PROGRAMME SPECIFICATION

1.	**Awarding Institution:**	The University of Law
2.	**Final Award:**	Master of Science in Business Analytics Postgraduate Diploma in Business Analytics Postgraduate Certificate in Business Analytics
3.	**Exit / Intermediate awards**	For the MSc in Business Analytics - Postgraduate Diploma in Business Analytics - Postgraduate Certificate in Business Analytics
4.	**Programme Title(s):**	MSc Business Analytics Postgraduate Diploma in Business Analytics Postgraduate Certificate in Business Analytics
5.	**Accredited by:**	N/A
6.	**Total Credits:**	MSc Business Analytics – 180 credits Postgraduate Diploma in Business Analytics – 120 credits Postgraduate Certificate in Business Analytics – 60 credits
7.	**Level:**	MSc Business Analytics – Level 7 within the FHEQ Postgraduate Diploma in Business Analytics – Level 7 within the FHEQ Postgraduate Certificate in Business Analytics – Level 7 within the FHEQ
8.	**Mode of Study:**	Face-to-face; Full-Time and Part-Time Online; Full-Time and Part-Time
9.	**Language of Study:**	English
10.	**Length of Programme:**	Full-time: 12 months. Part-time: 24 months
11.	**Criteria for admission:**	2:2 or above from a UK Bachelor's degree, or equivalent qualifications. Non-standard routes:. ROUTE A: • Applicants must possess an undergraduate degree with a grade below that of a 2:2 (3rd or Ordinary); AND EITHER • A professional qualification at level 6 or above from a business professional body, e.g. CIM, CMI, CFA, ACCA, CIMA, CIPD, etc.

		OR • At least two years of proven professional work experience; ROUTE B: • Applicants must possess a professional qualification at Level 6 or above from a business professional body such as CIM, CMI, CFA, ACCA, CIMA or CIPD; AND • At least three years of proven professional work experience. ROUTE C: Applicants possess no formal qualifications. Applicants will need to provide 5 years of proven professional managerial work experience along with a professional reference. Applicants may also be required to attend a formal interview. All applications for non-standard entry must be accompanied by a full CV. International Entry Requirements - an English language level equivalent to IELTS 6.5 or above with a minimum of 5.5 in each component.
12.	**UCAS code (if relevant):**	N/A
13.	**HECoS codes (if relevant):**	100361 - business information systems 100362- business information technology
14.	**Date of Production/Revision:**	November 2021

15. Aims and Rationale of the Programme

All ULBS Postgraduate degrees are organized into two hubs of programmes; Management Hub and Finance Hub. Programmes within each hub share certain modules, with additional modules that are specific to each programme. The shared modules give students the opportunity to network and liaise with students on other programmes, which they otherwise might not have done, offering invaluable networking opportunities that will benefit them in their work-life. The MSc Business Analytics is part of the Management Hub. The shared modules within the Management Hub are:
- Global Business Strategy
- Innovation Management in a Digital Age
- Success Through business Ethics

Additionally, all students will share the following two modules:
- Professional Development
- Business Project

The overall objective of master's level business and management degrees is to educate individuals as managers and business specialists, and thus to improve the quality of management as a profession. Master's degrees add value, for example to first (or bachelor's) degrees, by developing in individuals an integrated and critically aware understanding of management and organisations in a global context and assist them to take effective roles within them.

In particular for the programme (MSc in Business Analytics) It is well acknowledged that data analytics technologies offer radical and far-reaching opportunities for organisations and their supply chains. Such technologies can offer insight into opportunities for new products, markets, optimisation of processes and supply chains. The technology and its application is commonly central to an organisation's marketing, its strategy, and in some contexts, provides the opportunity to develop new service based product. This drive towards digital analytics has resulted in the emergence of a distinct managerial skill-set. This involves, includes and integrates some key technical skills with business change.

The programme has been developed based on the observation that in the contemporary context, there is an ever present need for a sound knowledge of technologies, integrated with methods to assess the feasibility and desirability of their application in context. The skills-set includes applying and developing the technology, including server-side database architecture, understanding and evaluating strategic value from the technology, developing projects and business plans to harness the technology for the realisation of organisational and business benefits, and the reduction in risk. These all present significant contemporary challenges in managerial practice, and demand underpinning methods that can guide practitioners appropriately.

