

Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Wolverhampton Business School		
Course Code(s):	BU073P01UV	Full-time	12 Months
	BU073P31UV	Part-time	2 Years
Course Title:	MSc Business Analytics		
Hierarchy of Awards:	Master of Science Business Analytics Postgraduate Diploma Management Studies Postgraduate Certificate Management Studies University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	15/May/2021		
Last Review:	2020/1		
Course Specification valid from:	2020/1		
Course Specification valid to:	2026/7		

Academic Staff

Course Leader:	ABDALLAH ABU MADI
Head of Department:	Dr Lee Crofts

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

Distinctive Features of the Course:

Business Analytics is shaping today's businesses in dramatic ways. Business Analytics is the process of gathering, analysing and making business decisions from big data, the vast amount of data now widely available. Businesses today use Business Analytics to inform strategy, gain competitive advantage, and improve business decision making. Business Analytics can help improve efficiency, reduce costs, improve asset use, provide real-time logistics management and much more.

This MSc in Business Analytics aims to prepare students to take a leading role in the areas of business analytics and business management. This is a practical and practice-based programme, equipping students with the agile, reflexive and critical thinking skills which are vital for success in modern organisations.

The programme is based around the two core themes of data analytics, and business management and students will explore how new disciplines centred around business analytics, business intelligence and big data can be applied throughout the strategic and functional areas of business giving them an immersive experience which will result in a thorough understanding of the challenges and opportunities faced by organisations in the 21st century.

This MSc Business Analytics has high quality blended learning support and has access to excellent learning facilities. Students will be able to use prior experience and certificated learning to gain credits against the programme.

Entrepreneurship and reflexive thinking skills are at the heart of this general business management programme. The course is designed to allow students to develop an awareness of modern business practice through practical activities which aim to equip students with an holistic understanding of the impact of data, business intelligence and business analytics related issues on organisational business operations, management and strategy.

Educational Aims of the Course:

The MSc Business Analytics is an internationally recognised postgraduate qualification for professionals who wish to expand and develop their skills and knowledge in the area of business analytics, business intelligence and big data, whilst supporting this knowledge with a firm grounding in business management.

This exciting and innovative Business Analytics programme seeks to bridge the gap between business and

data science. This programme will prepare students to fully understand how new disciplines, techniques and approaches based upon big data, business intelligence and business analytics can be utilised throughout a business to improve operational efficiencies, facilitate operational decision making and to inform and direct business strategy.

The programme is designed for students who want to embark on an in-depth study of how business analytics, business intelligence and big data can be applied throughout the business and to develop analysis and evaluation skills that can be applied to real-world situations.

The programme develops the theme of business analytics by focusing on business intelligence, big data, data mining, informatics and data visualisation. This is then supported by a second theme focusing on business management developing knowledge of key business functions and their relationship with the wider strategic environment. You will explore key areas of business analytics and how they can be applied to the functional areas of business, such as management, strategy, marketing and finance.

Independent and transferable personal development skills are vital and students will have the opportunity to develop them through interactive learning activities and self-reflection to enable them to develop the professional skills required in the workplace. Students will acquire core business skills through case studies, online activities and live projects, through interactions with entrepreneurs and business speakers and through reflecting on their own practice.

The course aims to supply future business professionals to various business and management sectors with an understanding of the importance of big data, business intelligence and analytics across the organisation and how this new discipline relates to the organisations key business functions management and business strategy.

Potential graduate careers include Business Analyst, Financial Analyst, Marketing Analyst, Data Analyst, Project Manager, and Business Consultant.

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2021/2	H	Full Time	£11165.00
2021/2	Overseas	Full Time	£14215.00
2022/3	H	Full Time	£11000.00
2022/3	Overseas	Full Time	£14450.00
2022/3	H	Part Time	£5500.00
2023/4	H	Full Time	£11550.00
2023/4	Overseas	Full Time	£15450.00
2023/4	H	Part Time	£5775.00
2024/5	H	Part Time	£6063.75

PSRB:

None

Course Structure:

January (Full-time)

Module	Title	Credits	Period	Type
7CS033	Data Mining & Informatics	15	SEM2	Core
7CS035	Data Visualisation	15	SEM2	Core
7BU015	Sustainable Strategic Management	30	SEM2	Core
7MG001	The Masters Research Project	60	CRYRA	Core

January (Full-time)

Module	Title	Credits	Period	Type
7BU018	Business Intelligence and Analytics for Managers	30	SEM1	Core

Group 01 | Min Value: 30 | Max Value: 30

Select ONE module from this group for Semester 1

7AC009	Financial Decision Making	30	SEM1
7MK032	Strategic Marketing Management	30	SEM1

September (Full-time)

Module	Title	Credits	Period	Type
7BU018	Business Intelligence and Analytics for Managers	30	SEM1	Core

