

LEVEL 5 ASSESSMENT SPECIFICATION – LCBB5000 - Assignment 1 – May 2022

Student name:		Student ID number:	
Programme:	BA Business Management		
Module:	Data Handling and Business Intelligence		
Module code:	LCBB5000	Contribution to Overall Module Assessment (%):	25
Lecturer:	Khaza Ahmed	Internal Verifier:	Dr Eric Osei
Assignment Title:	Coursework (Written Report)	Word count (or equivalent):	1250 words (+/- 10%)
Submission deadline:	01/07/22 – 3pm	Return date of provisional marks & written feedback:	TBC
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

1. Identify and critically evaluate the current trends in data warehousing, business intelligence and data mining.
2. Demonstrate a comprehensive knowledge and systematic understanding of essential concepts and principles by using predictive analytic software.

TASK DESCRIPTION

Assessment Component 1 – 25%

You will write a **report on current trends in Business Intelligence** that you will have covered over the course of the semester which you will need to agree with your tutor. Use the following research article, 'A review and future direction of agile, business intelligence, analytics and data science' (full article available on Moodle) as a starting point for your research to help with identifying contemporary methods used in Business Intelligence. Your analysis should clearly demonstrate the **ideas and arguments** that are being presented by the author and provide an overview of the study.

As a technology-driven process for analysing data and presenting actionable information to help managerial decision-making, business intelligence has become an important concept with the availability of "big data" (Puklavec et al., 2018). The "big data" phenomenon, the volume, variety, and velocity of data, has impacted business intelligence and the use of information. New trends such as fast analytics and data science have emerged as part of business intelligence (Larson and Chang, 2016). The dimensions of business intelligence include data integration, analytical capabilities, content quality in business processes, and decision-making culture (Eidizadeh et al., 2017).

References:

Eidizadeh, R., Salehzadeh, R. and Chitsaz Esfahani, A. (2017), "Analysing the role of business intelligence, knowledge sharing and organisational innovation on gaining competitive advantage", *Journal of Workplace Learning*, Vol. 29 No. 4, pp. 250-267.

Puklavec, B., Oliveira, T. and Popovič, A. (2018), "Understanding the determinants of business intelligence system adoption stages: An empirical study of SMEs", *Industrial Management & Data Systems*, Vol. 118 No. 1, pp. 236-261.

Full report (for Assignment 1 – the PDF version is available on Moodle):

Larson, & Chang, V. (2016). A review and future direction of agile, business intelligence, analytics and data science. *International Journal of Information Management*, 36(5), 700–710. <https://doi.org/10.1016/j.ijinfomgt.2016.04.013>

Available at: <https://www.sciencedirect.com.ezproxy.uwtsd.ac.uk/science/article/pii/S026840121630233X>

General Submission Guidance

1. All of your submissions must include a title page that clearly states your name, your student number, the module code and title, your lecturer's name, and your assignment title.
2. All of your submissions should be typed in Arial font, size 11.
3. All of your submissions should be typed with 1.5 line spacing.
4. All of your submissions should have an appropriate structure, include page numbers, and have a reference list.

Sections	Word count guidance
Title Page All of your submissions must include a title page that clearly states your name, your student number, the module code and title, your lecturer's name, and your assignment title.	The words in this section do not count towards your word limit.
Introduction This section should introduce your reader to the content of your report, briefly stating what will be discussed and the context of the report. Here you may also highlight key literature, theories or models that you will be discussing within your report.	100 -200 words
Discussion Provide current trends in Business Intelligence using information from the article. Provide description Business Intelligence processes like data warehousing, data mining, information systems and any other relevant models. You may also discuss the importance of various analytical/predictive software.	800 -900 words
Conclusion Write the concluding remarks for current trends in Business Intelligence. (Don't worry if you feel like you are repeating points that you have already made in your report, here you are summarising and communicating these clearly to the reader as your conclusions)	100 -200 words
Reference List All information sources should be listed in Harvard Style with a full reference for each. References should be organised in alphabetical order.	The words in this section do not count towards your word limit.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five common assessment criteria overleaf.

1. Research-informed Literature

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, typically published within the last five years or so, though seminal works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using in-text citations in the main body of your work and a reference list that is alphabetical at the end of your work. Please use the Harvard referencing system.

