PROGRAMME SPECIFICATION

# AWARDING INSTITUTION University of Huddersfield

# TEACHING INSTITUTION University of Huddersfield

# SCHOOL AND DEPARTMENT Huddersfield Business School

1. **COURSE ACCREDITED BY:** n/a

# MODE OF DELIVERY Full Time / Sandwich

# FINAL AWARD BSc (Hons)

# 7. COURSE TITLE Business Data Analytics BH1010/ B161 FT/ B167 SW

# UCAS CODE

# SUBJECT BENCHMARK Business and Management 2019 STATEMENT

# DATE OF PROGRAMME SPECIFICATION APPROVAL

# EDUCATIONAL AIMS OF COURSE

This degree programme is designed specifically to equip students with the skills and knowledge to be able to “access, understand and communicate” insights from data in a business environment. This approach will draw on an interdisciplinary approach which will draw on existing expertise at the University in terms of Computing, Quantitative Business Methods and Management of both people and organisations. This approach reflects the growing needs of businesses who seek to harness their data to improve their business performance.

This programme is designed to develop both students’ hard and soft skills ­− hard skills in terms of programming and use of software – and soft skills in terms of the commercialisation of designed innovation. Students will learn to operate in the spaces between the IT and business disciplines and obtain the skills to both innovate in the new economy and commercialize those innovations. A key distinctive element of the programme will be preparing students to work in challenging boundary spanning roles within and between sectors and industries. Students completing the course will possess the capacity to absorb and re-combine knowledge from different disciplines and innovate for the advantage of their firms and organisations.

The aims of the BSc (Hons) Business Data Analytics course are to:

1. offer an interdisciplinary education at degree level based on the teaching and research strengths of well-established and successful teams in the fields of business, computing and economics;
2. enable students to master the core subject knowledge in the study of data analytics in the broader context of a business environment;
3. enable students to use cutting edge industry-recognised analytic and computing skills to implement, understand and model data for decisions;
4. enable students to become professionally and ethically responsible in maintaining and managing data analytics in a strategic business environment;
5. provide a learning experience in those key areas of data analytics, management, economics and computing relevant to the performance and development of organisations in the 21st century.

# INTENDED LEARNING OUTCOMES

The learning outcomes for these courses reflect the QAA subject benchmark statement (2015) for General Business and Management and the National Qualifications Framework (FHEQ) (2008).

###### The learning outcomes apply to all levels and will be developed as the students progress through their studies. The learning outcomes below are phrased in terms of achievement at H level:

###### at Foundation level (FHEQ Level 4) students will demonstrate awareness and understanding,

###### at Intermediate level (FHEQ Level 5) students will demonstrate their ability to apply and analyse knowledge and understanding,

###### at Honours level (FHEQ Level 6) students will demonstrate an ability to bring knowledge together, evaluate it and relate it to a wider context.

**12.1 – Knowledge and Understanding Outcomes**

Graduates will have knowledge and understanding of:

1. Theory, concepts and methods relevant to business data analytics
2. Appropriate software applications within business analytics
3. The social and ethical principles in the collection and use of business data
	1. **– Ability outcomes**

A1 Demonstrate principles of ethics, sustainability and responsibility to inform professional practice in the collection, use and storage of business data analytics.

A2 Apply practical analytical solutions to business problems

A3 Collate and synthesise data from a variety of sources for informed decision making

A4 Evaluate theory, concepts and methods relevant to business data analytics.

**Professional/Practical skills**

Graduates will acquire a range of practical skills and:

###### P1 Possess skills in alignment with business needs in the field of business data analytics.

P2 Critically identify and propose solutions in accordance with principles of ethics, sustainability and responsibility in the management, application and implementation of business data analytics for decision making.

**Transferable/Key skills**

T1 Conceptual and critical thinking, analysis, synthesis and evaluation.

T2 Articulating and effectively explaining analytical data

###### T3 Communicate information effectively orally.

T4 Communicate information effectively in writing.

1. **COURSE STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS**

The strength of this course lies in its interdisciplinary approach, bringing together computing, economics and management. This interdisciplinary approach is central to the course structure and is also underpinned by a strong theme of analytical modules which are only taken by the business analytic students, providing a sense of course identity.

