Coventry University

Faculty of Business and Law

School of Strategy and Leadership

Programme Specification for FBLT035

MSc Business Analytics Academic Year 2021/22

Please note: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

We regularly review our course content, to make it relevant and current for the benefit of our students. For these reasons, course modules may be updated.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the Module Information Directory (MID), student module guide(s) and the course handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

Coventry University's accreditation with CMI is currently on going for the relevant modules and is regularly reviewed and monitored by the CMI through their quality systems. Whilst Coventry University anticipates that these reviews will continue to be successful, if they were to be unsuccessful, the relevant module in this course would no longer be accredited and we would notify applicants and students of this change as soon as possible.

Contents

Introduction

The MSc Business Analytics (MSc BA) programme is based in the School of Strategy and Leadership in the Faculty of Business and Law. It is aimed at students with an undergraduate degree in either: business, finance, economics, management science, logistics, engineering, computing or mathematics who want to build on their studies to gain specialist knowledge of business analytics.

The programme is based on a 180 CATS credit system with eight 15 credit modules, a 10 credit CMI accredited module, and a 50 credit dissertation/consultancy module. It is a specialist master's programme with a particular emphasis on business analytics.

The programme has several distinctive and innovative features. In particular the programme has been developed with an underlying flow which contextualises business analytics, gives the underpinning analytical techniques and then applies business analytics to specific functions of an organisation. Students are taught about business analytics by experienced teachers, who have practical industrial experience and/or are research active, and who have expert knowledge in their respective fields. The course will employ up-to-date technology including SPSS and NVivo as well as making use of open educational resources to promote digital literacy. Students will have the opportunity to apply for the internship programme, to join the Global Leaders Programme and to participate in industry and study visits. These features combine to ensure that students are well prepared to work in business analytics and to maximise their opportunities for success.

As part of this course you will undertake a professional development module, which is currently accredited by the Chartered Management Institute (CMI). Upon successful completion of the module, you will gain the CMI Level 7 Certificate in Strategic Management and Leadership Practice at no additional cost.

Part 1: Programme Specification for

MSc Business Analytics

1 Available Award(s) and Modes of Study			
Title of Award	Mode of attendance	UCAS Code	FHEQ Level
MSc Business Analytics (180 credits) Exit Awards of: Postgraduate Diploma in Business Analytics (120 credits) Postgraduate Certificate in Business Analytics (60 credits)	F/T – 1 year P/T – 2 years	N/A	Level 7

2 Awarding Institution/Body	Coventry University
3 Collaboration	None
4 Teaching Institution and Location of delivery	Coventry University
5 Internal Approval/Review Dates	Date of approval: 16/03/16 Date for next review: Academic Year 2020/21
6 Programme Accredited by	Not applicable
7 Accreditation Date and Duration	Not applicable
8 QAA Subject Benchmark Statement(s) and/or other external factors	QAA Benchmark Statements for Masters Awards in Business and Management and where appropriate learning outcomes are cross referenced to the report. • http://www.qaa.ac.uk/AssuringStandardsAndQuality/subjectguidance/Pages/Subject-benchmark-statements.aspx • Type 1: Specialist Masters
9 Date of Programme Specification	December 2018
10 Programme Manager/Course Tutor	Amritpal Slaich

11 Educational Aims of the Programme

The Coventry MSc in Business Analytics is a master's programme aimed at graduate students who have studied business subjects before as a major part of their first degree, or have an equivalent level of professional/industry experience. The programme provides students with the opportunity to develop business analytical skills, which can be applied to the public, private or voluntary sectors.

The aim of the programme is to produce postgraduate students who, as well as understanding the value and benefits of business analytical techniques, can apply these techniques and methods to organisation functions in order to facilitate data driven decision making for the organisation. Successful business analysts should be able to: identify appropriate analytical tools and techniques to solve a business question; be creative in addressing the business question; undertake the analysis by using appropriate software; and communicate the findings in a business-friendly manner.

