

MSc Data Science for Business and Innovation

Course Specification

Academic Year 2026/2027

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1. Course Overview

Full course/award title(s)	MSc Data Science for Business and Innovation
Course Code	PMSC_0014_FR
Location of study	Regent's Park Campus
Off campus elements / locations	N/A
Fees	Please see the tuition fees on the Regent's University London website (https://www.regents.ac.uk/admissions/tuition-fees)
Additional costs	The course team may from time to time organise optional trips to support your studies, and in some cases you will be responsible for the costs associated with travelling to and/ or attending those trips. Details regarding the costs, locations, and any other related expenses will be provided in advance, allowing you to make an informed decision about participation.
Awarding institution	Regent's University London
Date of original validation / revalidation	March 2026
Validated until	September 2031
Framework for Higher Education Qualification level of final award	Level 7
Number of credits in award	180 credits
HECoS Code	100366 – 60%, 100078 – 40%
Relevant QAA subject benchmark statements	Subject Benchmark Statement for Computing (including Master's) Subject Benchmark Statement: Master's Degrees in Business and Management

Other external and internal references	Regent's University London Academic Regulations Regent's University London Learning, Teaching and Assessment Strategy Regent's Learning Outcomes (RLOs) (2021) Regent's Assessment Framework (2022) Regent's Learning Design Framework: RADAR (2020) Regent's Course Design Process (2023) OfS Conditions of Registration, advice and guidance QAA: Frameworks for Higher Education Qualifications (FHEQ) AdvanceHE: Principles of Inclusive Curriculum Design				
Professional, statutory or regulatory body recognition/ accreditation	N/A				
Language of study	English				
Date of production / revision of this course specification	June 2026				
Course intakes, modes of study, 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	Sept	Level 7	N/A	12	36
Full-time	Jan	Level 7	N/A	16	48

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

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

The **MSc Data Science for Business and Innovation** has a strong focus on using data, analytics, and AI to improve business performance, strategy, decision-making, and innovation. It is designed for a new generation of data leaders who can unlock strategic value at the intersection of technology, business and society. The aim of the course is to move beyond technical analytics by offering a holistic framework that combines rigorous data science with responsible practice and strategic foresight.

You will master technical training in statistical modelling and machine learning that equips you to solve real business problems, using techniques like sales forecasting, customer segmentation, demand prediction, and fraud detection. You will learn data visualisation and storytelling to convert insights into compelling actions for stakeholders. Crucially, you will manage data as a strategic asset, covering governance, ethics, and the full data lifecycle. You'll also evaluate emerging technology frontiers like AI, machine learning and blockchain in data science to make strategic decisions about adoption and innovation.

Graduating as an architect of data-driven change, you will be equipped to govern data responsibly, harness new technologies, and lead the application of data insights to innovate and solve complex challenges.

The key features of this course are:

- **Industry-Applied and Consultancy-Focused:** The course is built on real-world relevance, using live industry case studies and consulting frameworks. You will diagnose organisational data challenges, design end-to-end data strategies, and develop machine learning solutions, using tools like Python and SQL, to address tangible business problems such as declining sales, customer churn, and fraudulent transactions through techniques like forecasting, segmentation, and anomaly detection. You'll also master Business Intelligence and data visualisation, using tools like Power BI or Tableau, to transform complex data into compelling, actionable insights. This practical emphasis ensures you can immediately deliver value and articulate the impact of data initiatives to decision-makers.
- **Leadership in Responsible Innovation:** We prepare you to lead with integrity in a complex data landscape. The curriculum emphasises innovation and future-proofing by teaching strategic decision-making for emerging tech frontiers, coupled with a deep, practical focus on data governance frameworks, data privacy regulations and ethical decisions in dedicated Tech Labs.
- **Interdisciplinary and Integrative Curriculum:** All modules are interlinked, creating a fusion of business acumen and emerging technologies in data science. You will master an interdisciplinary approach, from technical skills in data modelling and

machine learning to communicate and monetise data through data visualisation and value creation. You will also learn to integrate strategy, ethics and governance through frameworks covered in the course.