Group 01 | Min Value: 30 | Max Value: 30

Select ONE module from this group for Semester 1

7AC009	Financial Decision Making	30	SEM1	
7MK032	Strategic Marketing Management	30	SEM1	

7CS033	Data Mining & Informatics	15	SEM2	Core
7CS035	Data Visualisation	15	SEM2	Core
7BU015	Sustainable Strategic Management	30	SEM2	Core
7MG001	The Masters Research Project	60	CRYRA	Core

September (Part-time)

Module	Title	Credits	Period	Type
7BU018	Business Intelligence and Analytics for Managers	30	SEM1	Core
7CS033	Data Mining & Informatics	15	SEM2	Core
7CS035	Data Visualisation	15	SEM2	Core
7MG001	The Masters Research Project	60	CRYRA	Core

September (Part-time)

Module	Title	Credits	Period	Type
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Group 01 | Min Value: 30 | Max Value: 30

Select ONE module from this group for Semester 1

7AC009	Financial Decision Making	30	SEM1	
7MK032	Strategic Marketing Management	30	SEM1	

7BU015	Sustainable Strategic Management	30	SEM2	Core
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Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

Section 1.3.1 - This course will normally be made up of units of study called modules that consist of multiples of 30 credits. Modules are discrete units of assessed learning at a given level, with coherent learning outcomes.

Section 3.2.2- A part-time student can study a minimum of 30 credits and a maximum of 90 credits in any University academic year.

Section 3.4.4 - To be eligible to continue to study for an award a student must not exceed the maximum period of registration set for the appropriate interim awards unless approved Leave of Absence and/or statutory leave is taken (see 3.5). Undergraduate students achieving less than 30 credits within 12 months of commencing their studies (the minimum requirement for a University Statement of Credit) are permitted to repeat all failed modules once.

Section 4.4.2 - Provided students have passed modules worth a minimum of 90 credits at the same level, marginal failure (35-39%) will be compensated by Awards Boards as follows;

30 credits maximum permitted at L4, L5 and L6

Section 4.4.4 - Where Professional, Statutory, Regulatory Bodies do not permit compensation, students will normally be permitted an additional resit attempt in assessment in modules, provided students have passed modules worth a minimum of 90 credits at the same level of study, as follows;

1. a maximum of 30 credits at level 4
2. a maximum of 30 credits at level 5
3. a maximum of 30 credits at level 6
4. Overall, a maximum of 90 credits for Bachelor's and Bachelor's Honours degrees.

An additional resit attempt will not be permitted for;

1. identified work-based or work-related modules at level 5 or 6; or
2. the Independent Study Module.

Section 4.5.1 - For undergraduate courses lasting more than one year (with the exception of Graduate Certificate and Graduate Diploma qualifications), in order to progress from one year to the next, full-time students will;

1. have passed at least 90 credits
2. be in a position to recover any failure
3. not have exceeded the maximum registration period for their award
4. have passed all modules at level 3 before commencing level 5 and have passed all modules at level 4 before commencing level 6.

Section 4.5.2 - Full-time students unable to progress to the next level may return to continue or repeat their studies at the same level on either a full-time or part-time basis. In such cases students will:

1. study a maximum of 90 credits and be registered as part-time
2. study a maximum of 30 credits from the next level of study
3. study the modules previously failed or deferred or substitutes for the failed modules
4. be in a position to recover any failure, and,
5. not have exceeded the maximum registration period for their award.

Section 4.5.3 - For undergraduate courses lasting more than one year (with the exception of Graduate Certificate, Graduate Diploma and Accelerated Single Honours Degree qualifications) in order to progress from one year to the next, part-time students will;

1. be in a position to recover any failure
2. have no more than 30 credits outstanding from modules already studied

3. be in a position to not exceed the maximum period over which an award or interim award may be studied.

Section 4.5.4 - Part-time students unable to progress to the next year of study may return to continue or repeat their studies at the same level. In such cases students will;

1. study modules previously failed or deferred or substitutes for failed modules
2. study a maximum of 30 credits from the next level of study
3. be in a position to recover any failure
4. not have exceeded the maximum registration period for their award.

Section 4.5.6 - Part-time students on Graduate Certificate and Graduate Diploma qualifications, in order to continue from one year to the next, will;

1. be in a position to recover any failure
2. have no more than 30 credits outstanding from modules already studied
3. not have exceeded the maximum registration period for their award.

Section 5.2.2 - The percentage grade average will be based on the grades from the student's best credits taken at the University of Wolverhampton on their current course as detailed in table below. Marginal fails at 35-39%, where a pass by compensation has been awarded, will be counted towards the percentage average if they fall within the best results as defined below.

