



MA User Experience Design

Programme specification

Academic Year 2023-24

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1. Programme Overview	
Full programme/award title(s)	MA User Experience Design
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 (Learning Design Framework) Regent's University London Assessment Framework
Professional, statutory or regulatory body recognition/accreditation	N/A

Mode of study (Full Time / Part Time)	Full time
Language of study	English
Minimum / Maximum duration of programme for each mode of study	Full time: 12 Months
Date of production / revision of this programme specification	August 2023

2. Why study this programme?

In today's dynamic business environment, User Experience Design is a highly sought-after skill which is essential in developing compelling user experiences that forge connections between brands and consumers. This course takes a multidisciplinary approach to prepare you as a strategist operating at the leading edge of User Experience Design to create unique experiences for the consumers of tomorrow. The multidisciplinary nature of this programme will enable you to draw upon creativity, human behaviour, and digital technology to understand and translate consumer needs into smart solutions and elegant user experiences.

User Experience (UX) design is a growing trend across diverse industries from digital platforms, to leisure and luxury brands, healthcare and financial services, where user-centred design is key to a holistic brand experience. This programme will prepare you to be a leader and strategist in this growing field, as you harness business intelligence, consumer psychology and design thinking to identify big problems and human needs that you solve through designing exceptional user experiences. You'll become confident in leading, strategising and planning UX projects that deliver high-value brand experiences, as well as developing industry skills, from ethnography and user journey mapping to wireframing and storyboarding.

Studying in a diverse international community, you'll apply your knowledge and skills through developing a portfolio of UX projects for a range of global industries and brands, from start-ups, to corporate sector, NGOs and social enterprise. You'll gain experience of team working in co-creative labs, and explore contemporary topics such as ethics, diversity and sustainability, as you prepare to be a future leader and strategist in this exciting field.

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, networking events and informal mentoring, offering placements and internships to graduates from the programme.

National and cultural diversity are highly celebrated at Regent's and students will interact with fellow students from all over the world and will build strong networks with alumni.

The following list is an indication of possible types of graduate destinations available:

- UX Engineer
- UX Researcher
- UX Product Designer
- Director of UX
- Digital Product Manager
- User Experience Design Business Analyst
- Senior Digital Designer
- Project Manager
- Content Strategist
- Usability Consultant
- Digital Consultant

- Digital Marketer
- UX Strategist
- UI Developer
- UX Analyst/Developer
- Service and Process Designer
- Front End Developer

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 equip you with specialist skills and competencies required for a career in UX design. Undertaking this programme, you will gain an understanding and appreciation of the creative and strategic aspects of UX through working on a range of real-world projects.

Human-Computer Interaction (HCI) principles, business intelligence, consumer psychology and design thinking are blended together throughout the programme. This multidisciplinary focus will enable you to identify problems and human needs that you will solve through designing exceptional user experiences. You will be taught topics not just in abstract but in context and will be provided with opportunities to create unique experiences for the consumers by bringing together these multidisciplinary areas. You will develop industry skills used in the UX design process, and also learn to harness the necessary skills to enable you to lead, strategise and plan UX projects in this cutting-edge area.

4. Programme structure

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

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.

Term 1	September – December
Term 2	January - May
Term 3	Capstone: This term will be during the summer period
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

Programme Structure	
Programme modules	
Core modules	Credits
Term 1	
UED701 UX Design Lab	30
MKT7B4 Web Marketing and Analytics	20
MKT7C2 Exploring and Visualising Data	10
Term 2	
UED708 UX Project Management	30
PSY713 Leadership, Engagement and Motivation	20
PSY725 The Psychology of Consumer Behaviour	10
Term 3	
UED707 UX Design: Major Project	60
Total core module credits	180
Exit awards and learning outcomes achieved (if appropriate)	
Postgraduate Certificate – 60 credits Postgraduate Diploma – 120 credits Master of Arts – 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.	
On successful completion of this programme, you will be able to:	
LO 1: Understand and critically reflect on the role of a user experience strategist based on knowledge of HCI Science. LO 2: Identify the requirements of a UXD project within the context of a business, its strategic objectives and its market. LO 3: Construct a successful UX project by selecting, analysing and applying human computer interaction information. LO 4: Design a UX project using research, collection, selection and analysis of data. LO 5: Apply appropriate knowledge and tools to determine product requirements and create optimal user experiences. LO 6: Apply relevant methods, production skills and technical competencies, understanding the processes at the forefront of creative UX design practice.	