- **Applied Governance and Ethics:** Through applied workshops and project work, you will learn to map data lineage, establish quality and privacy protocols, conduct ethical impact assessments on models and datasets, and align data practices with regulations.

This course is ideal for graduates from business, finance, marketing, economics, computing, engineering, or social science disciplines who are seeking to bridge the gap between data science and strategic business applications. It also suits entrepreneurs and successors in family businesses aiming to scale or transform their ventures through data analytics and digital transformation.

Employers are showing growing demand for strategic data lifecycle management, aiming to transform data into a core asset that drives innovation and competitive advantage. This MSc is designed to meet that demand, offering industry-led content, core subjects with specialist depth, and a clear pathway and opportunity to gain recognised professional certifications. This course will equip you to pursue careers and start-ups across a variety of sectors, such as:

- Data Strategy Consultant
- Data Business Manager
- Business Intelligence (BI) Manager
- Analytics Consultant
- Applied Data Science Specialist
- Digital Transformation Analyst (Data Focus)
- Customer Analytics Manager
- Data Operations Manager (DataOps)
- Business Owner/ Startup Founder / Entrepreneur

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 MSc Data Science for Business and Innovation is built on the latest academic thinking, informed by in-house research. You will expand your knowledge, skills, practice and thinking, and will gain deep expertise in data science through a range of specialised modules.

Subject Core: You will acquire core knowledge of data science for business and innovation. In “**Data Lifecycle Management, Ethics and Governance**”, you will learn to establish comprehensive governance frameworks, translate ethical principles into practice,

and navigate complex regulatory and compliance landscapes through applied workshops and project work. “**Emerging Technology Frontiers**” broadens your horizon beyond data science to areas like the Internet of Things, extended reality and blockchain, linking technological possibilities to commercial realities and responsible adoption decisions. “**Data Visualisation and Value Creation**” trains you to transform complex analyses into clear, actionable insights and compelling narratives that influence stakeholders and drive measurable impact. Finally, “**Data Modelling and Machine Learning**” equips you with rigorous statistical and predictive techniques to analyse data, assess model assumptions, and generate actionable business insights across various managerial contexts., ensuring technical skills are remain firmly anchored in business relevance. Together, these modules provide combine technical depth with strategic oversight, ethical responsibility, and communication skills, preparing you to lead data-driven innovation and create sustainable business value. Together, these modules provide technical depth with strategic oversight, ethical responsibility, and communication skills, preparing you to lead data-driven innovation and create sustainable business value.

Common modules: You will also be taking three common modules as part of your course. The “Masters Perspectives” module in the Autumn term, will develop your advanced academic skills as you grow as an independent thinker and researcher. Through the distinct lens of your subject field, you will explore advanced critical thinking and analytical skills, and develop your ability to communicate complex ideas, develop research questions and plan to reach ambitious objectives with maximum impact and clarity.

The “Professional Perspectives” module, in the Spring term will help you define and develop your professional identity and build your career objectives. You will explore the skills you need to succeed in contemporary workplaces, including large organisations and start-ups. You will explore professional communications, managing projects, collaboration, entrepreneurial and creative thinking, active personal and professional reflection and development. You will also learn strategies for how to plan your career, aware that concepts of work will become increasingly fluid as time goes on.

And in your last term, you will embark on your “Final Major Project”, which is the culmination of your masters course. You will integrate and apply the knowledge, experiences and thinking you have developed in your course to a project that you conceive and design. Your project should ideally be focused on your next professional steps – it can form part of your portfolio as you move towards work, further study or setting up a new business. It may be based on conducting research, solving a practical problem, or creating an artefact – or it may be a combination of all three. Whichever approach you choose, you will critically record and reflect on your intellectual, creative and investigative processes in detail. While you will have the support of your course tutors and an academic supervisor, as a postgraduate student you will be expected to develop and prove your ability to operate independently in both academic and professional settings.

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. 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.