Number of UofW credits taken on current course	Percentage average
240-360	180 level 5 and level 6 credits; at least 90 credits must be at level 6
160-220	150 level 5 and level 6 credits; at least 90 credits must be at level 6
Fewer than 160	90 level 6 credits

Section 5.2.3 - Students undertaking a Bachelor's Degree (Bracketed - Specialist) with Honours must have passed at least 90 credits at level 6 in the specialist subject.

Section 5.3.1 - The percentage grade average will be based on the grades from the student's best credits taken at the University of Wolverhampton on their current course as detailed in table below.

Number of UofW credits taken on current course	Percentage average
280-400	210 level 5 and 6 credits; at least 90 credits must be at level 6 and include a level 5 placement module.
180-260	150 level 5 and 6 credits; at least 90 credits must be at level 6 and include a level 5 placement module.

Section 5.5.1 - In addition to meeting the credit requirements for the qualification, a Foundation Degree may be awarded with Merit or Distinction as follows;

Qualification	Pass with Merit criteria	Pass with Distinction criteria
Foundation Degree	At least 90 credits at grade 60% or above at level 5.	At least 90 credits at 70% or above at level 5.

Section 5.6.1 - In addition to meeting the credit requirements for the qualification, a Master's Degree may be awarded with Merit or Distinction as follows;

Number of UofW credits taken on current course	Pass with Merit criteria	Pass with Distinction criteria
180	At least 120 credits at 60% or above, including research project/dissertation	At least 120 credits at 70% or above, including research project/dissertation.
120-150	At least 90 credits at 60% or above, including research project/dissertation	At least 90 credits at 70% or above, including research project/dissertation.
90-120	At least 60 credits at 60% or above, including research project/dissertation	At least 60 credits at 70% or above, including research project/dissertation.

Section 5.7.1 - In addition to meeting the credit requirements for the qualification, an HNC or HND may be awarded with Merit or Distinction as follows;

Qualification	Pass with Merit criteria	Pass with Distinction criteria
HNC	At least 90 credits at grade 60% or above at level 4.	At least 90 credits at 70% or above at level 4.
HND	At least 90 credits at 60% or above at level 5.	At least 90 credits at 70% or above at level 5

Effective Date: September 2021

APPROVED by Academic Board 17th March 2021 and AFRSC on 22nd April 2021.

Reference Points:

QAA UK Quality Code for Higher Education - www.qaa.ac.uk/quality-code

QAA UK Quality Code for Higher Education Advice & Guidance - www.qaa.ac.uk/en/quality-code/advice-and-guidance

QAA Subject Benchmark Statements - www.qaa.ac.uk/en/quality-code/subject-benchmark-statements

QAA Qualifications and Credit Frameworks - www.qaa.ac.uk/en/quality-code/qualifications-and-credit-frameworks

[University Policies and Regulations](#)

Equality Act (2010) Statements

Quality Assurance Agency for Higher Education (2015) Masters Awards in Business and Management: programme framework (benchmark)

FHEQ (2016) Framework for Higher Education Qualifications

CMI (2015) Level 7 Qualifications in Strategic Management and Leadership

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
MA01 Demonstrate an in-depth understanding and the ability to use modern technologies, techniques and methods in business analytics to develop both technical and management solutions to a variety of business problems	
MA02 Analyse strategic issues using data to inform decisions, measure accomplishments against goals, improve accuracy, business efficiency and other key business objectives.	
MA03 Undertake an analysis of complex business related data independently of current knowledge in the subject matter and apply this in a range of business contexts.	
MA04 Critically analyse, synthesise and solve complex issues, challenges and problems relating to business and management that impact at functional or operational levels.	
MA05 Evaluate the role and contribution of integrative strategic approaches and the use of business intelligence and analytics frameworks as key elements in the strategic planning process.	
MA06 Synthesise relevant critical thinking through academic research completing an independent research project/dissertation at masters level.	
PGCERT01 Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the fore-front of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: a) to evaluate critically current research and advanced scholarship in the discipline b) to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses	
PGCERT02 Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences	
PGCERT03 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.	
PGCERT04 Demonstrate the qualities and transferable skills necessary for employment requiring: a) the exercise of initiative and personal responsibility b) decision-making in complex and unpredictable situations c) the independent learning ability required for continuing professional development.	
PGDIP01 Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the fore-front of your academic discipline, field of study or area of	

professional practice with a conceptual understanding that enables the student: a) to evaluate critically current research and advanced scholarship in the discipline b) to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

PGDIP02 Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

PGDIP03 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

PGDIP04 Demonstrate the qualities and transferable skills necessary for employment requiring: a) the exercise of initiative and personal responsibility b) decision-making in complex and unpredictable situations c) the independent learning ability required for continuing professional development

Modules

Teaching, Learning and Assessment:

This is a blended learning course with supportive and structured learning activities on Canvas supported by weekly in-class activities.