These modules are:

* Understanding Business Analytics (year 1)
* Data Visualisation (year 2)
* Data Analytics and creating value (final year)

The above three modules also fit into the five key themes which underpin the mission and vision of the course across the 4 years of the course.

***Theme 1 - Infrastructure and Data Management***

In the first theme students are introduced to concepts and theories around database infrastructure, data sources, and management. This theme incorporates four modules:

* Introduction to Databases (year one),
* Management Science Applications (year two) (option), or
* Planning Techniques for Logistics and Transport Operations (year two) (option)
* Data Analytics and creating value (final year)

***Theme 2 – Data Analysis***

The second theme introduces students to the practical aspects of data analysis, mining and database queries. This theme incorporates three modules:

* Introduction to Data Analysis (year one)
* Applied Data Science (year two)
* Advanced Analytics (final year)

***Theme 3 – Data Modelling***

The third theme introduces students to the practical and theoretical elements of data modelling. This theme incorporates three modules:

* Statistics for Social Sciences (year one),
* Econometrics (year two),
* Applied Econometrics (final year)
* Supply chain systems and modelling (Final Year) (option)

which form a path of progression through the proposed specification allowing students to understand statistical analysis techniques and the modelling of data to identify trends.

***Theme 4 – Decision Making***

The fourth theme develops student knowledge by introducing students to the decision-making process for business, innovation and enterprise. In order to fully realise the potential of the previous three themes this section contains four modules:

* Understanding Business Analytics (year one),
* Data Visualisation (year two)
* Strategy and Business Transformation (final year)

***Theme 5 – Communication and Ethics***

The fifth theme focuses on communication, ethics and governance. Decisions have to be communicated and applied to both internal and external stakeholders. This theme contains three modules:

* Understanding Organisational Behaviour (year one),
* Business Creation and Development (year two)
* Psychology of Work and Organisations (final year) (Option)

Undertaking these modules provides students with an opportunity to observe and understand the types of data required by organisations, governments and individuals. In these modules students will investigate the appropriate methods and mechanisms to communicate decisions to all affected stakeholders.

All of these five themes are underpinned by the independent study project which is an integrative research module focusing on students developing their own independent research skills

**Awards within the Course**

|  |  |  |
| --- | --- | --- |
| **Title of Award** | **Usual Duration of Study** | **Academic Credits** |
| Certificate of Higher Education (CertHE) | 1 Year | 120F |
| Diploma of Higher Education (DipHE) | 2 Years | 120F / 120I |
| BSc\* | 3 Years  | 120F / 120I / 60H  |
| BSc (Hons)\* | 3 Years  | 120F / 120I / 120H  |

\*BSc and BSc Hons awards are available in the sandwich mode for students who successfully complete an additional 120S level credits

**Business Data Analytics**

|  |
| --- |
| **Year 1 Foundation Level** |
| **Term 1** | **Term 2** |
| BFO0243 ASPIRE 120 Credits | CFI2102Introduction to Data Analysis20 Credits | BFE0022Statistics for Social Sciences20 Credits | BFO0242Understanding Organisational Behaviour20 Credits | BFD0003 Understanding Business Analytics20 Credits | CFI2103Introduction to Databases20 Credits |
| **Year 2 Intermediate Level** |
| **Term 1** | **Year Long** | **Term 2** |
| BIO0259 ASPIRE 220 Credits | CII2201Applied Data Science20 Credits | BIO0261Business Creation and Development20 Credits | BIE0014 Econometrics 20 Credits | BID0001Data Visualisation20 Credit | 1 x 20 credit Optional Module |
| **Optional Placement year (BSS0001 Placement Module OR BSS0002 Enterprise Placement)** |
| **Final Year Honours Level** |
| **Term 1** | **Year Long** | **Term 2** |
| BHO0269ASPIRE 320 Credits | CHI2402Advanced Analytics20 Credits | BHE0013Applied Econometrics20 Credits | BHD0001Data Analytics and Creating Value20 Credits | BHS0038Strategy and Business Transformation20 Credits | 1 x 20 credit Optional Module |

**Option Modules**

**Year 2 Options – Term 2**

BIA0037 Management Science Applications 20 Credits

BIO0260 Business Research Skills 20 Credits

**Final year –** Students should choose **ONE** option from either Term 1 **OR** Term 2

**Term 1 Option**

BHT4024 Mobility Economics and Policy 20 Credits

**Term 2 Option**

BHS0011 Business and the Entrepreneur 20 Credits

**Year 1**

Year 1 has been designed to provide a foundation to data management, data analysis, business contexts and systems infrastructure.