Professional Certifications (Indicative and Optional):

You may have opportunities to engage with, prepare for and pursue a range of recognised professional certifications in data science and related fields. Within the course, you will have the opportunity to complete Microsoft Applied Skills assessments, which are hands-on, scenario-based credentials awarded as verified digital badges at no cost, embedded within module delivery. On completing the course, you will also be well positioned to pursue a range of near-term professional certifications, such as PL-300 Power BI Data Analyst Associate and Microsoft Azure AI Fundamentals (AI-900), with exam voucher support available through the Microsoft Learn for Educators programme. Further professional certifications, such as DP-100 Azure Data Scientist Associate and the CDMP Associate, represent longer-term career pathways for which this course provides good conceptual grounding. These opportunities are indicative, optional, and subject to availability, scheduling and eligibility requirements. Professional certifications are not a compulsory or assessed component of the degree programme and are not required to achieve the MSc award. Where offered, certification preparation may be embedded within module learning activities or provided through optional workshops or extracurricular sessions. Some certifications may involve additional costs, external registration requirements, or independent assessment by third-party providers. Availability, eligibility criteria and any associated costs will be clearly communicated to you in advance.

Reasonable adjustments will depend on a Student Support Agreement and will acknowledge accrediting body requirements. In urgent or serious situations, reasonable adjustments might be required before the Student Wellbeing & Disability Team has been able to complete a full assessment. This will usually be where a student has a severe or urgent condition and either communicates this condition to a member of staff or their behaviour is suggestive of an adjustment need. Staff may put temporary reasonable adjustments in place to support the student. These adjustments must then be promptly communicated to the Student Wellbeing & Disability Team by the staff member who made the temporary adjustments. The Student Wellbeing & Disability team will capture and confirm appropriate reasonable adjustments (which may include changing the temporary adjustments, adding in other adjustments and outlining the period of time for which they apply) in a Student Support Agreement ('SSA').

The academic year for the course follows the regular university postgraduate calendar (<https://www.regents.ac.uk/admissions/academic-calendars>):

- Autumn Term: September to December
- Spring Term: January to May
- Summer Term: May to August (where applicable).

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 postgraduate calendar:

<https://www.regents.ac.uk/admissions/academic-calendars>

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 you 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 lead events, 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 7.

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

Course modules

Level 7		
Term	Core Modules	Credits
Autumn	BAI707, Data Visualisation and Value Creation	20
Autumn	BAI710, Emerging Technology Frontiers	20
Spring	BAI708, Data Lifecycle Management, Ethics and Governance	20
Spring	BAI709, Data Modelling and Machine Learning	20
Total Core module credits		80
Term	Common Modules	Credits
Autumn	PER701, Masters' Perspectives	10
Spring	PER702, Professional Perspectives	10
Spring/Summer	IAE701 Final Major Project	60
Total Common 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
Spring	Languages Elective or Special Elective	10
Total Elective module credits		20
Total Credits for Level 7		180
Exit awards (if appropriate)		
Postgraduate Certificate (PGCert) Postgraduate Diploma (PGDip)		

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	Special Elective Modules	Credits
Autumn/Spring	SEL701, Creating a Social Enterprise	10
Autumn/Spring	SEL702, Critical Thinking: A Path to Smarter Choices	10
Autumn/Spring	SEL703, Cybersecurity	10
Autumn/Spring	SEL704, Exploring Artificial Intelligence	10
Autumn/Spring	SEL705, Leadership for Positive Change	10
Autumn/Spring	SEL706, Podcasting and Vlogging	10
Autumn/Spring	SEL707, Personal Branding	10
Autumn/Spring	SEL708, Luxury Experiences	10
Autumn/Spring	SEL709, Cross-Cultural Negotiation Skills	10
Term	Language Elective Modules	Credits
Autumn/Spring	Module codes as below: Language (Grades 1: complete beginners to Grade 8 advanced) - Arabic: ARAXB1 / ARAXB2 / ARAXB3 / ARAXB4 / ARAXB5 / ARAXB6 / ARAXB7 / ARAXB8 - Chinese: CHNXB1 / CHNXB2 / CHNXB3 / CHNXB4 / CHNXB5 / CHNXB6 / CHNXB7 / CHNXB8 - French: FREXB1 / FREXB2 / FREXB3 / FREXB4 / FREXB5 / FREXB6 / FREXB7 / FREXB8 - German: GERXB1 / GERXB2 / GERXB3 / GERXB4 / GERXB5 / GERXB6 / GEERXB7 / GERXB8 - Italian: ITAXB1 / ITAXB2 / ITAXB3 / ITAXB4 / ITAXB5 / ITAXB6 / ITAXB7 / ITAXB8	10

