

MODULE HANDBOOK

Digital Intelligence and Future Development

MODULE CODE: BMBM5023

LEVEL 5

SCHOOL OF BUSINESS

INSTITUTE OF MANAGEMENT AND HEALTH

SEMESTER 1 - September 2026

AIM(S)

- To provide students with a comprehensive understanding of how data systems work, how their benefits can be optimised.
- To be able to analyse and evaluate the information in the systems to obtain maximum benefit.

LEARNING OUTCOMES

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

- Identify and evaluate the current trends in data warehousing, business intelligence and data mining.
- Demonstrate knowledge and critical understanding of the well-established principles of predicative analytic software and its application.

INDICATIVE CONTENT

- Basic concepts of Business Intelligence and Decision Support
- Data warehousing and ETL and OLAP
- Data security and quality management
- The Data Mining Cycle
- Association, Clustering and Prediction
- Data visualisation
- Data mining open source tools
- Excel Pivot Tables
- Reporting

LEARNING AND TEACHING STRATEGY

Study will introduce the students to the concepts, principles, and practices. Tutorials and seminars will demonstrate practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. This module will equip students with the ability to selectively analyse different sets of marketing data for insight, and to undertake effective decision making in relation to the utilisation of marketing resources. Case studies will therefore be used to develop this understanding and application of the techniques.

The allocation of teaching to deliver the module is:

Activity Type	Hours	Percentage
Scheduled Learning	48	24%
Independent Learning	152	76%
Placement Learning	2	0
TOTAL	200	100%

ASSESSMENT

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical assessment with supporting paper	4000 words or equivalent	100%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	0
Practical	100%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMBM5023 / BMBM5023D*	
Module Title	Digital Intelligence and Future Development	
Classification	Reading List entry	Electronic*
Essential	Stensile, S, Haugom, L, Vaage, B, H, (2021), <i>Intelligence Analysis in the Digital Age</i> , Routledge, Oxford	☒
Further	Tillary, N, (2022), <i>Excel 2022</i> , Independent, UK.	☒
Further	Mayers, D, (2022), <i>Google Analytics</i> , 3 rd Edition, Elite Books, UK.	☒
Further	Journal of Interactive Marketing	☒
Further	Digital Analytics Association	☒
Further	International Journal of Data Science and Analytics	☒

Students will also be directed to use academic databases such as Business Source Complete and Marketline.

ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Business Management Portfolio		
Module:	Digital Intelligence and Future Development		
Module code:	BMBM5023	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Robyn Griffiths	Internal Verifier:	
Assignment Title:	From Data to Decision - Business Intelligence Project	Word count (or equivalent):	4000 words (or equivalent)
Submission deadline:	08/01/2027	Return date of provisional marks & written feedback:	08/02/2027
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 assessment, the student should be able to demonstrate the ability to: Identify and evaluate the current trends in data warehousing, business intelligence and data mining. • Demonstrate knowledge and critical understanding of the well-established principles of predicative analytic software and its application.			

TASK DESCRIPTION

Assignment Title: From Data to Decision - Business Intelligence Project

Overview:

You will take the role of a Business Intelligence Analyst working with an organisation of your choice. This may be an existing organisation / industry using appropriately available data, a fictional organisation supported by generated/simulated data, or the organisation and dataset provided within the module.

Your task is to identify an appropriate business problem, question or opportunity and demonstrate how data can be transformed into meaningful business intelligence to support organisational decision-making.

Your submission will consist of three interconnected components:

1. Data Intelligence Workbook - 750-word equivalent

Submit an Excel workbook demonstrating how you have prepared, organised, analysed and visualised the data underpinning your investigation.

Your workbook should contain clearly structured worksheets showing the progression from raw data to business intelligence. As a minimum, your workbook should include:

- Raw Data - the original dataset used for your investigation;
- Data Preparation/Analysis - evidence of appropriate data cleaning, preparation and/or transformation;
- Pivot Analysis - appropriate use of PivotTables and/or PivotCharts to interrogate the data;
- “Management Dashboard” - a dedicated, professionally presented dashboard summarising the most important findings from your analysis through appropriate KPIs, charts, tables, slicers and/or other visual elements;
- Data Notes - briefly identifying the source and nature of the data, preparation undertaken, assumptions made and any relevant data-quality limitations.

The **“Management Dashboard”** is a required component of the workbook. It should be designed for a managerial audience and provide a clear visual overview of the most important intelligence emerging from your analysis. Visualisations should be selected for their ability to communicate meaningful information rather than simply demonstrate technical functionality.

Marks will be awarded for the appropriateness, accuracy, clarity and intelligence of your analysis and visualisation, rather than simply the quantity of data or complexity of Excel functions used.