**Year 2**

Year two builds on the knowledge and skills developed in the introductory modules in year 1. The main focus of year 2 is to develop skills to apply the core knowledge to real-world business settings through customer engagement and database design. The focus in this year is modelling and understanding data within a business context.

**Placement year**

BSS0001 Placement 120 Credits

BSS0002 Enterprise module 120 Credits

Students must have passed all their second-year modules to take the placement module.

PDP in the final year will be delivered via the personal tutee system and the module leader. Students will be monitored via electronic contact and placement visits.

**Final Year**

The final year of the course builds on the previous two years of study and starts to look at the advanced aspects of:

* Big Data sources access and development,
* Information systems and management understanding,
* econometric data modelling
* strategic decision making.

# TEACHING, LEARNING AND ASSESSMENT

An induction programme will be held at the beginning of the course to orientate the students towards studying in an HE context.

Students will be exposed to a range of teaching and learning and assessment approaches, combined in ways thought to be most appropriate by the subject specialists delivering the modules to achieve the outcomes specified in Section 12. These will include, for example, lectures, seminars, tutorials, workshops, computer-aided learning packages, case study analysis and directed study. Use will be made of the University’s VLE and other e-learning methods where appropriate. Students will have the opportunity to develop their IT skills through the use of specialist software packages and languages, such as Tableau, Power Bi, R, SAS, Excel, MySQL.

Formative assessment will be provided in all modules, as appropriate to the subject matter, to allow students to receive tutor feedback on their work before formal summative assessment takes place.

Details of module assessment are provided in the module specification documents available on the School’s Module Guide on the University’s Intranet site. <http://halo.hud.ac.uk/moduleguides/> Assessment methods will include: seen and unseen examinations, in-class tests, MCQs, portfolio exercises, individual assignments, reports, verbal presentations, group projects, computer-based assessment, database creation, case studies.

Personal Development Planning (PDP) is integrated into the course. Learning Development components are embedded in core modules within the course, with additional support from the Academic Librarian. Full use is made of the University’s Careers and Employment Services to support students’ career-related development. The PDP process will be supported via the personal tutor system. PDP will be particularly highlighted in the ASPIRE modules in year 1, year 2 and the final year.

The course is delivered on-campus and students are expected to attend the taught delivery sessions (largely classroom/library based). The course requires substantial reading of academic materials (e.g. journal articles, books etc.). Students are typically required to make an oral contribution to in-class discussion and prepare written work.

Students who require additional support will be considered on an individual basis and the School will make reasonable adjustment to accommodate individual needs depending on their assessment with the University wellbeing and disabilities services.

# SUPPORT FOR STUDENTS AND THEIR LEARNING

University Level

The University of Huddersfield provides a range of central facilities to support students, to which ~~and~~ course tutors refer students as appropriate.

The main facilities are as follows:

1. The Library (Computing and Library Services) provides induction and ongoing support for all students.

<https://library.hud.ac.uk/>

1. Student Services provides specialist advice in the areas of pastoral care and chaplaincy, counselling, accommodation and welfare, financial support, disability support, a shop for part-time work, and sports facilities ~~etc~~. In addition to this, support is provided to students to help develop their employability skills through the careers service.

<http://www.hud.ac.uk/wellbeing-disability-services/disabilityservices/>

<http://www.hud.ac.uk/wellbeing-disability-services/wellbeing//>

<http://www.hud.ac.uk/wellbeing-disability-services/faithcentre/>

<https://www.hud.ac.uk/uni-life/accommodation/>

<http://students.hud.ac.uk/careers>

1. The International Office provides help and support for all overseas students.

<https://www.hud.ac.uk/international/>

School level:

This course is run from the Business School which has a dedicated Learning and development innovation centre (LIDC) who deliver a range of skills-based sessions on academic skills, writing, language and research. In addition, the LIDC may also refer students for specialist support and assessment e.g. for dyslexia.