The objectives of the course are:

- To understand the context of big data and analytics within organisations.

- To critically learn, understand and apply techniques underpinning business analytics.

- To apply business analytical techniques relevant and appropriate for particular business functions.

- To effectively use information tools to deliver effective communication of analysis leading to actionable results.

The programme develops students' strategic thinking, effective communication and research skills, all directly relevant to employers and such skills are designed to be of great value when seeking future employment.

In summary the course is designed to develop practical skills needed in today's data rich businesses both nationally and internationally. All the skills developed are relevant to employers and such skills are designed to be of great value when seeking future employment.

12 Intended Learning Outcomes (ILOs)

The overall intended learning outcomes for the programme are that by the end of the programme, students should be able to:

- Understand and contextualise big data and business analytics.

- Understand and critically apply analytical techniques underpinning business analytics.

- Critically apply a range of analytical techniques in business functions and propose tactically viable recommendations based on the analysis.

- Communicate effectively the results and outcomes of analysis, which would include writing reports and giving coherent and professional presentations.

- Reflect on, synthesise and critically analyse concepts, theories and models applied and used across the value chain.

- Systematically analyse and critically evaluate sources of data and information to synthesise business research.

These overarching learning outcomes will be achieved through the students studying modules, which address knowledge, skills and abilities in key business analytical areas. Students will be encouraged to synthesise and apply knowledge and their critical understanding of business analytical topics in group work, reports and presentations. Detailed ILO's, which enable achievement of the overarching ILO's, are given below.

By the end of the course students should be able to:

- Discuss and contextualise both big data and business analytics.

- Classify and compare a variety of analytical techniques used by and available to organisations.

- Critically justify and apply statistical and analytical techniques to a variety of business data.

- Critically interpret the results of statistical and analytical analysis to business data.

- Model and critically analyse business data which could be structured or unstructured.

- Critically apply analytical techniques in addressing marketing questions.

- Utilise tools to analyse marketing data and provide practical suggestions to organisations.

- Independently plan and conduct market research projects.

- Understand how to apply analytical techniques to an organisations value chain.

- Interpret and use financial information within the strategic framework of a business.

- Assess financial performance and economic conditions of a business.

- Identify and interpret relevant costs for short-term and long-term business decision making.

- Reflect on, synthesise and analyse concepts, theories and models of global supply and logistics management.

- Develop a deep understanding of global supply and logistics management and the various methods by which organisations can attain and sustain competitive advantage.

- Critically evaluate the principles of developing and proposing strategy for leading strategic change.

(Based on QAA Benchmark Statements for Masters awards in Business and Management, Type 1: Specialist master's degrees, 2015)

Section 21 maps the intended learning outcomes as described in the next section to the programmes mandatory and option modules (as listed in section 20)

Section 22 shows the capabilities that students will be taught, given the opportunity to practise and will be assessed in.

The principal teaching, learning and assessment methods normally used on the programme to achieve these learning outcomes are identified in the next section.

12.1 Knowledge and Understanding

On successful completion of the programme a student should be able to demonstrate knowledge and understanding of:

KU1: The context within which big data and business analytics resides, including; value, variety, velocity, veracity, volume, complexity, variability, ethical and technological issues of big data.

KU2: The selection and application of appropriate models and techniques to best analyse structured and unstructured data.

KU3: The uses and limitations of a range of data mining techniques and methodologies that can be applied to inform business decision-making.

KU4: Data mining techniques such as market basket analysis, social media analysis, customer segmentation, web analytics.

KU5: Applying appropriate analytics to address marketing questions such as a market forecasting.

KU6: Utilising tools to analyse marketing data.

KU7: How to assess financial performance and economic conditions of an organisation and key concepts of management accounting.

KU8: Global supply and logistics management and the various methods by which organisations can improve and sustain performance.

KU9: Operations analytics including forecasting and inventory control.

KU10: The use of relevant communication and information technologies for application in business analytics and to communicate results for effective decision-making.