In particular, the programme aims are as follows:
- To develop knowledge in the main areas of the subject of data analytics, and its linkage to statistical methods, systems thinking and technology architectures, and change management for application into organisations in the contemporary context;
- An understanding of the major theories, principles and concepts of Data Analytics for Business Intelligence;
- Familiarity with key technologies, concepts, techniques and practices of data analytics.

Skills include:
- The gathering, analysis, and presentation of business information, ideas, concepts and quantitative and qualitative data;
- Skills in the application of information and communications technology (ICT) as appropriate to fulfil the role of Data Analytics Manager;
- To apply techniques to evaluate and formulate a range of arguments and solutions to problems and issues in business organisations.

16. Programme Outcomes
On completion of the Programme the delegate should be able to demonstrate the following:

Knowledge and Understanding
- The business/organisational value of data analytics and how to apply methods to determine value;

- The resource requirements when developing data analytics technologies, e.g. technical skills requirements, time and financial resources;
- Construction of projects of change for implementing data analytics;
- Business planning for innovation and change when applying data analytics in both exising organisations, or as an innovation for new start-up organisations;
- Trends and contemporary issues, such as privacy and security, when applying data analytics technologies;
- General trends in technological and disciplinary terms;
- The idea of and key tenets of methodology to guide professional practice to help ground the discipline of data analytics;
- Critical awareness and understanding of options and key features of a range of technologies for contemporary advanced data analytics;
- Understanding the appropriate statistical techniques and their outputs for different types of business decisions, and on different types of data set;

Transferable Skills

- The application and evaluation of data analytics technologies in a variety of contexts in organisations;
- Developing a set of strategic performance indicators, to demonstrate the value of a given proposed data analytics project;
- The application and evaluation of predictive analytics technologies in a variety of contexts in organisations.

Intellectual Skills
- To apply and critically appraise methods and techniques for data analytics;
- To understand and evaluate systems methods for changing organisational systems;
- The critical evaluation required to gathering, analyse, and presentation of business information, ideas, concepts using quantitative and qualitative data;
- To recognise the limits of taking a quantitative or qualitative approach to measurement and control in organisations;
- To apply techniques to evaluate and formulate a range of arguments and solutions to problems and issues in business organisations.

Relevant Subject Benchmark Statements and other reference points to inform programme outcomes
Subject Benchmark Statements for Master's Degrees in Business and Management, February 2015 (QAA)
The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) The Revised UK Quality Code for Higher Education (QAA) March 2018.

17. Programme Structure, Levels, Modules and Credits

Programme Title – MSc Business Analytics	
Module Titles	*Credit*
Global Business Strategy	15
Innovation Management in a Digital Age	15
Success Through Business Ethics	15

Data Analysis for Business	15
Data Design Management	15
Data Security	15
Data Visualisation	15
Digital Marketing Analytics	15
Data and Decision Making	15
Professional Development	Non Credit Bearing
Business Project	45

Students who obtain all the 180 credits from the modules above will receive the MSc in Business Analytics award and will achieve al the learning outcomes described in this document.

Students who obtain 120 credits from the modules above will receive the Postgraduate Diploma in Business Analytics award, and consequently the learning outcomes described in this document will be achieved just partially, on the basis of the modules passed.

Students who obtain 60 credits from the modules above will receive the Postgraduate Certificate in Business Analytics award, and consequently the learning outcomes described in this document will be achieved just partially, on the basis of the modules passed.

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18. Programme Outcomes, Learning & Teaching and Assessment Strategies

A. Knowledge and Understanding	**Learning and Teaching Methods**
Knowledge and Understanding • The business/organisational value of data analytics and how to apply methods to determine value; • The resource requirements when developing data analytics technologies, e.g. technical skills requirements, time and financial resources; • Construction of projects of change for implementing data analytics; • Business planning for innovation and change when applying data analytics in both exising organisations, or as an innovation for new start-up organisations;	The learning and teaching methodology will be consciously constructed around ULaw's emphasis on critical practice based learning within a realistic, professional and contemporary context, and will fit with the Business School's agreed approach for teaching and learning sessions to be student led. The programme will also incorporate varied teaching and assessment methods, to the extent where this is useful, but also mindful of the need for students to practice different method of assessment. A balanced approach is achieved across subjects and programmes. Students will be taught by people who have substantial business experience, there will also be guest speakers and involvement from professional bodies.

