and extracurricular activities are organised by both academic and professional services on campus.
You will embark on a personal and professional development journey through personal tutoring offered by the Director of Content, Course leader and the academic team. They will be involved in guiding your self- reflection and awareness of your personal plans and goals. Your reflections will help you choose the appropriate career paths.

The programme also provides the opportunity to develop your team working, leadership and presentation skills within an international and cross-cultural context, and reflect on your engagement and interaction within group-based activities.

Extracurricular activities

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

Careers support

All students benefit from an initial consultation with a careers adviser in their first weeks on campus. Based on your individual interests you will, guided by your adviser, develop knowledge and networks in relevant sectors and roles. You will be encouraged to team up with like-minded individuals to build communities centred around shared interests.

You will have access to the vacancies shared by our business relations team on the Student Hub, as well as multiple other resources, and help with making applications for internships and graduate roles in the UK and beyond. Students who have not identified an area of interest are offered guidance consultations to enable decision-making.

A variety of workshops throughout the year will help you succeed at every stage of the selection process, including CV and cover letter writing, interview (including video interviews) and assessment centre preparation, networking, LinkedIn and psychometric testing. Support with individual applications is available.

Students looking to complete a consultancy project, such as a capstone, receive support in developing practical consultancy skills, as well as help with sourcing suitable projects. This offer is tailored with sector relevant information to reflect subject specialisms (e.g. fashion, design, business).

Each term a number of masterclasses (held by industry specialists), seminars, networking events and meetups are organised on campus. They offer an invaluable opportunity to find out about employment prospects in different industries and business sectors and to develop a professional network.

At our hiring breakfasts, employers who currently seek students via the Student Hub vacancy board (internships, placements, or graduate jobs) are introduced to (and given the opportunity to interview onsite) students directly.

In addition to regular face-to-face contact with our expert staff, we offer a wide range of online resources including MS Teams appointments to help you in your job search. These include advice sheets, videos and self-assessment tools. All this is accessible on the Student Hub to current students and alumni.

12. Admissions criteria

Details of the University's entry requirements can be found at https://www.regents.ac.uk/policies

Our Admissions Policy and Admissions, Appeals and Complaints Policy can also be found at the link above.

For more information, see the How to Apply tab under each programme on the website.

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 the website: regents.ac.uk/study/international-students/visas-and-immigration

14. Tuition fees and other costs

Please see the Tuition fees page on the Regent's University website (https://www.regents.ac.uk/admissions/tuition-fees).

Reading lists will be made available at the start of each module. You are encouraged to borrow materials from the library where possible, or you may choose to purchase materials from external suppliers at your own cost. The estimated cost of purchasing core texts for this programme is £400.

15. 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 in order to progress to the next level of your programme. 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.
regents.ac.uk/about/governance/academic-governance/academic-regulations

You will be provided with guidelines on what you need to achieve in each assessment to ensure you receive a good mark. A generic description of each grade is available at:
regents.ac.uk/about/regents-teaching-exchange/learning-teaching/assessment-framework

16. Award criteria

To qualify for a master's degree, you will be expected to obtain 180 credits at Level 7.
You must also meet the requirements of any specific regulations as stated under Section 15 Assessment and progression regulations.

For further details on award requirements, please see the Academic Regulations, available at on our website at the link below. The regulations are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.
regents.ac.uk/about/governance/academic-governance/academic-regulations

17. 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.
regents.ac.uk/about/governance/academic-governance/academic-regulations

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

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

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

Programme monitoring
In order to ensure programmes continue to meet their academic and professional aims and objectives, Directors of Content 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 local and institutional level.

Student feedback systems
Students play a key role in the University's processes for enhancing the quality of its educational provision and broader student experience. There are multiple ways for you to provide feedback on your experiences at module level (e.g. through questionnaires), programme level (through programme managers), through student representatives and at Student Voice Meetings. Student representatives are elected and sit on institutional committees such as the 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. There are two types of external examiners. One reviews subject level assessment and the other reviews institutional level processes and attends the progression and finalist boards.

An annual external examiner report is produced at the end of every academic year at levels 5, 6 and 7. These are made available to students through the AMRs.

18. Curriculum map

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

Level	Module	Learning outcomes								
		1	2	3	4	5	6	7	8	9
7	DSB701 Data Visualisation & Storytelling	x	x	x		x	x	x		x
	MKT7C1 Consumer Intelligence	x	x	x		x				x
	DSB702 Business Analytics				x			x		x
	DSB703 Tools for Data Analysis	x	x	x						x
	DSB704 Data Analytics		x	x	x					x
	DSB705 Machine Learning and AI for Business	x	x			x	x		x	x
	DSB706 Coding		x		x	x	x		x	x
	PLA501 Professional Placement	x					x	x	x	
	DSB707 Consultancy Project	x	x	x	x	x	x	x	x	x
	DSB708 Dissertation	x	x	x	x	x	x	x	x	x

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