KU11: The principles of consultancy and the theories and practices found in leadership.

	Teaching and Learning	Assessment
KU1	Lectures, seminars, tutorials, text books, Moodle, journals, online resources.	Individual and group written coursework, individual and group presentations and masters project.
KU2	Lectures, seminars, tutorials, computer based workshops, text books, Moodle, journals, online resources	Individual coursework, examinations, dissertation / internship
KU3	Lectures, seminars, tutorials, text books, Moodle, journals, online resources	Individual coursework, examinations, dissertation / internship
KU4, 5 and 6	Lectures, seminars, tutorials, computer based workshops, text books, Moodle, journals, online resources	Individual coursework, examinations, dissertation / internship
KU7, 8 and 9	Lectures, seminars, tutorials, text books, Moodle, journals, online resources	Individual coursework, examinations, dissertation / internship
KU10	Lectures, seminars, tutorials, text books, Moodle	Individual coursework, group presentations, dissertation / internship
KU11	Workshops, online tutorials, textbooks, journals, cross-disciplinary group work, debates, CMI online resources.	Portfolio.

12.2 Cognitive (thinking) Skills

On successful completion of the programme a student should be able to demonstrate:

CS1: Critical thinking and creativity: managing creative process in self and others; organising thoughts, analysis, synthesis and critical appraisal. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately.

CS2: Problem solving and decision making: Establishing criteria, using appropriate decision techniques including identifying, formulating and solving business problems; the ability to create, identify and evaluate options; the ability to implement and review decisions.

CS3: Information and knowledge: scanning and organising data, abstracting meaning from information and sharing knowledge.

The principal teaching, learning and assessment methods normally used to enable outcomes to be achieved and demonstrated are identified below.

	Teaching and Learning	Assessment

CS1	Lectures, seminars, dissertation supervision, group discussions, formative feedback, summative feedback, computer workshops	Presentations, written coursework, examinations, Masters project
CS2	Tutorials, seminar discussions, lectures, group tasks, case studies, lectures.	Masters project, examinations, coursework
CS3	Use of online resources, workshops, journal articles, textbooks, lectures, seminars	Group and individual coursework, Masters project.

12.3 Practical Skills

On successful completion of the programme a student should be able to

PS1: Apply business analytical techniques and methodologies in an organisational context.

PS2: Continuously develop skills and knowledge in business analytics to be able to apply appropriate and timely solutions to organisational problems.

PS3: Conduct research into organisational analytical issues.

PS4: Interpret and use organisational information within a strategic framework.

The principal teaching, learning and assessment methods normally used to enable outcomes to be achieved and demonstrated are identified below.

	Teaching and Learning	Assessment
PS1,2,3,4	Lectures, seminars, tutorials, problem-solving workshops and exercises, computer workshops, textbooks, Moodle. Journals, industrial standard software packages.	Examinations, individual written coursework. Problem solving exercises and especially through the Masters project.

12.4 Transferable Skills

On successful completion of the programme a student should be able to

TS1: Apply numeracy and quantitative skills, including the use of models to organisational questions; qualitative research skills.

TS2: Make effective use of appropriate technologies

TS3: Use two-way communication: listening, negotiating and persuading or influencing others; oral and written communication, using a range of media.

TS4: Demonstrate personal effectiveness: self-awareness and self-management; time management; the ability for continuous learning.

TS5: Demonstrate effective performance within a team environment and the ability to recognise and utilise individuals' contributions in-group processes; delegation, development and management.

TS6: Demonstrate leadership and performance management: soft skills for group direction: setting targets, motivating, monitoring performance, peer support and development, continuous improvement.

TS7: Recognise ethical dilemmas in analytical situations, applying ethical, stake holder and organisational values to situations and choices.

TS8: Demonstrate learning through reflection and experience.

Transferable/key skills are generally incorporated within modules (see annex 3) and related to relevant assessments as appropriate. Self-directed learning forms an element of all modules and the necessity to work within tight deadlines is an essential requirement across the curriculum. The ability to communicate orally and in writing will be developed across the range of modules.