	- Japanese: JAPXB1 / JAPXB2 / JAPXB3 / JAPXB4 / JAPXB5 / JAPXB6 / JAPXB7 / JAPXB8 - Russian: RUSXB1 / RUSXB2 / RUSXB3 / RUSXB4 / RUSXB5 / RUSXB6 / RUSXB7 / RUSXB8 - Spanish: SPNXB1 / SPNXB2 / SPNXB3 / SPNXB4 / SPNXB5 / SPNXB6 / SPNXB7 / SPNXB8	
Autumn/Spring	Business English: ENGXB4 / ENGXB5 / ENGXB6	10

4. Indicative course structure diagram

Autumn Start – Level 7

Autumn Term Block 11	Module Code Data Visualisation and Value Creation (Core) (20 Credits)	Module Code Emerging Technology Frontiers (Core) (20 Credits)	Languages Elective Or Special Elective (Elective) (10 Credits)	PER701 Masters' Perspectives (Common) (10 Credits)
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Spring Term Block 12	Module Code Data Lifecycle Management, Ethics and Governance (Core) (20 Credits)	Module Code Data Modelling and Machine Learning (Core) (20 Credits)	Languages Elective Or Special Elective (Elective) (10 Credits)	PER702 Professional Perspectives (Common) (10 Credits)
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Summer Term Block 13	IAE701 Final Major Project (Common) (60 Credits)
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Spring Start – Level 7

Spring Term Block 11	Module Code Data Lifecycle Management, Ethics and Governance (Core) (20 Credits)	Module Code Data Modelling and Machine Learning (Core) (20 Credits)	Languages Elective Or Special Elective (Elective) (10 Credits)	PER702 Professional Perspectives (Common) (10 Credits)
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Summer break (May – August)

Autumn Term Block 12	Module Code Data Visualisation and Value Creation (Core) (20 Credits)	Module Code Emerging Technology Frontiers (Core) (20 Credits)	Languages Elective Or Special Elective (Elective) (10 Credits)	PER701 Masters' Perspectives (Common) (10 Credits)
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Spring Term Block 13	IAE701 Final Major Project (Common) (60 Credits)
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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:

- Postgraduate Certificate (60 credits at Level 7)
- Postgraduate Diploma (120 credits at Level 7)

Exit awards are not available with classification.

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

Where classification of an overall award is possible this will be calculated upon completion of 180 credits at Level 7 as set out in the Academic Regulations.

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 complete a learning process (e.g., a module, a level or the entire course) (QAA, 2024). 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 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 all the compulsory elements of your course assess in their totality all ten learning outcomes (see Section 17).

Where professional certifications are referenced, they are intended to support the development of relevant skills and digital literacy aligned with selected learning outcomes (notably RLOs 6, 7 and 8). However, achievement of course learning outcomes is assessed solely through the University's academic assessments, and is independent of any external certification outcome. Indeed, professional certifications are not a compulsory or assessed component of the degree programme and are not required to achieve the MSc award (see Section "Course Structure" above in this document).

Level 7 Learning Outcomes	
RLO 1	Collaboration: Lead and negotiate professional networks to solve challenges in complex and ambiguous situations.
RLO 2	Innovation: Create and implement new value propositions combining intellectual curiosity and creativity.
RLO 3	Professional Development: Articulate a plan which encompasses opportunities for your continuing professional development.
RLO 4	Decision-making: Formulate informed decisions in complex situations using critical and reflexive thinking.
RLO 5	Communication: Communicate persuasively orally and/or in writing in multicultural and/or international settings.
RLO 6	Digital Data and Tools: Appraise and utilise digital tools and complex data in your professional and social contexts.

