

APPENDIX GA36b

LEVEL 5 ASSESSMENT SPECIFICATION

Programme:	BA (Hons) Business Management		
Module:	Data Handling and Business Intelligence		
Module code:	LCBB5014	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Dr Xavier Matieni	Internal Verifier:	Dr Anupam Mazumdar
Assignment Title:	Component 2 Coursework: Individual Report	Word count (or equivalent):	2000 Words (+/- 10%)
Submission deadline:	Weekday: N/A Weekend: 14/08/2026 by 2PM	Return date of provisional marks & written feedback:	20 working days from submission
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 an understanding of business intelligence, business intelligence concepts and applications, and data mining. • evaluate the current trends of business intelligence, data warehousing, and data mining; • demonstrate a comprehensive knowledge and understanding of essential concepts and principles, by using predictive and analytic software.

TASK DESCRIPTION

Component 2 (50%): Report (2000 Words)

Assessment Task: This assignment is designed to help you build practical skills in data analysis and interpretation using Microsoft Excel and SPSS. You will work with a real-world dataset based on the **Letterbox Movie Classification Dataset** (available on the module page), which includes information such as film titles, directors, genres, ratings, runtimes, languages, watches, likes, and fan counts.

Your task is to:

- Explore and analyse the data,
- Identify trends and viewer behaviour patterns,
- Investigate what factors contribute to a film's popularity or high ratings.

You will use data manipulation, visualisation, and statistical methods to extract insights. Based on your findings, you will explain how data-driven decisions can support improvements in business performance, operational efficiency, and audience satisfaction—particularly in the context of media, film, or entertainment industries.

Assessment Objectives

1. Data Understanding, Cleaning and Preparation (Excel)

- Handle missing values by leaning and preparing the data by identifying and addressing any missing or inconsistent values in variables like Runtime, Fans, or Genres
- Standardise formats for fields like Genres, Studios, and Original language
- Describe the approach you use to clean the data and discuss the importance of clean data in BI system.

2. Descriptive Statistics (excel & SPSS)

- Calculate key descriptive statistics to summarise the data variables such as Average rating, Watches, Fans, and Runtime.
- Examine distributions for categorical variables like Genres and Original language.

3. Trend Analysis (Excel)

- Identify trends and patterns in Average rating or likes, across genres or languages and explain what your findings reveal.
- Visualise data using bar charts, histograms and scatter plots

4. Statistical Analysis (SPSS)

- Hypothesis Testing - Perform hypothesis testing, correlation, regression analysis and other relevant statistical analyses using SPSS. Example: Is there a significant difference in Average rating between English and non-English films?
- Correlation Analysis - Explore relationship between Runtime and Fans or Watches and Likes.
- Regression Analysis – Predict Average rating using features like Fans, Likes, and Runtime

5. Insights and Recommendations: Interpret the findings and provide insights into what makes films successful and recommend strategies.

Guidelines for Structure and Content:

1. Introduction (200 words):

- State the purpose of the report and provide an overview of the dataset and methods.
- State the objectives of your analysis, including the data cleaning, descriptive statistics, trend analysis, and statistical testing components.

2. Data Cleaning and Preparation (200 words):

- Describe your data cleaning using Excel (e.g., missing value handling, transformation and explain how you handled them (e.g., imputation, removal).
- Check for inconsistencies, such as irregular date and time formats, and standardize them.
- Document any modifications or transformations performed on the dataset to ensure accuracy in analysis.

3. Descriptive Statistics and Summary (400 words):

- Use Excel/SPSS to generate and report key descriptive statistics and summarise key metrics.
- Calculate average rating, watches, fans, runtime, and summarise key numerical and categorical variables such as average rating, watches, fans, runtime using excel and SPSS
- Include charts to (boxplots, frequency tables, pie charts).

4. Trend Analysis and Visualization (400-500 words):

- Use Excel to explore and visualise trends in ratings, views, or fan counts by genre/language and analyse categorical variables, like which genres are associated with higher average ratings?

- Generate charts, such as line graphs, bar charts, and scatter plots, to illustrate patterns and dependencies in the data.

5. Statistical Analysis using SPSS (400-500 words):

- **SPSS Exercise:** Conduct statistical tests including correlation, t-test and regression to explore relationships in the data.
 - Perform t-test if there is a statistically significant difference. E.g., Is there a significant difference in Average rating between English and non-English films?
 - Examine correlations between variables to determine if movies with longer runtimes tend to have more watches or likes?
- **Regression Analysis:** Conduct a simple regression analysis to determine predictors if movie descriptions be used to predict genres/runtime or ratings? And how does the original language impact user engagement metrics?
- Present SPSS outputs and interpret the results in the context of the dataset.