The wide range of assessment techniques will ensure that students are given every opportunity to demonstrate their skills in these areas.

13 Programme Structure and Requirements, Levels, Modules, Credits and Awards

Modules within the programme, their status (whether mandatory or options), the levels at which they are studied, their credit value and pre/co requisites are identified in section 20.

The programme has been devised primarily as a one-year full time programme but it may also be taken part-time over two years. The University regulations regarding maximum duration of study is applicable to the course. It is constructed on the basis of the University's taught postgraduate modular framework (180 credits). The programme is comprised of mandatory modules.

Students must undertake and pass the Postgraduate Business Project (7053SSL) module if they are to be awarded a 'Masters' title. All modules are assigned 15 credits, apart from the 10 credit CMI module, and the dissertation/consultancy module which has 50 credits.

The structure below shows the sequence of module by semester with all taught modules being delivered in Semesters 1 and 2.

Semester 1**

Module Code	Modules	M Level Credits
7032SSL	Current Issues in Big Data and Big Analytics	15
7034SSL	Business Statistics	15
7035SSL	Data Mining Methodologies and Applications	15
7033SSL	Business Modelling	15

Semester 2

Module Code	Modules	M Level Credits
7031SSL	Applied Marketing Analytics	15
7036SSL	Operations Analytics	15
7000ACC	Financial Analysis for Decision Making	15
7019SSL	Global Supply Chain and Logistics	15

Semester 3

Module Code	Modules	M Level Credits
7051CRB***	Leading Strategic Change through Creativity and Innovation	10
7053SSL *	Postgraduate Business Project	50

* Access to the consultancy project is subject to a) available opportunities, and b) the School's selection process for the internship module (based on providing students with an equal opportunity to apply). Please contact the Course Director for further details

** The seminar of delivery is indicative.

*** Students who successfully complete the module and meet the CMI learning outcomes will gain a Level 7 Certificate in Strategic Management and Leadership Practice based on the following CMI units: Developing Organisational Strategy (Unit 704); Leading Strategic Change (unit 705).

Students who successfully complete this module will be awarded Foundation Chartered Manager status and be able to use the designation 'fCMgr' after their name.

A student who obtains 180 credits at M Level including a 50 credit dissertation//consultancy project will be awarded a Master's degree. (See the Academic regulations for full details).

A student who obtains 120 credits at M Level of taught modules will be eligible for the award of Postgraduate

Diploma in Business Analytics.

A student who obtains 60 credits at M Level of taught modules will be eligible for the award of the University's Postgraduate Certificate in Business Analytics.

All students must register for the Masters degree programme. The Postgraduate Certificate and Diploma are exit routes only. See the Academic Regulations for full details.

Any modules that become linked to professional body exemption requirements will become non-condonable. For all other modules normal University regulations apply. See the Academic Regulations for full details.

14 Support for Students and their Learning

Student support mechanisms are as detailed in the University Code of Practice on the Personal Support of Students. In addition, students will be supported by the following means:

- The Coventry Academic Skills Programme (CASP) see:
  https://students.coventry.ac.uk/CASP/Pages/WorkshopsbyTopic.aspx#maths
- The course induction which will include details of course administration and management, course ethos, learning styles, how to use Moodle, reflective learning, assignment preparation, rules and regulations and social time to aid cohort bonding.
- Students experiencing difficulties in mathematics or statistics will be referred to the Sigma Mathematics Support Centre which offers extra help to students.
- Students experiencing or diagnosed as having English language or project writing difficulties will be referred to the Centre for Academic Writing (CAW).
- Provision of a student handbook and module guides.
- Online support via the course, subject and module Moodle pages.
- Peer support.
- Allocation of a project supervisor.
- The Course Director and Associate Course Director(s).
- Support from the postgraduate Employability Tutor (EPT).
- A team of Faculty Registry Administrators to support the students' academic journey advising on all Regulatory matters
- Study facilities including access to well-equipped teaching and conference rooms, quiet Wi-Fi work areas, computer suites, cafe and social areas.

