

Programme Specification for Postgraduate Programme
Leading to:
MSc Business Intelligence and Social Media



Applicable for all postgraduate students starting on or after 1st September 2021

<u>Version No.</u>	<u>Date</u>	<u>Notes – QA USE ONLY</u>	<u>QA</u>
1	October 2021	New Programme Specification created for 2021/22	WEA

Postgraduate Taught Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home college/department/division	College of Business, Arts and Social Sciences, Brunel Business School
4. Contributing college/department/division/associated institution	LBIC for Alternative FHEQ Level 4 (see section 25)
5. Programme accredited by	N/A
6. Final award(s) and FHEQ Level of Award	MSc (FHEQ Level 7)
7. Programme title	MSc Business Intelligence and Social Media
8. Programme type (Single honours/joint)	N/A
9. Normal length of programme (in months) for each mode of study	12 Months (September intake) 15 months (January intake) Where students commence their programme at FHEQ Level 4 in LBIC, the normal length stated above will vary as follows: FHEQ Level 4 April commencement (with placement): + 6 months FHEQ Level 4 June and September commencement (without placement): + 4 months
10. Maximum period of registration for each mode of study	Normal length of programme (as defined in 9 above) + 2 years
11. Variation(s) to September start	Two entry points, September and January for Standard FHEQ Level 5 entry. See document “Validated Programme Element Specification for LBIC Pre-Masters in Business and Management (with and without work placement) for Alternative FHEQ Level 4 entry points.
12. Modes of study	Full-time
13. Modes of delivery	Standard
14. Intermediate awards and titles and FHEQ Level of Award	Postgraduate Diploma in Business Intelligence and Social Media (FHEQ Level 7) Postgraduate Certificate in Business Intelligence and Social Media (FHEQ Level 7)
15. UCAS Code	N/A

16. JACS Code	I200 (25%) I161 (25%) N100 (25%) P304 (25%)
17. Route Code	N100PBUSINSM
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design	<p>QAA UK Quality Code for Higher Education which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards.</p> <p>QAA most recent Subject Benchmark Statements - Business and Management; and Computing</p> <p>Brunel 2030</p> <p>Brunel Placement Learning Policy, as published under the 'Placements' section of the 'Managing Higher Education Provision with Others' page.</p> <p>School staff's participation in formal and informal academic and professional networks</p> <p>Staff teaching and research interests</p>
19. Admission Requirements	<p>Details of entry requirements are provided on the University's and College website. Course specific entry criteria are given on the course pages.</p> <p>Levels of English for non-native speakers are outlined on Brunel International's language requirements pages.</p>
20. Other relevant information (e.g. study abroad, additional information on placements)	N/A
21. Programme regulations not specified in Senate Regulation 3. Any departure from regulations specified in Senate Regulation 3 must be stated here and approved by Senate.	N/A
22. Further information about the programme is available from the College website.	http://www.brunel.ac.uk/courses/postgraduate/business-intelligence-and-social-media-msc

23. EDUCATIONAL AIMS OF THE PROGRAMME

The business climate is changing fast due to the emergence of new 'disruptive technologies' and there is a wide spread expectation that new jobs will be created as a direct consequence in the technology business sector; but it is also widely perceived that there is a worldwide shortage of qualified managers with the skills to capitalize on the expected opportunities, particularly in the emerging economies. This course is designed to prepare candidates with the skills and knowledge they will need to work with these 'disruptive' technologies in the business world.

The programme intends to cater for the needs of students who desire a multi-disciplinary education in business use of new social media, business intelligence, and mobile and cloud services. The course will encourage the study of organizations, their management and the changing external environment in which they operate; and complement these managerial concerns with practical skills in new web technologies. The central ethos is to help students prepare for a career in business and management from an operational to managerial level within and beyond the IT sector by gaining technical skills, and an appreciation of the crucial role that new social web technologies play in today's organizations and their ability to transform business processes.