RLO 7	Discipline Knowledge: Critique and synthesise theories, concepts and facts at the forefront of your field of study relevant to the task.
RLO 8	Discipline Skills: Combine and employ advanced discipline-specific knowledge, techniques and tools for practical purposes.
RLO 9	Interdisciplinary Perspectives: Integrate different disciplinary approaches in proposing insights into multifaceted complex scenarios.
RLO 10	Human and Environmental Impact: Evaluate the impact of human activity, including your own, on people and on the environment to offer sustainable solutions.

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 academic advisor.

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-centred, 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 postgraduate 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; with 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.

The learning and teaching strategy of this course centres on workshops, hands-on IT lab sessions, and guided case-based discussions to tackle real-world challenges. You will engage in practical lab sessions and technical workshops that develop core competencies in data modelling, machine learning, and industry-standard visualisation tools. Learning is further reinforced through group projects, live scenarios, and structured self-directed study, supported by ongoing formative feedback. This immersive methodology ensures you develop the skills to translate theoretical concepts into measurable business impact and lead data-driven innovation or transformation.

Use of Digital Platforms and Software Tools (Indicative):

Teaching, learning and assessment on this course are supported by a range of industry-standard digital platforms and software tools, used in workshops, simulations, Tech Labs and independent study. The tools listed below are indicative examples to illustrate the scope and level of technologies you may engage with. Specific tools may change over time in response to advances in data science practice, availability, licensing arrangements, or pedagogic requirements. Where proprietary software is used, this will normally be provided through institutional licenses or cloud-based educational access. You will be supported to

critically evaluate the appropriateness, limitations and ethical implications of these tools in business and organisational contexts, rather than focusing on narrow technical training in a single proprietary platform.

- Cloud and virtual lab environments for data analysis and modelling (e.g. Microsoft Azure, AWS, Google Cloud – educational tiers and virtual lab platforms where available)
- Data preparation, modelling and machine learning tools and libraries (e.g. SQL, Python-based analytics environments, statistical modelling libraries, machine learning frameworks)
- Business intelligence and data visualisation tools (e.g. Power BI, Tableau, dashboarding and data storytelling platforms)
- Data governance, quality and ethics assessment tools (e.g. data lineage mapping tools, quality profiling tools, ethical impact and privacy assessment templates)
- Digital collaboration and project management tools (e.g. Microsoft Teams, shared document platforms, project and task-management tools)

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 lectures, seminars, 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 7	
Taught	20%
Practical	10%
Self-Study	70 %

Course management and teaching staff

The course is managed by the Director of Programme and the Course Leader. Staff are, in general, educated to masters or doctoral level and have relevant industry experience. In addition, most of our tutors hold a Fellowship of Advance Higher Education (Advance HE) from Fellow to Principal Fellow level. We also encourage and support our teaching staff to undertake the Postgraduate Certificate in Higher Education.

Tutors have a high level of academic experience, as well as familiarity with the industry. Our staff have worked in a range of fields in data science, artificial intelligence, human computer interaction, emerging digital technologies, cybersecurity, consultancy and business transformation 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 an academic advisor, 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 are 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 you make a record of key points and shares with the tutor
Presentation (Individual or Group)	Presenting a practice run in class, receiving feedback from your peers and/or tutor
	Formative feedback on recordings of presentation practice submitted on Blackboard by a specified date.
	Feedback on your own assessment on the recorded practice presentation (both submitted on Blackboard by a specified date)
Applied Work (various types)	Feedback from tutors/peers through applied tasks and technical labs. You make a record of key points and share with the tutor.
	Feedback on your own assessment.
	Verbal feedback (face to face or recorded), where you make 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.

For full details of the precise assessment arrangements on each module, please refer to the module specifications.

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.