All support mechanisms are consistent with University policies on Equal Opportunities. Reasonable adjustments can be made to the teaching, learning assessment and support of course to maximise accessibility to students with disabilities. Students may discuss their needs with the Course Director, Faculty Learning Support Coordinator or any other member of staff with whom they feel comfortable. Support for students with specific learning difficulties is provided by the Welfare Disabilities Team, who can be contacted at: disoff.ss@coventry.ac.uk.

At the University level student support is located in the Student Centre which has been designed as a 'one stop shop' to deal with the vast majority of non-academic issues that might arise. The main services located in the centre are listed below. Full information on these services can be found on the University's web site.

- Academic Registry
- Careers and Employability
- Counselling
- Finance
- International Office
- Medical Centre
- Mental Health
- Nursery
- Recruitment and Admissions
- Spirituality and Faith
- Student Funding
- Students' Union Advice Centre
- Welfare and Disability

Students will be expected to have access to the internet, a printer, a PC and a browser capable of utilising the course, subject and module web materials.

15 Criteria for Admission

- The programme is subject to the general University admission procedures and access policies. To be accepted for the programme students must possess either:

  (a) A good second class honours undergraduate degree (minimum 2:2 or higher) in either: business, finance, economics, management science, logistics, engineering, computing or mathematics. Applicants from other degrees may be considered on a case-by-case basis provided they can show strong quantitative ability. A good arts degree may be considered if you can show strong numeracy and IT ability.

   OR

  (b) Appropriate work experience in business, public or voluntary sector, together with relevant professional qualifications.

  Careful monitoring of applications to ensure that applicants are suited to the programme takes place. Where necessary, applicants are interviewed, especially those who do not appear to meet standard admissions criteria. Where deemed appropriate, a written exercise is administered to establish suitability.

- In the case of overseas applicants, an adequate proficiency in English must be demonstrated. (This would normally be a minimum IELTS score of 6.5 or its equivalent.)

- Accreditation for prior learning (APL) is in accordance with University regulations.

16 Method for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

The Programme is developed by the School of Strategy and Leadership (SSL) in the Faculty of Business and Law and managed by the SSL Board of Study.

The Programme Assessment Board (PAB) for SSL is responsible for considering the progress of all students and making awards in accordance with both the University and course-specific regulations.

The assurance of the quality of modules is the responsibility of the Subject Assessment Board (SAB), which contributes modules to the programme.

External Examiners report annually on the programme and their views are considered as part of the Course Quality Enhancement and Monitoring process (CQEM). Details of the CQEM process can be found on the Academic Registry's web site.

Students are represented on the Student Forum, which meets twice a semester and also the Board of Study and School Board, which normally meet two or three times per year.

Student views are also sought through module and course evaluation questionnaires.

The programme is also subject to a major review involving subject experts external to the University on a regular basis (normally on a three or four year cycle). At these reviews the opinions of current and former students and employers are sought where appropriate.

17 Regulation of Assessment

The University policy requires the internal moderation of assessments and the SSL operate a robust moderation process in line with this requirement.

External Examiners are appointed for all named University awards. The role of the External Examiner at module level is to ensure that academic standards are in line with national norms for the subject. External Examiners undertake the moderation of examination papers, and view representative samples of work for the modules for which they have responsibility. At programme level, External examiners help to ensure fairness in the consideration of student progression and awards. They have the right to comment on all aspects of the assessment system and participate as full members of the assessment boards.

The pass mark for all modules is 40%. This overall module mark may comprise more than one component (e.g. coursework and exam). The individual module descriptors give the precise pass criteria and the weighting of the component marks that contribute to the overall module mark.

Awards for Taught Master programmes may be made with Distinction or Merit (i.e. achievement of an average mark of at least 70% or 60% respectively).