6. Insights and Recommendations (200-300 words):

- Summarize key insights gained from the analysis, discussing significant findings and observed patterns and link them to real-world decisions
- Provide data driven recommendations/strategies based on the analysis that could improve BI decision-making (e.g., genre targeting, language subtitles, runtime optimisation).
- Reflect on any limitations of the data or analysis and suggest potential areas for future investigation.

Formatting and Submission Guidelines:

- **Word Count:** 2,000 words (excluding references and appendices).
- **Referencing:** Use Harvard Referencing Style for in-text citations and the reference list.
- **Font and Spacing:** Use 12-point Times New Roman or Arial font, 1.5 line-spaced.
- **Structure:** Use clear section headings as outlined above.
- **Submission Format:** Submit as a Word document.

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☒ No ☐
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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: The report should contain a minimum of ten (10) academic references in support of your work from a variety of valid and reliable sources. A reference list should be provided using Harvard style of referencing. Effective handling of missing data and inconsistencies.

1. 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 a solid understanding of key data analysis concepts and techniques, such as trend analysis, clustering, and profitability evaluation. Apply these concepts meaningfully to the datasets provided, using Excel for sales analysis and SPSS for statistical exploration. Clearly articulate how these methods contribute to your findings and recommendations, while also showing a critical understanding of the tools' advantages and limitations. Comprehensive summary and visualization of key statistics.

2. 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: To meet the cognitive and intellectual skills criteria for your report, you should demonstrate critical thinking and problem-solving abilities. For instance, when analysing sales data, justify your choice of trend analysis by explaining its relevance to understanding seasonal variations. Break down the data into components, such as sales volume and product categories, to make reasoned inferences about customer behaviour. Clear, well-structured trend analysis using Excel, with meaningful visuals.

3. 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 effectively use and apply a range of established techniques in your analysis. For example, employ Excel functions for trend analysis and data visualisation to assess sales patterns in the e-commerce dataset, demonstrating how these techniques can solve real-world business problems. Similarly, apply SPSS for clustering analysis to identify patterns in student performance, showing how statistical models can inform educational strategies. Accurate and relevant statistical tests using SPSS, with well-interpreted results.

4. 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: You should communicate the result of your findings in an organised and well- structured manner. Organized, professional presentation and logical flow of content.

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
1. Engagement with Literature Skills	20%	
2. Knowledge and Understanding Skills	20%	
3. Cognitive and Intellectual Skills	20%	
4. Practical Application Skills	20%	
5. Transferable Skills for Life and Professional Practice	20%	

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 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 (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st Distinction)	EXCEPTIONAL (1st 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.
Knowledge and understanding (Sound knowledge and	Major gaps in knowledge with unsatisfactory, uncritical understanding of	Fragmentary knowledge, with only superficial critical understanding.	Limited but adequate knowledge and critical understanding of	Knowledge is reasonably detailed and accurate. A good critical	Knowledge is reasonably extensive. Exhibits very competent	Excellent, detailed knowledge and highly critical understanding of	Exceptionally detailed knowledge and outstanding critical

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	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.	understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	the well-established concepts and principles of the subject and the main methods of enquiry.	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 interpretation s.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles.	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles.	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts.	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes.	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements.	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.
	Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical	Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting	Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition

				judgements.		some grasp of the broader field and wider concepts.	of
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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
							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.	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.	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 always making logical links between the two. Can identify problems and propose basic solutions outside the	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 appropriate links between the two. Can identify problems and propose mostly appropriate solutions	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 practice, making appropriate links between the two. Can identify problems and	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 links between the two. Can identify problems and propose excellent, creative	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 identify routine and non-routine problems and propose quite sophisticated, creative
	Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied.	Weak understanding of the application of theory to practice or making appropriate links between the two. Weak problem-	Can identify problems and propose basic solutions outside the	Can identify problems and propose mostly appropriate solutions	Can identify problems and	Can identify problems and propose excellent, creative	Can identify problems and propose quite sophisticated, creative

		solving skills outside the context in which they were first studied.	context in which they were first studied.	outside the context in which they were first studied.	propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	solutions outside the context in which they were first studied.	solutions outside the context in which they were first studied.
Transferable skills for life	Communication medium is	Communication medium is poorly	Can communicate in	Can communicate	Can communicat e	Can communicat e	Can communicate

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%
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-	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 exercise of	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	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	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	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	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	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

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