In line with the Equality Act 2010, the School will make reasonable adjustments in order that disabled students can fully access their course. The University's Disability Support Service provides information and advice to disabled students about the support available and liaises with members of staff on disability related issues.

The Business School also operates a Personal Academic Tutor System (PATS) which is designed to give students academic and pastoral support. All students have timetabled hours with their personal tutor. In addition to this, the PATS system will support and implement PDP for all students on the course

The Business School also has an award winning placement team who support students in developing their employability skills. This input is provided via one to one sessions, CV building or classroom support.

Course level:

In addition to the personal tutor for pastoral and academic , the course leader is also available for academic support, as are seminar tutors and module leaders. All members of staff have clearly advertised office hours when students are encouraged to seek any help they need.

There is an induction programme which introduces students to staff and services within the University, including the Learning Development Team.

Students who take a placement year are supported by our award winning placement team in the Business School. During the placement year students will maintain contact with and be supported by their PATS mentor and the course leader.

Details of academic and personal support within the School and University are listed in the student handbook

# CRITERIA FOR ADMISSION

The University’s policy for Admissions is outlined in Section D of the Regulations of Awards handbook <http://www.hud.ac.uk/registry/regulationsandpolicies/>.

Direct entry onto the second or final year of the programme would be possible for suitably qualified applicants. In such cases, the University’s standard regulations and processes for accreditation of prior learning (APL) will apply.

* Specific entry requirements will be reviewed annually. Students should consult the UCAS website for current requirements ([www.ucas.ac.uk](http://www.ucas.ac.uk)).
* Mature students are considered on an individual basis
* Candidates from other countries are expected to offer qualifications equivalent to the UK entry points on the UCAS tariff

Overseas applicants will be required to demonstrate proficiency in English prescribed by the standard University requirements. These are IELTS 6.0 with no lower than 5.5 in any single component, and a minimum score of 6.0 in writing.

1. **METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING**

Quality assurance procedures at school level include:

* Course and module evaluation
* Questionnaires
* Regular student panels
* Student representation on committees

Full details of the methods for evaluating and improving the quality and standards of learning and teaching can be found in the University of Huddersfield’s Quality Assurance Procedures for Taught Courses handbook. This can be viewed online at <http://www.hud.ac.uk/registry/regulationsandpolicies/qa/>

# REGULATION OF ASSESSMENT

Full details of the regulations of assessment can be found in the University of Huddersfield’s Students’ handbook of Regulations:

<http://www.hud.ac.uk/registry/regulationsandpolicies/studentregs/>

<http://www.hud.ac.uk/registry/regulationsandpolicies/awards/>

1. **INDICATORS OF QUALITY AND STANDARDS**

Full details of the methods of evaluating and improving the quality and standards of learning and teaching can be found in the University of Huddersfield’s Quality Assurance Procedures for Taught Courses handbook:

<http://www.hud.ac.uk/registry/regulationsandpolicies/qa/>

Further information about the University of Huddersfield can be found on the website: [www.hud.ac.uk](http://www.hud.ac.uk).