18 Indicators of Quality and Standards

The following are key indicators of quality and standards:

- The programme has been designed in accordance with the QAA benchmark statements: Master's Degrees in Business & Management 2015.

- Coventry Business School is ranked by EDUNIVERSAL in the 'Excellent Business School' (3 Palme's) worldwide category. EDUNIVERSAL provides a ranking and information system for students in order to help decide which Business School to study at (http://eduniversal-ranking.com/).

- Coventry Business School has signed up to 'The Principles for Responsible Management Education' (PRME) initiative http://www.unprme.org/. PRME has 6 principles, including; Purpose, Values, Method, Research, Partnership and Dialogue. All 6 principles of PRME are practiced in the course.

- The School has a strong portfolio of active researchers who regularly publish in peer reviewed internationally recognised publications. It also operates its own applied research working papers series.

- External Examiner reports point to the quality of the course and identify no problem areas.

- Members of the course team formed part of the University's 2104 RAE submission.

- The Guardian University Guide 2018 ranked the university 13th overall (of 116 universities) and 12th for Business and Management related subjects.

- The University was ranked in the top 4% of worldwide higher education institutions in 2014 by QS World University Rankings

The QAA's review of higher education undertaken in February 2015 confirmed that Coventry University meets the UK expectations in:
- The setting and maintenance of the academic standards of awards;
- The quality of student learning opportunities;
- The quality of the information about learning opportunities;
- The enhancement of student learning opportunities.

19 Additional Information

Key sources of information about the course and student support can be found in the following places:

Course Moodle page which will contain:
- o Postgraduate Student Handbook
- o A link to the FBL Student Portal where students may access all Registry documents

Module Moodle pages will contain:
- o Detailed teaching and learning information
- o Coursework marks
- o Assessment briefs

Module Information Directory
https://webapp.coventry.ac.uk/MidWebCurr/Main.aspx

Student Portal   https://share.coventry.ac.uk/students/Pages/Index.aspx

FBL Student Portal: https://share.coventry.ac.uk/students/BES/Pages/Home.aspx
Health and Welfare: https://students.coventry.ac.uk/Medical/Pages/Home.aspx

Module Information Directory (http://mid.coventry.ac.uk/)

Study Support information is accessible via the Student Portal and Faculty of Business and Law portal.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the Module Information Directory (MID), student module guide(s) and the course handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

20 Mandatory and Option Modules

Module code	Module title	Credit value	Pre/Co requisite
7032SSL	Current Issues in Big Data and Big Analytics	15	None
7034SSL	Business Statistics	15	None
7035SSL	Data Mining Methodologies and Applications	15	None
7033SSL	Business Modelling	15	None
7031SSL	Applied Marketing Analytics	15	None
7036SSL	Operations Analytics	15	None
7000ACC	Financial Analysis for Decision Making	15	None
7019SSL	Global Supply Chain and Logistics	15	None
7051CRB	Leading Strategic Change through Creativity and Innovation	10	None
7053SSL	Postgraduate Business Project	50	None

21 Curriculum Map

Module codes	Module Title	Intended Learning Outcomes											Cognitive (Thinking) Skills		
		Knowledge and Understanding													
		KU1	KU2	KU3	KU4	KU5	KU6	KU7	KU8	KU9	KU10	KU11	CS1	CS2	CS3
7032SSL	Current Issues in Big Data and Big Analytics	Y	Y	Y		Y									Y
7034SSL	Business Statistics						Y	Y			Y		Y	y	Y
7035SSL	Data Mining Methodologies and Applications	Y		Y	Y		Y				Y		Y	Y	Y
7033SSL	Business Modelling		Y			Y	Y				Y		Y	Y	Y
7031SSL	Applied Marketing Analytics		Y	Y	Y	Y	Y				Y		Y	Y	
7036SSL	Operations Analytics		Y			Y				Y	Y		Y	Y	Y
7000ACC	Financial Analysis for Decision Making		Y	Y			Y				Y		Y	A	Y
7019SSL	Global Supply Chain and Logistics								Y	Y	Y		Y	Y	Y
7051CRB	Leading Strategic Change through Creativity and Innovation											Y			
7053SSL	Postgraduate Business Project	Y	Y	Y	Y	Y	Y		Y	Y	Y		Y	Y	Y