The online materials and face-to-face components of the module are integrated into a complimentary learning experience, which is engaging and relevant for students and resources are accessible online. Students are provided with a road map for studying each module in the form of a Homepage on Canvas.

Each Canvas Homepage sets expectations and includes an orientation to help students understand how to successfully navigate the different online components of the course and prepare for the face-to-face meetings.

The structure of each Canvas topic follows a standard Business School layout where possible to ensure consistency and familiarity for students and to help them navigate the different modules they will be studying. The Canvas Pages are used to present learning inputs and related activities with a narrative flow; content is structured into bite sized inputs and activities of no more than 10-15 minutes, inclusive of any Panopto recorded slides. Each module Canvas page features a balance between interactive activities and short lecture inputs.

Regular opportunities are built in for formative feedback in class and online. For summative assessments on modules with more than one tutor a marking rubric is used to ensure consistency.

Blended learning lends itself to enquiry-based learning – this puts less emphasis on the lecture method of teaching and more on getting students to solve problems, evaluate situations, research topics or apply principles, which is more appropriate to business education. Face-to-face sessions are delivered in workshop mode with a set of task-based activities, which draw on the online content, and enable students to practically and critically explore the topic individually and in small groups.

Opportunities are built in for students to collaborate in peer-to-peer learning activities. This could include things such as small groups using a flipped learning approach, small group case study analysis, student-led assessment unpacking, group discussions, student-led seminars and problem-based learning.

The workshop and activity-based approach to learning enables multiple opportunities for formative feedback and self-diagnosis and testing to be built into the core content for each module, and there will be regular opportunities for small group and one-to-one tutorials for all students.

Where appropriate visiting speakers and external visits will add a practical dimension to the learning process. Recognising the rich potential learning from the workplace, students will be encouraged to base their learning applications to their own or case study organisations.

Inclusivity

The modules are developed with Universal Design in mind, and to meet all accessibility standards. For instance, downloadable transcripts will be provided for all the videos – these may be created by Panopto and then edited into a useable text or may be scripted by the author in advance of the recording. We will also ensure that there are adequate descriptions provided all of graphs, charts, images etc used in PowerPoint slides included in the transcripts. There will also be alternative text for all graphics used in page, and we will ensure that all documents, PDFs etc are formatted to best be used by screen readers.

Case studies, examples and resources are drawn from a wide range of business cultures and contexts representing our diverse and international community.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

General University support:

[The University Library](#) is the key source of academic information for students. The Library provides physical library resources (books, journal, DVDs etc.) and offers a range of study areas to allow you to study in the environment that suits you best: Social areas, quiet and silent areas. The Library also provides access to wide range of online information sources, including eBooks, e-Journals and subject databases.

The Library also provides students with academic skills support via the [Skills for Learning programme](#). While on campus you can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. You can also access a range of online skills material at: www.wlv.ac.uk/lib/skills

The [University Student Support website](#) offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

Course Specific Support

A personal tutor is allocated to you and they will maintain regular communication (virtual and/or face-to-face) with you to support you as you progress. Should you encounter any difficulties, follow-up meetings are arranged to ensure that you make satisfactory progress or are not at risk of withdrawal. Personal tutors can assist you in your personal and academic development, planning and progression, as well as offering you advice and guidance to help you liaise with other staff and support facilities in your school and the University, including study skills support.

The course leader will monitor the academic and experiential quality of the course through Award Boards, focus groups and other channels. The course leader also supports and directs you proactively on the course, both collectively and individually, and responds to enquiries with regard to your academic programme of study.

The Faculty Enabling Tutor liaises with Student Support and Wellbeing (SSW) regarding provision for specific disabled students & disseminates information from Student Support and Wellbeing on the needs of specific disabled students. The Faculty Enabling Tutors also monitor requests for, and provision of, specific examination and assessment arrangements, publicise 'surgery' arrangements and make available time to meet with individual disabled students to enable them to discuss their own school-specific disability issues where necessary. The tutor takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

Employability in the Curriculum:

Enterprise and employability are at the heart of this practice-focused business analytics programme. Students will engage in live projects, and problem-based learning, applying business concepts to a wide range of diverse work environments. Case studies drawn from a diverse and international range of businesses will aid understanding of data analytics within the business context, while live projects will enable students to work first-hand with the challenges of a business.

Critical business intelligence, analytics, data mining and data visualisation skills and business skills are embedded in the programme from the beginning and students will engage in a number of activities aimed at developing the personal and professional skills required in modern organisations.

Students will be encouraged to reflect on the abilities and skills acquired and to consider them in the context of a business. In their final year, students also have the opportunity to be mentored by a company director in our hugely successful Institute of Directors Mentoring Scheme