The programme is intended to support students in developing knowledge and competency in social media and related business skills and is aimed at candidates with a business and management background who have a desire to get exposure to the new information technologies that enable much of modern communications and business operations. Accordingly, there is an emphasis on subjects that relate strongly to the commercial world, especially business on the web. The course aims to help students understand the importance of information and mass communications technologies to the operations of modern businesses of all kinds. Students will be encouraged to reflect on the relevance of concepts to business and also to apply their newly developed skills in advanced studies or professional practice. It is intended that successful graduates of the course will progress to leadership and decision making roles in industrial organisations or develop successful consultancy and advisory businesses of their own. Practitioners seeking a more commercially relevant and technology oriented Master's qualification in the area of new business technologies rather than an MBA will also find the course of interest.

The MSc in Business Intelligence and Social Media aims to provide students with a sound knowledge and understanding of new-media related business practices and to provide them with transferable skills designed to meet the challenges of employment within the global economy. In particular the programme aims:

1. To develop critical understanding of theoretical and applied perspectives in the context of technology intensive organizations.
2. To develop in-depth understanding of the issues associated with the planning, development and implementation of business solutions that capitalize on new media.
3. To develop critical understanding of the external business context in which organizations will operate.
4. To develop professional level competencies in management, consulting and new-media applications.

The course aims to further develop students' transferable intellectual and employability skills.

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

FHEQ Level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Masters Award Only	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
5						
5	K	Demonstrate knowledge and systematic understanding of essential facts, concepts, principles and theories relating to business intelligence and social media.				MG5601 MG5602 MG5603 MG5510 MG5594
5	K	Demonstrate knowledge and critical understanding of the impact of new technologies on business processes, working practices, commerce and society.				MG5510 MG5601 MG5602 MG5603 MG5589 MG5591 MG5593 MG5594 MG5609
5	C	Demonstrate the ability to				MG5601

		synthesize and apply learned knowledge and developed understanding in the analysis and modeling of business problems (for the purposes of for example, comprehension, communication, prediction and the understanding of trade-offs).				MG5602 MG5603 MG5510 MG5615 MG5592 MG5609
5	C	Demonstrate the ability to deploy effectively the tools used for the design of business systems solutions in a commercial and professional context.				MG5601 MG5602 MG5603 MG5510 MG5589
5	C	Demonstrate ability to conduct research into relevant business Intelligence and management issues through research design, data collection, analysis, synthesis and reporting.	X			MG5510
5	S	Demonstrate the ability to manage own learning and development in time management and organizational skills.				MG5601 MG5602 MG5603 MG5604 MG5510 MG5615 MG5589 MG5591 MG5593 MG5594 MG5609
5	S	Demonstrate the ability to express concise, pertinent and well-structured written and oral communications, using software packages where appropriate to support the preparation and presentation of reports.				MG5601 MG5602 MG5603 MG5604 MG5510 MG5615 MG5589 MG5593 MG5594 MG5609

Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

The relevant benchmarks for Masters Awards in Business and Management, along with University strategy documents and the research of the programme team inform our teaching and learning strategies. We offer a structured, flexible curriculum that (i) stresses the importance of personal initiative, enthusiasm and positive study habits (ii) emphasises the value of developing knowledge and skills *progressively* from the taught modules to the research module and (iii) encourages personal learning and development through managed choice, via core modules in key areas combined with optional modules that allow students to personalise their studies.

Cognitive skills are generally co-developed with subject-specific knowledge and the same learning and teaching strategies apply. Some modules address analytical and critical thinking skills in particular, whilst others cover the acquisition and application of qualitative and quantitative data. We expect students to demonstrate an increasing ability to understand, analyse, critique, compare, evaluate, synthesise and apply ideas, concepts and theories (not merely to reiterate facts), and to show evidence of learning via critical, questioning reflection on outcomes and experience. We encourage critical interaction and debate between lecturers and students and among students. Such approaches build critical awareness as students explore the robustness and limitations of theory and its application. We place increasing emphasis on the demonstration of cognitive skills in presentations and written work. These skills come together in the conception and execution of the dissertation project.