Specific to Assignment 1: *You need to use reliable, recent, and relevant external sources, correctly referenced in Harvard style. There is not specific number in terms of how many sources you should cite, but please refrain from forceful referencing and only cite a source when it is consulted and used in your submission.*

2. Knowledge and Understanding of Subject

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

3. Analysis

Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing What! but also justifying: Why? How? When? Who? Where? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed.

4. Practical Application and Deployment

You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, some of which may be innovative and creative. This is likely to involve, for instance, the use of real-world examples and cases, the application of a model within an organisation and/or benchmarking one organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

5. Skills for Professional Practice

Your work must provide evidence of the attributes expected in professional practice. This includes demonstrating your individual initiative and/or collaborative working. You must communicate effectively in a suitable format, which may be written and/or oral, for example, essay, management report, presentation. Work should be coherent and well-structured in presentation and organisation.

Essential Resources:

Resources listed on the lecture schedule and on Moodle
The student handbook

Additional information for writing the formal report (Component 1)

It is important to present a formal report in as clear and concise way as possible. Your reader needs to grasp the main points quickly and easily, and so you should consider how well your report's structure and format helps to communicate this information.

Writing style

- Brevity is desirable, provided the necessary information is properly communicated. Some suggestions: Avoid reproducing standard information and avoid appendices unless there is a specific reason for them. Consider each sentence; does it meaningfully contribute to the report?
- Only the title page, abstract, contents, list of tables, list of figures, abbreviations, and the references should start on a separate page (you may not have all the sections, e.g., abbreviations), the other sections should not. However, a heading needs to indicate the beginning of each section. Sub-headings within sections can be an excellent way to further organise the report. Please indicate word count on the bottom left of title page. The title page, abstract, contents, list of tables, list of figures, abbreviations, and the references are NOT included in the word count.
- A table or figure should never be inserted into the report without first referring to that table or figure in the text. Reference to a figure should include a brief description of what it contains and what it contributes to the point under consideration. Figures and tables should be merged into the text or placed on a separate page immediately following the first page on which they are mentioned; they should NOT be collected at the end of the report.
- References: Harvard citation approach must be adhered.
- A suitable font is Arial, 11 pt.
- A uniform verb tense should be used throughout the report, preferably present tense. You should limit the use of the past tense to (a) describe specific experimental methods and observations, and (b) citing results published in the past.
- Since the report is formal, the first person (singular "I" or plural "We") should NOT be used.
- Sentences should not start with "It" unless the object that "It" refers to is absolutely clear from the context.
- All text should be 1.5-line spaced.
- All pages, including table/figure pages, should be numbered consecutively.
- Overly long sentences should be avoided. Two or more short sentences should be used instead.
- An excellent way to improve style and grammar is to have others proofread the report.

- Needlessly fancy presentation (bold, italic, or underlined fonts; colour in text or figures) should be avoided unless it truly enhances the clarity of the report.
- If you choose to keep supporting material such as summaries of data, maps, notes or survey results as appended, they can be placed in an appendix at the end of the report. They would be headed as Appendix A, Appendix B, and so on (Appendix is NOT included in the word count).
- Tables and Figures

Tables and figures are numbered independently in the sequence in which they are referred to in the text and start with Table 1 and Figure 1. Note: it is NOT acceptable to abbreviate the word “Figure” as “Fig.” The word “Table” is not abbreviated. Further, the number and name of the Table should appear at the top of the respective table, while the number and name of the figure should appear at the bottom of a figure.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	10	
2. Knowledge and Understanding Skills	30	
3. Cognitive and Intellectual Skills	30	
4. Practical Application Skills	20	
5. Transferable Skills for Life and Professional Practice	10	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		100%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students should have coherent and detailed knowledge and a systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). They will demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and understanding (Coherent and detailed)	Major gaps in knowledge and systematic understanding of the subject	Gaps in knowledge, with only superficial systematic understanding.	Limited knowledge and systematic understanding of the relevant	Knowledge is reasonably detailed, accurate with a good systematic	Knowledge is reasonably extensive coherent and detailed.	Excellent coherent and detailed knowledge and systematic	Exceptionally coherent and detailed knowledge and systematic

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knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	understanding of the field of study and to some extent, current research and scholarship.	Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding

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				the basis of reason and evidence.			grasp of the broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of initiative and	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a	Can communicate in a suitable medium but with some room for improvement.	Can communicate effectively in a suitable format, but may have minor errors.	Can communicate well, confidently and consistently in a suitable format.	Can communicate professionally confidently and consistently in a suitable format.	Can communicate with an exceptionally high level of professionalism.

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personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.