- LO 7: Present ideas and design proposals in various forms, for a range of audiences, using the latest technologies.
- LO 8: Communicate effectively with diverse stakeholders in international settings.
- LO 9: Manage teams and/or stakeholders in relation to a given business and its strategic objectives.
- LO 10: Negotiate the ethical, legal and regulatory dimensions of UX design, 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

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
- Seminar/Lab sessions
- Self-directed online exercises
- Case study group work
- Discussion forums
- Micro-lectures

- Role-Play
- Panel Critiques
- Industry centred projects
- Assessment preparation and feedback (formative work)
- Group research and report work
- Case preparation
- Technology supported work (discussion boards etc.)
- Guest presentations

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 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.

Breakdown of teaching methods by percentage per level

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

Programme management and teaching staff

The MA User Experience Design will be managed by a Director of Content, working in close collaboration with the Course leader and the teaching team. Alongside teaching, they will also be involved in the supervision of the final major project. Academic staff, in general, would be educated to master's or doctoral level. Exceptions would be where particular industry skills are required and will be covered by industry experts. 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 publish 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.

7. Assessment & Feedback Strategy

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. In some instances, formative activities will feed directly into summative assessments. 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:

- Project work individual and collective
- Case study analysis
- Reports produced following student investigations in groups, or as individuals.
- Group or individual presentations to tutor, peers or outside experts
- Essays
- UX development tasks
- Reflective journals
- Blogs
- Prototyping
- Work/project plans

Assessment is 100% coursework based.

Ethical approval of research

All research conducted within and outside the University by students at Regent's University London 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.

MA User Experience Design has close links with MSc Digital Marketing and Analytics and MSc Marketing Psychology programmes. The modules shared with MSc Digital Marketing and Analytics are MKT7B4 Web Marketing and Analytics and MKT7C2 Exploring and Visualising Data. The modules shared with MSc Marketing Psychology are PSY713 Leadership, Engagement and Motivation and PSY725 The Psychology of Consumer Behaviour.

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.

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

For more about Regent's learning resources, visit:
www.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](https://www.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>).

London is an expensive place to live so it is important to ensure that you can afford to stay here for the duration of your studies. In addition to your tuition fees, you will have expenses such as accommodation, food, bills, transport, clothes, socialising, books and other material costs. If you would like to discuss the financial impact of studying at Regent's then please contact us: [regents.ac.uk/about/contact-us](https://www.regents.ac.uk/about/contact-us)

One of your main financial outlays will be your accommodation. There are three types of accommodation available to choose from. We offer limited accommodation on campus at competitive prices, off-campus accommodation at Urbannest, or you could choose private accommodation which we can help you find. For more detail on accommodation please see our website: regents.ac.uk/study/accommodation

The main costs are the recommended reading texts for each module. Recommended books tend to cost between £25- 40 for all modules. However we do encourage you to make use of the University library. Module leaders make good use of academic papers and journal articles using RUL Discovery. The cost of all visits outside of the University are included in the programme, unless otherwise specified.

15. Assessment and progression regulations

You will be assessed on how well you are achieving the intended learning outcomes at different stages throughout your time of study at Regent's. 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	10
7	UED701 UX Design Lab	x	x	x	x	x	x	x		x	
	MKT7B4 Web Marketing and Analytics	x				x	x				x
	MKT7C2 Exploring and Visualising Data	x	x			x	x	x			x
	UED708 UX Project Management	x	x		x		x	x	x	x	
	PSY713 Leadership, Engagement and Motivation		x							x	