Level 7	
Coursework	50%
Practical assessments	20%
Presentations	15%
Group Work	15%

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 Wellbeing & Disability Team will work with the relevant Course Team and Registry staff on a case-by-case basis to secure appropriate alternatives. Reasonable adjustments will depend on a SSA and will acknowledge accrediting body requirements. In urgent or serious situations, reasonable adjustments might be required before the Student Wellbeing & Disability Team has been able to complete a full assessment. This will usually be where a student has a severe or urgent condition and either communicates this condition to a member of staff or their behaviour is suggestive of an adjustment need. Staff may put temporary reasonable adjustments in place to support the student. These adjustments must then be promptly communicated to the Student Wellbeing & Disability Team by the staff member who made the temporary adjustments. The Student Wellbeing & Disability team will capture and confirm appropriate reasonable adjustments (which may include changing the temporary adjustments, adding in other adjustments and outlining the period of time for which they apply) in a SSA.

Ethical approval of research

All research and other relevant academic activities conducted within and outside the University by you 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

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

There are three common modules that are shared with all taught master's courses at level 7: Masters Perspectives, Professional Perspectives and Final Major Project. In addition, Special Elective and Language Elective modules are offered on all taught postgraduate courses, in addition to the subject core modules for the individual course.

The Emerging Technology Frontiers module is shared across the MSc Artificial Intelligence for Business and Innovation, MSc Data Science for Business and Innovation and MSc Cybersecurity for Business and Innovation. This shared module is to provide a common strategic foundation of the advanced technologies how AI, data, and security interact to drive business innovation and digital transformation.

9. Student support

We want you to make the most of your time at Regent's and recognise that university life can sometimes be challenging. We are here to support you throughout your student journey and help connect you with the most appropriate support services across the University where needed.

Your first point of contact for most queries will be the ASK Regent's Team. The team offers one-to-one support to help answer study-related questions, discuss academic progress, support you in staying on track, and guide you through University processes and procedures.

The Ask Regent's Team can provide guidance and support with:

- Extenuating Circumstances (ECs), appeals and Interruption of Studies (IOS) requests
- Attendance, workload and deadlines
- Exam results and academic processes
- Document requests and general enquiries

The team works closely with academic departments and specialist support services to ensure students receive the most appropriate support for their needs, whether directly through the Student Experience Team or by signposting to relevant University services, including:

- Wellbeing and Disability Support
- Finance Team
- Visa Team
- Academic Skills
- Careers and Placements
- Accommodation
- Students' Union
- Regent's School of English

Further information about Student Experience Officers and student support can be found at: <https://www.regents.ac.uk/student-achievement>

If you require support or advice regarding wellbeing, accessibility or disability-related support, please contact the Wellbeing and Disability Team within the Student Experience/ASK Team. Further information can be found at: <https://www.regents.ac.uk/student-support>

10. Learning support

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.

In addition to general IT facilities, this course makes use of specialist digital and data-focused software, including cloud-based platforms and discipline-specific applications to support data analysis, machine learning, data visualisation and consulting simulations. Where possible, software access is provided via institutional licensing, virtual labs or educational cloud subscriptions. Some tools may require you to create free educational accounts or use trial versions. Any known additional costs will be communicated in advance.

If you require support or advice with regard to accessing campus facilities, please speak with our Student Experience and Welfare Team, part of **Ask Regent's**, so we can address your concerns. <https://rul.sharepoint.com/sites/AcademicHub/SitePages/Supporting-students-with-disabilities.aspx>

The Library at Regent's supports teaching and learning at the University. Our extensive academic collections, flexible study spaces and knowledgeable staff can help you achieve your academic goals. As well as a large print collection, students have access to a wide range of eBooks and industry standard databases and subscriptions. The library also holds a wellbeing collection, graphic novels, fiction and language collections. The Tate Library (the silent space) is open 7 days a week (see <https://rul.sharepoint.com/sites/RegentsLibrary> for current opening hours). The Innovation Lab and the first floor of the library are open 24 hours a day, 7 days a week. Most areas are fully accessible to people with disabilities and students can contact the library for any assistance needed to access the collections.