18. Programme Outcomes, Learning & Teaching and Assessment Strategies

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- General trends in technological and disciplinary terms;
- The idea of and key tenets of methodology to guide professional practice to help ground the discipline of data analytics;
- Critical awareness and understanding of options and key features of a range of technologies for contemporary advanced data analytics;
- Understanding the appropriate statistical techniques and their outputs for different types of business decisions, and on different types of data set.

Transferable Skills

- The application and evaluation of data analytics technologies in a variety of contexts in organisations;
- Developing a set of strategic performance indicators, to demonstrate the value of a given proposed data analytics project;
- The application and evaluation of predictive analytics technologies in a variety of contexts in organisations.

Intellectual Skills

- To apply and critically appraise methods and techniques for data analytics;
- To understand and evaluate systems methods for changing organisational systems;
- The critical evaluation required to gathering, analyse, and presentation of business information, ideas, concepts using quantitative and qualitative data;

All students will benefit from identification of strengths and learning styles. Where necessary remedial provision will be put in place for numeracy and academic writing. Students will also have access to a personal tutor and reviews of their learning journey.

In particular, the delivery of lectures and the student led nature of tutorials and workshops is designed to ensure active participation in the learning process. Methods such as experiential learning, active learning techniques, directed reading, critical reflection, personal research, applied research encourage engagement by students in their teaching and learning processes. In addition, case study analysis and discussion are used by students to contextualise the learning and the application of models, techniques and concepts.

Knowledge and understanding is developed through the teaching and learning methods outlined above. Each class, whatever its particular format, involves discussion of key issues, practice in applying concepts, both orally and in writing, analysis and interpretation of material, critical evaluation.

The online version of the programme will share the same aims and principles of the face to face version, with the specific approach that it will be delivered remotely through a virtual learning environment where written and multimedia materials will be provided. The modules will be taught by lecturers with a similar profile to the face to face version, while the delivery and access to the faculty will be adapted to the specific requirements of the online format.

Assessment Methods

A wide range of assessment methods, both formative and summative, will be used across all modules to ensure that programme outcomes can be demonstrated by students. The assessment methods are intended to underpin the learning process. Formative assessment of knowledge and understanding will take place through the regular activities within workshops. These can be in the form of

- workshop group activity, where students consider a case-study, issue, or problem,

18.	Programme Outcomes, Learning & Teaching and Assessment Strategies

• To recognise the limits of taking a quantitative or qualitative approach to measurement and control in organisations; • To apply techniques to evaluate and formulate a range of arguments and solutions to problems and issues in business organisations.	and report on towards the end of the session in an oral presentation • simulations and role-play activities • in-class debates • communication exercises • activities that confirm understanding Other types of formative assessment may take place. Feedback will be given simultaneously and aimed at confirming and assisting students in building their communication, critical thinking and analysis, and problem solving skills. Summative assessments of each module will be one of the following: • written reports (formative element in the form of lecturer giving guidance on structure and general content) • portfolio, where students compile a portfolio of activities, where they have applied critical analysis and assessment on issues/activities provided by the lecturer • presentation/poster, where students prepare communication piece responding to a brief, constructing a presentation with annotations for further details. This variety of approaches to assessment supports diversity in learning. All assessment will test the module and programme learning outcomes and will be designed to align with the relevant FHEQ descriptors. For the online version the assessment methods will be the same and administered remotely.

19.	Inclusive Considerations	Learning materials (examples, case-studies and other support materials) are sourced from as wide and diverse sources as possible, to reflect the demographics of the student

	population. Students are actively encouraged to share experiences from their own culture, providing opportunities for comparing and contrasting different behaviours, issues, and solutions. This exposes students to cross-cultural differences and enhances their cultural awareness. Students who appear not to keep up with the pace of the class, are signposted to ULaw's student support services.

20. Prior Credits considered for RPL	As per the University's RPL Policy.

Document Version Control

Version No.	Amended by	Revision Summary	Date
1.0	Head of Quality Assurance	First version upon programme approval.	November 2019
1.1	Head of Quality Assurance	Modification to include named exit awards Clarification regarding IELTS requirements	May 2020
1.2	Head of Quality Assurance	Minor modification.	February 2021
1.3	Head of Quality Assurance	Periodic review/major modification	November 2021