**Appendix 1 – Course learning outcomes / core modules mapping**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | K1 | K2 | K3 | A1 | A2 | A3 | A4 | P1 | P2 | T1 | T2 | T3 | T4 |
| **YEAR1** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| BFO0243 ASPIRE 1 |  |  |  | x |  |  |  |  | x | x |  | x | x |
| BFE0022 Statistics for Social Science | x | x |  |  | x | x | x | x | x | x |  |  | x |
| CFI2103 Introduction to Databases |  | x |  |  | x |  | x | x | x | x |  |  | x |
| CFI2102 Introduction to Data Analysis | x | x |  |  | x |  | x | x |  | x |  | x | x |
| BFO0242 Understanding Organisational Behaviour |  |  |  |  |  |  |  |  |  | x |  | x | x |
| BFD0003 Understanding Business Analytics | x | x | x | x | x | x | x | x | x | x | x | x | x |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **YEAR 2** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| BID0001 Data Visualisation |  | x |  |  | x | x | x | x |  | x | x |  | x |
| BIA0037 Management Science Applications | x | x |  |  | x |  |  | x |  | x |  |  | x |
| BIT2015 Planning Techniques for Logistics and Transport Operations | X | X |  |  | X |  |  | X |  | X |  |  | x |
|  BIO0259 ASPIRE 2 |  |  |  | x |  |  |  |  | x | x |  | x | x |
| BIE0014 Econometrics | x | x |  |  | x | x | x | x | x | x |  |  | x |
| CII2201 Applied Data Science | x | x | x | x | x | x | x | x | x | x | x | x | x |
| BIO0261 Business Creation and Development  |  |  |  |  |  |  | x | x |  | x | x | x | x |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Final Year** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| BHS0038 – Strategy and Business Transformation | x |  |  |  | x |  |  | x |  | x |  |  | x |
| BHD0001 Data Analytics and creating value | x | x | x | x | x | x | x | x | x | x | x | x | x |
| CHI2402 Advanced Analytics | x | x | x |  | x | x | x | x |  |  | x |  | x |
| BHE0013 Applied Econometrics |  | x |  |  | x |  | x | x |  | x |  |  | x |
| BHO0255 The Psychology of Work and Organisations | x |  |  |  |  |  | x | x |  | x | x |  | x |
| BHT4018 – Supply chain systems and modelling | x | x |  |  | x |  |  | x |  | x |  |  | x |
|  BHO0269 ASPIRE 3 |  |  |  | x | x |  |  |  | x | x | x | x | x |

**Appendix 2 – Business subject benchmark**

Within the framework of organisations, Business Environment and Management graduates should be able to demonstrate knowledge and understanding in the following areas.

1. Markets: the development, access and operation of markets for resources, goods and services.
2. Marketing and sales: different approaches for segmentation, targeting, positioning generating sales and the need for innovation in product and service design.
3. Customers: management of customer expectations, relationships and development of service excellence.
4. Finance: the sources, uses and management of finance and the use of accounting and other information systems for planning, control, decision making and managing financial risk.
5. People: leadership, management and development of people and organisations including the implications of the legal context.
6. Organisational behaviour: design, development of organisations, including cross-cultural issues, change, diversity and values.
7. Operations: the management of resources, the supply chain, procurement, logistics, outsourcing and quality systems.
8. Information systems and business intelligence: the development, management, application and implementation of information systems and their impact upon organisations.
9. Communications: the comprehension and use of relevant communications for application in business and management, including the use of digital tools.
10. Digital business: the development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models.
11. Business policy and strategy: the development of appropriate policies and strategies within a changing environment to meet stakeholder interests, and the use of risk management techniques and business continuity planning to help maximise achievement of strategic objectives.
12. Business innovation and enterprise development: taking innovative business ideas to create new products, services or organisations including the identification of Intellectual Property and appreciation of its value.
13. Social responsibility: the need for individuals and organisations to manage responsibly and behave ethically in relation to social, cultural, economic and environmental issues.
14. People management: to include communications, team building, leadership and motivating others.
15. Problem solving and critical analysis: analysing facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions.
16. Research: the ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and to use that research for evidence-based decision-making.
17. Commercial acumen: based on an awareness of the key drivers for business success, causes of failure and the importance of providing customer satisfaction and building customer loyalty.
18. Innovation, creativity and enterprise: the ability to act entrepreneurially to generate, develop and communicate ideas, manage and exploit intellectual property, gain support, and deliver successful outcomes.
19. Numeracy: the use of quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena.
20. Networking: an awareness of the interpersonal skills of effective listening, negotiating, persuasion and presentation and their use in generating business contacts.