| | | Intended Learning Outcomes | | | | | | | | | | | |
| | | Practical Skills | | | | Transferable Skills | | | | | | | |
Module codes	Module Title	PS1	PS2	PS3	PS4	TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8
7032SSL	Current Issues in Big Data and Big Analytics			Y			Y	Y	Y	Y	Y	Y	Y
7034SSL	Business Statistics	Y	Y		Y	Y	Y	Y	Y	Y	Y		Y
7035SSL	Data Mining Methodologies and Applications	Y	Y		Y	Y	Y	Y	Y			Y	
7033SSL	Business Modelling	Y	Y		Y	Y	Y	Y	Y	Y	Y		Y
7031SSL	Applied Marketing Analytics	Y	Y	Y	Y	Y	Y	Y	Y				
7036SSL	Operations Analytics	Y	Y	Y	Y	Y	Y	Y	Y				Y
7000ACC	Financial Analysis for Decision Making	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y
7019SSL	Global Supply Chain and Logistics	Y			Y		Y		Y				
7051CRB	Leading Strategic Change through Creativity and Innovation							Y				Y	
7053SSL	Postgraduate Business Project	Y	Y	Y	Y	Y	Y	Y	Y			Y	Y

1 Relationship to the National Qualifications Framework, Subject Benchmarks and Professional/Statutory Body requirements

The course learning outcomes and the intended learning outcomes for individual modules are developed in accordance with reference to the QAA's *Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008).* This establishes that students achieving a master's degree (Level 7) should be able to demonstrate:

- "a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:
  - to evaluate critically current research and advanced scholarship in the discipline
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses".

(QAA, 2014, p28)

The benchmarks statements for the Postgraduate Business and Management have been taken into account in the programme design. These benchmark statements have been developed in consultation with the Association of Business Schools. The document also identifies general skills that students undertaking the master's degree should be able to demonstrate and these are clearly embedded within the learning outcomes for the course.

The programme has an embedded module, Leading Strategic Change through Creativity and Innovation Development. Students who successfully complete the module and meet the CMI learning outcomes will gain a Level 7 Certificate in Strategic Management and Leadership Practice based on the following CMI units: Developing Organisational Strategy (Unit 704); Leading Strategic Change (unit 705). Students who successfully complete this module will be awarded Foundation Chartered Manager status and be able to use the designation 'fCMgr' after their name.

The course also reflects the requirements of the Principles of Responsible Management Education (PRME – see http://www.unprme.org/).

2 Education Strategy

The programme's teaching and learning strategy is developed from the University's Education Strategy 2015-2021 which highlights six strands: research inspired teaching, embedded employability, creativity and enterprise, intercultural and international engagement, community contribution and responsibility, and innovation and digital fluency. Digital literacy is developed across several modules including the use of specialist software including SPSS and NVivo. Students are also taught to be discriminating and critical in their use of online resources. The students' academic experience will be closely monitored by both module leaders and the course director as well as via the student forums. Evidence (module evaluation questionnaire results, forum minutes and external examiner) will be collected and reviewed on a regular basis.

Many of the teaching staff on the course are research active and are thus able to disseminate up-to-date developments in their fields to students. All staff are required to keep abreast of developments

in their field, to ensure the content of all modules is research-informed and students are encouraged to read journal articles and to critically evaluate these to show understanding of areas of debate. Students also have the opportunity to conduct their own research, under the guidance of a supervisor, on the dissertation or internship module.