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

The course offers a number of opportunities to foster personal development planning, such as academic advisor meetings; Regent's Special Elective modules; the Major Project based on your choice; and extracurricular activities organised by both academic and professional services colleagues on campus. Additionally, several Subject Cores offer opportunities to

practise and develop transferable employability skills, with subsequent guidance on action 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.

Alumni, Careers & Enterprise Team

The Alumni, Careers & Enterprise team supports students' individual career aspirations through personalised support. We work with students to help them develop the skills and understanding required to help make informed decisions and manage their careers.

Regent's Careers – jobs, employers, events and resources

Regent's Careers – your dedicated careers platform – offers 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 opportunity 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 Regent's Careers and are either virtual or in-person. There are range of different appointment types you can choose from, whether you want help with your CVs and cover letter, book a mock interview or if you aren't sure how to start thinking about your career. You can access appointments throughout your time at Regent's and after you graduate too.

The Alumni, Careers & Enterprise team is here to support students throughout their journey, with the team readily available to provide guidance, advice, and connections around careers, enterprise, and industry opportunities.

Regent's Mentoring

At Regent's, we're proud to offer two valuable mentoring programmes through our alumni platform, Re:Connect, which connect you with experienced alumni to guide you on your career journey. Whether you're looking for quick advice or long-term support, our mentoring programmes provide the tools and connections to help you succeed.

- **Ask an alum:** This informal programme is perfect for students seeking quick advice or feedback. Whether you need help with a CV review, a specific question, or a brief chat, Ask an alum offers flexible, on-demand mentoring.
- **Alumni-student mentoring:** For students looking for a more structured experience, the Alumni-student mentoring programme pairs you with a mentor for six months, providing ongoing guidance as you work towards your career goals.

Enterprise and entrepreneurship

Regent's offers a range of enterprise and entrepreneurial support to students and alumni whether you are thinking of starting a business, building a business or setting yourself up as a business (ie. freelancing)

We offer a range of programmes, networking opportunities and support to grow ideas utilising our on-campus hub and dedicated workspace for entrepreneurship, the Innovation Lab, designed and powered by our partnership with Huckletree, including:

Future Founder's Programme

A practical programme for aspiring entrepreneurs, offering expert guidance, mentoring, live sessions and bootcamps. Participants develop their start-up ideas and pitch to investors, while building strong industry and peer networks.

Business Bootcamp

A short, intensive programme to rapidly develop business ideas, with hands-on workshops in business planning, pitching and market validation.

Regent's Alumni

When you study at Regent's, you become part of the Regent's family – a lifelong connection. So, whether you'd like to come back to campus, tap into our benefits and services, attend events, or network with fellow graduates, our Alumni team is here to help.

You'll be asked to share information on what you're doing 15 months after you finish. Look out for the Graduate Outcomes Survey in your inbox. Your responses help us understand your onward journey, whether you're working, studying, running your own business, or something else.

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 information

Details of current entry requirements can be found in the University's Entry Criteria Statement 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 learning outcomes at different stages throughout your time of study at Regent's. This will include a variety of methods as described under Section 7 above.

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 receive a good mark.

15. Award criteria

To complete your course, you will need to achieve 180 credits for a master's 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 Continuous Improvement Planning Reports (CIPR). The reports include module feedback as well as external examiner reports and responses. They are reviewed at content area and institutional level at least twice a year.

Student feedback systems

You 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.

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. External examiners review subject level assessment, attending subject boards, and can also attend progression and finalist boards in unrelated subject areas. We also have a Chief External Examiner with responsibility for oversight of the process and review of institutional level processes.

An annual external examiner report is produced at the end of every academic year at level 7. These are made available to students, normally through the CIPRs/course panel meetings.

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
7	PER701	Master's Perspectives		x		x					x	
	PER702	Professional Perspectives	x		x		x					
	IAE701	Final Major Project		x	x	x				x		x
	BAI707	Data Visualisation and Value Creation		x		x		x	x			
	BAI710	Emerging Technology Frontiers		x				x	x	x		
	BAI708	Data Lifecycle Management, Ethics and Governance	x				x				x	x
	BAI709	Data Modelling and Machine Learning		x		x	x			x		