**Appendix 2a – Business subject b~~e~~nchmark m~~a~~p**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | BFO0243 | BFE0022 | CFI2103 | CFI2102 | BFO0242 | BFD0003 | Data Visualisation | BIA0037 | BIT2015 | BIO0259 | BIO0014 | CII2201 | BIO0261 | BHS0038 | BHD0001 | CHI2402 (Advanced Analytics) | BHE0013 | BHO0255 | BHT4018 | BHO0269  |
|  |  |  |  |  |  |  | x |  | X |  |  |  | x |  |  |  |  |  | X |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | x |  | x |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | x |  |  |  |  |  |  |  |  | x |  |  |  | x |  |  |
|  |  |  |  |  | X |  | x |  | X |  |  |  |  |  |  |  |  | x | X | x |
|  |  |  |  |  |  | x |  |  | X |  |  |  |  |  |  |  |  |  | X |  |
|  |  |  | x | x |  | x | X | x | X |  |  | x |  |  | x | x |  |  | X |  |
|  |  |  |  |  | x |  | X |  |  |  |  |  | x | x | x |  |  |  |  |  |
|  |  |  |  |  |  | x | X |  |  |  |  |  |  |  | x | x |  |  |  |  |
|  |  |  |  |  |  | x |  |  |  |  |  |  | x | x | X |  |  |  |  |  |
|  |  |  |  |  |  |  | X |  |  |  |  |  | x | x | x |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  |
|  | x |  |  |  | x |  |  |  |  | x |  |  |  |  |  |  |  | x |  | x |
|  | x | x |  | x |  |  | X |  | X | x | x | x | x |  |  | x | x |  | X | x |
|  |  | x | x | x |  | x |  |  |  |  | x |  | x |  | x | x | x |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | x | x |  |  |  |  |  |  |
|  |  |  |  |  |  |  | x |  |  |  |  |  | x | x |  |  |  |  |  |  |
|  |  | x |  | x |  |  |  | x | x |  | x |  |  |  |  | x |  |  | X |  |
|  | x |  |  |  |  | x |  |  |  | x |  |  |  |  |  |  | x |  |  | x |

**Appendix 3 – PDP mapping**

Personal Development Planning (PDP) is defined as ‘a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, education and career development’ (QAA 2001)  PDP enables the student to develop ~~and~~ an awareness of their strengths and weaknesses, to construct a record of achievement documenting the acquisition of the relevant knowledge, skills and competencies and to reflect and act upon their personal, professional, academic and long term career goals. PDP also provides a medium for creating an effective CV. These materials are then used in preparation for job applications and/or supporting continuous professional development. PDP is introduced to students at the commencement of the course and is supported through the personal tutor system. Learning opportunities are identified throughout the course. PDP is primarily supported through:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Aspect of PDP** | BFD0003 – Understanding Business Analytics | CFI2102 – Introduction to Data Analysis | BFO0243: ASPIRE 1 |  BIO0259: ASPIRE 2 |  BIO0269: ASPIRE 3 | BHD0001 – Data Analytics and creating value | CHI2402 – Advance Analytics |
| Personal Reflection | **ü** | **ü** | **ü** | **ü** | **ü** |  |  |
| Career Planning |  |  | **ü** | **ü** | **ü** | **ü** | **ü** |
| Developing independence / confidence | **ü** | **ü** | **ü** | **ü** | **ü** | **ü** | **ü** |