The course naturally has an international focus as its staff and students come from a wide range of different nationalities. Teamwork, discussions and group presentations encourage sharing of ideas and knowledge between students of diverse backgrounds. Furthermore, students get the opportunity to study Global Supply Chains and Logistics operations from across the globe. The international experience is also enhanced via the Global Leaders Programme (GLP) activities which includes:

- Exclusive access to internationally renowned inspirational leaders from a wide range of backgrounds
- Learning an international language, including conversational English
- Exposure to global cultures through international experience
- Gaining an official certificate to demonstrate your global skills set to future employers
- Opportunities to secure international placements and graduate jobs

All full-time enrolled students of the programme have the opportunity to complete the Global Leaders Programme (GLP) over the duration of the course. The GLP Certificate is based on 75–80 hours' worth of student engagement over duration of the course. Students will be required to achieve a minimum of 50 points of activity - ensuring that the chosen activities include at least one selection from a set of key competency areas. A fee will be charged in advance which includes registration on the programme and free lifetime membership to the Coventry University Global Leaders Club. While completion of the GLP programme is optional, students will be fully encouraged to join the GLP programme. It is believed that the activities of the GLP programme will further enhance employability skills and complement the learning outcomes of this course of study including aspects of internationalisation, knowledge of cultural and cross border issues, and critical understanding of the global economy.

Another important vehicle for international experience learning is the international student exchange visits that are funded by Coventry's Centre for Global Engagement (CGE). The Graduate Centre also offers regular industrial trips for all PG students.

Employability is addressed in a number of ways on the programme. The course stresses the development of practical and transferable skills, which are highly valued by employers. Students are also encouraged to engage in extra curricula activities, such as the GLP or the FBL Volunteering Scheme or learn a language with Linguae Mundi, or to attend the Leadership Lecture Series (presentations, which introduce students to outside speakers and a range of different perspectives on business, finance and leadership). The internship module provides a mechanism for gaining practical work experience and at all times students are supported by the Faculty Employability and Placement team.

Students are taught using a variety of means including traditional lectures, seminars, discussion groups, Moodle discussion forums, self-directed study, reading, activities in the computer laboratories and one-to-one discussions with tutors (in particular during dissertation supervision meetings). Workloads, both in terms of timetabled classes and coursework deadlines and exams are closely monitored to avoid bunching wherever possible to further enhance the student experience.

3 Assessment Strategy

In accordance with the University's Education Strategy 2015-2021 and the Assessment Strategy 2015-2021, the course team is committed to using the most appropriate forms of assessment for the learning outcomes desired. Consequently the course utilises a number of different assessment techniques. For example, written assessments are used to assess specific subject knowledge and the

student's ability to access relevant and valid data, whilst oral presentations and group work help assess the transferable skills that students will need in their graduate careers. The course team and the internal quality process including internal moderation and External Examiner review ensure the appropriate use of individually and group assessed work and the achievement of individual learning outcomes. Both formative and summative assessments are used on the course to enable students to reflect on feedback and incorporate learning into their work.

4 Programme/Course Management

The course is managed by a dedicated course director (with the support of the course team) who is responsible for admissions, induction, academic and pastoral care and presenting student achievement to the relevant PAB. Student forums are held twice per semester, organised by the Student Union, and attended by the course director or associate course director

5 Entry Requirements and Selection Procedures

The standard entry requirement for this course is a good honours first degree, at least a minimum of second-class honours or equivalent in an appropriate discipline area. These could be business, finance, economics, management science, logistics, engineering, computing or mathematics. An interview may be required. Other discipline areas or relevant work experience may also be considered for entry on a case-by-case basis provided they can show strong quantitative and IT ability and an interview may be required.

Some students with a good UK honours degree may be eligible for AP(E)L if they can demonstrate close match with their prior learning but the number of credits is restricted to a maximum of two modules (30 credits). Students whose first language is not English must demonstrate proficiency in the English language equivalent to IELTS 6.5.

6 Compliance with the University's Academic Regulations and current legislation

This course fully complies with the University's Academic Regulations as pertaining to postgraduate. Students with a disability are not likely to be prevented from achieving any of the intended learning outcomes.