2. Power BI: Business Intelligence Dashboard - 1,000-word equivalent

- Using Microsoft Power BI, further develop the analysis undertaken within your Data Intelligence Workbook and produce an interactive dashboard communicating the most significant intelligence generated through your investigation.
- The dashboard should be designed for an appropriate managerial audience and make effective use of relevant KPIs, visualisations, comparisons, trends, filters and/or other interactive functionality.
- Particular attention should be given to the clarity and effectiveness of data visualisation. Your dashboard should enable a decision-maker to understand the principal messages emerging from the data quickly and accurately.

3. Business Intelligence Report - 2,250 words

Drawing upon the intelligence generated, produce a critical Business Intelligence Report for your chosen organisation.

Briefly establish the organisation, the business problem or opportunity being investigated and why the available data is relevant.

You should then identify and critically evaluate the most significant intelligence generated through your analysis. Your discussion should interpret rather than simply describe your visualisations and should use appropriate academic, industry and/or market evidence to support and challenge your findings.

Consider the reliability and limitations of the available data and any alternative interpretations before arriving at clear, evidence-informed recommendations for the organisation.

Your report should conclude by considering how an appropriate future development - such as predictive analytics, artificial intelligence, machine learning, real-time analytics or enhanced data mining - could further develop the organisation's use of Business Intelligence.

Your assessment should demonstrate the progression:

DATA → INFORMATION → INTELLIGENCE → DECISION

The three assessment components should therefore form one coherent investigation rather than three separate pieces of work.

You are not simply being assessed on your ability to operate Excel or Power BI. Your submission should demonstrate that you can analyse organisational data, identify meaningful intelligence, critically evaluate its reliability and limitations, communicate findings effectively and use evidence to arrive at justified managerial recommendations.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

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 an appropriate *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, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: *Your Business Intelligence Report should be informed by an appropriate range of credible academic, professional and industry sources. Literature should be used to support and challenge your interpretation of the data, inform your understanding of Business Intelligence and relevant emerging developments, and provide evidence for the recommendations you make. All sources should be appropriately acknowledged using the required Harvard referencing conventions.*

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. 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.

Guidance specific to this assessment: *You should demonstrate sound knowledge and critical understanding of how organisational data can be prepared, analysed and transformed into meaningful Business Intelligence. Across your submission, you should demonstrate understanding of relevant concepts including data quality, data analysis, visualisation and decision support, together with appropriate consideration of current and future developments in Business Intelligence and predictive analytics.*

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. 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 what cost? At all times, you must provide justification/evidence 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, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: You should critically interpret the intelligence generated through your analysis rather than simply describing the data or visualisations produced. You should identify and evaluate significant patterns, trends, relationships and anomalies, consider alternative explanations and recognise limitations within the available data. Your conclusions and recommendations should follow logically from your analysis and be supported by appropriate evidence.

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/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, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment: You should demonstrate the practical application of Business Intelligence techniques through the preparation, analysis and visualisation of organisational data. Your Excel workbook should evidence appropriate data preparation and interrogation, including the development of a Management Dashboard, while your Power BI dashboard should demonstrate your ability to communicate meaningful intelligence effectively to an appropriate managerial audience.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: *Your submission should demonstrate your ability to communicate data and Business Intelligence clearly and professionally to both specialist and non-specialist audiences. Your Excel workbook, Power BI dashboard and Business Intelligence Report should form a coherent investigation, demonstrating appropriate digital literacy, analytical problem-solving, evidence-informed decision-making and the ability to present complex information in an accessible and professionally relevant form.*

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	5	
2. Knowledge and Understanding Skills	25	
3. Cognitive and Intellectual Skills	15	
4. Practical Application Skills	30	
5. Transferable Skills for Life and Professional Practice	25	

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)		%
	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 will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

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 literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of 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. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	or opinion, made without use of any credible evidence.	evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	interpretation or failure to fully recognise limits of knowledge.	tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	support appropriate and valid judgements.	the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established 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.	Rudimentary application of established 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	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not	A good and appropriate application of established 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	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	Very weak problem-solving skills outside the context in which they were first studied.	practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a 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. Flawed approach to	Can communicate in a suitable medium for the audience but with some room for improvement. 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 group, meeting most obligations to others but perhaps with	Can communicate effectively in a suitable medium for the audience, but may have minor errors. 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.	Can communicate well, confidently and consistently in a suitable medium for the audience. 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 skills for employment	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate,	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment

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	exercise of personal responsibility and decision-making.	group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	requiring the exercise of personal responsibility and decision-making and an appetite for further development.