**Appendix 4 – Assessment mapping**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Core Modules** | **Exam** | **In Class Test** | **Individual Assignment** | **Group Assignment** | **Presentation** | **Other** |
| **FOUNDATION** |
| BFO0243 ASPIRE 1 |  |  |  |  |  | Individual Reflective Report Portfolio 100% |
| BFE0022 – Statistics for Social Science |  |  | 100% - 2,000 words |  |  |  |
| BFO0242 – Understanding Organisational Behaviour |  |  |   |  Group Report 3000 words 100%  |  |  |
| CFI2102 Introduction to Data Analysis | 4 x Online Quizzes (TBC) |  | Prototype data analysis system (TBC) | Group Research report (TBC) |  |  |
| CFI2103 Introduction to Databases |  |  | Individual Practical assessment (TBC) |  |  | Individual Portfolio of work (TBC) |
| BFD0003 Understanding Business Analytics |  | 50% - 60 min In-class test | 50% - 1000 words |  |  |  |
| **INTERMEDIATE** |
| BID0001 Data Visualisation  |  |  | 60% individual project 1500 words |  | 40% 6 Min Individual Presentation |  |
| BIA0037 Management Science Applications | 90 Mins Exam – 60% | 60 Mins ICT – 40% |  |  |  |  |
| BIT2015 Planning techniques for Logistics and Transport operations |  |  | 1000 word report – 40% |  |  | 1500 Words Individual coursework 60% |
| BIE0014 Econometrics |  | 50% - 1 x 60 minutes |  |  |  | 50% - project 1500 words |
| CII2201 Applied Data Science | 4 x Online Quizzes (TBC) |  | Prototype data analysis system (TBC) | Group Research report (TBC) |  |  |
| BIO0259 ASPIRE 2 |  |  | 100% Individual report 2500 Words |  |  |  |
| BIO0261 Business Creation and Enterprise |  |  | Individual Business Model Report 1500 words 60% (week 22) | Group video pitch of a business idea as part of a ‘demo day event’ 10 minutes 40% (week 39) |  |  |
| **HONOURS** |
| BHS0038 Strategy and Business Transformation  | Exam 2 hours 40% (week 20 |  | **Individual report 2500 words 60% (week 42)**) |  |  |  |
| BHD0001 Data Analytics and creating value |  |  | 60% - 2000-word work-based project |  | 40% - 6 minutes presentation |  |
| CHI2402 Advanced Analytics |  |   | Investigative task Research report (TBC) |  |  | Development task (TBC) |
| BHE0013 Applied Econometrics | 40% - 60 Minutes |  |  |  | **50% Group presentation 20 minutes** |  |
| BHO0255 The Psychology of Work and Organisations |  |  | 50% - 1500-word essay50% - 1500-word case study |  |  |  |
| BHT4018Supply chain systems and modelling | 40% 3 Hour |  | 60% 3000-word report |  |  |  |
| BHO0269 ASPIRE 3 |  |  | 70% Individual Report 2000 Words | 30% 10 Minute Group Video |  |  |

**Appendix 5 CAB Model**

| **Model**  | **Mode of Study** | **Course Start Month** | **Length before Main CAB** | **Expected Month for Main CAB** |
| --- | --- | --- | --- | --- |
| A | UGT FT | September | 9 months | June |

**Appendix 6 – Indicative reading lists**

**Understanding Business Analytics**

* Laursen, G. and Thorlund, J. (2017). Business Analytics for Managers. 2nd ed. John wiley and sons.
* Chambers, M. and Dinsmore, T. (2015). Modern analytics methodologies. Upper Saddle River, NJ: Pearson Education.
* Kelly, S. (2006). Customer intelligence: from data to dialogue. Chichester: John Wiley.
* Bocij, P., Hickie, S., & Greasley, A. (2008). Business information systems: technology, development and management. (4th ed.). Harlow: Financial Times Prentice Hall.
* Erl, T., Khattak, W. and Buhler, P. (2016). Big data fundamentals. Boston: Prentice Hall, ServiceTech Press.

Data Analytics and creating value

* Laursen, G. and Thorlund, J. (2017). Business Analytics for Managers. 2nd ed. John wiley and sons.
* Chaffey, D. (2015). Digital business and e-commerce management. 6th ed. Harlow: Pearson.
* Laudon, K. C., & Traver, C. G. (2017). E-commerce : business, technology, society. Boston: Pearson.
* Chaffey, D., & White, G. (2011). Business information management : improving performance using information systems (2nd ed.). Harlow: Financial Times Prentice Hall.
* Delen, D. (2014). Real-world data mining. Upper Saddle River, New Jersey: Pearson Education LTD.
* Fleisher, C. and Bensoussan, B. (2015). Business and competitive analysis. 1st ed. Pearson.

|  |  |  |
| --- | --- | --- |
|   | Name  | Date  |
| Updates Complete  |  Teri Knowles  | 21/12/2022 |
| Approved by SGL    |  Adam Dennett (new SGL to reflect on the course going forward) | 19/01/23 |
| Approved by DoTL  |  Jiajia Liu | 18/01/2023 |