The dissertation is essentially a self-planned and self-directed activity under the supervision of an appropriate tutor. It continues the development of skills in Business Intelligence and Social Media functions as a problem-solving assignment and as the capstone of the MSc degree. It provides the opportunity to carry out a significant project that combines the specialist and core knowledge and skills developed over the MSc programme. It enables the student to demonstrate the contribution that the MSc programme has made to managerial, technological and professional knowledge and understanding. The dissertation project also requires a major enhancement in individuals' task-oriented, project management skills, typically involving primary or secondary research often via contacts outside of the University. Visiting speakers, external company visits, video materials and other devices balance theory and practice in the quest for a stimulating learning environment.

Modules typically combine weekly lectures and group student-led seminars and case study groups, whilst some provide workshops and/or a

tutorial component. Large class sizes in core modules require modern, audio-visual teaching aids and electronic delivery of teaching materials. Where feasible, new-media will be incorporated into the course on a module-by-module bases, e.g. for group online discussions, twitter contact with tutors, maintenance of social networks for group working and at class level communications. The on-line learning resources give access to lecture guides, notes/slides, cases and other resources. Thus, students learn quickly how to access on-line materials provided and how to make the best use of databases and search engines. Some modules require teamwork including group assignments and group presentations where teamwork skills are refined. Students will be expected to utilise social-network applications as an integral part of their group communications, as well as to communicate with tutors through the use of twitter and through self-maintained professional blogs. Seminars provide group contact with the chance to review, discuss and debate topics. They could require students to make presentations to the peer group and the tutor, individually or as part of a team using PCs, digital projectors, and online with the aid of new-media (such as multi-media mashups).

Technology Enhanced Learning

On some modules, such as Social Media, use of new-media technologies is an explicit part of the assessment strategy and therefore students must demonstrate skills and competencies with use of appropriate technologies. In other modules, such as Professional Project in BI and SM, teaching will make use of new-media and students are required to participate through the new-media too. Levels of engagement and participation will be monitored on an on-going basis through built in analytics capabilities of new-media tools, as well as through tutor formative and summative assessments. In all new modules, there is both a summative and a formative element in which group activities must be mediated through the use of new-media, and skills so developed by students will be an integral part of the feedback from tutors. Where summative assessment is conducted, tutors will monitor and evaluate student engagement and with one another through new-media, and assess individual student performance accordingly. Formative assessment of group activities will be less evaluative and more developmental by encouraging greater participation and helping students develop more productive engagement strategies.

Formative Assessment

Many modules have a teamwork requirement including group assignments assessed via reports. Opportunities for formative assessment will be integrated in to the teaching scheme on a module-by-module basis as appropriate; though all new modules developed for this course include a *formative* element in which a group activity is completed early in the course to enable students to receive constructive advice on how to improve their performance for the main credited assessment. In addition, most notably within the Dissertation module, there are several check points for student progress of a compulsory but formative nature.

Extra-curricular Provision

The University has many opportunities for students to pursue extra-curricular activities that will enhance their experience on the course but also provide valuable personal development in line with employability demands.

The Academic Skills Service (ASK) is located within the Library, and runs an online learning resource for Personal Development Planning (PDP). This Library webbase outlines a structured approach to the PDP process with suggested planning and reflection activities for each stage of study at Brunel, such as the use of self-awareness questionnaires, reflective exercises and frameworks to identify strengths and weaknesses. Working with supervisors on the dissertation is viewed by students as particularly insightful and useful to their personal development.

The Business School's Business Life initiative (<http://www.brunel.ac.uk/bbs/employability>) is a unique Employability Programme designed to maximise students' employability by providing an intensive programme of professional workshops and events that run in parallel with academic studies. Students registered on the MSc in Business Intelligence and Social Media will be encouraged to participate in the Business Life activities. As part of the Business Life Employability Programme students are able to participate in events and training that help them obtain job-ready skills and gain recognised certificates and valuable examples of their work which provide Brunel Business School students with real employability advantage. The initiative provides the following support: High quality personal, technology, language and business skill training courses and workshops, Career development and planning services, including mentoring, industry taster sessions and guest speaker series, Sector leading work experience programme covering placements, volunteering, internships and vacation work, Help with marketing personal capabilities, through networking events, CV development, employer exhibitions and student showcases, Lifelong continuous professional development, including short courses.

Summative assessment strategies and methods to enable learning outcomes to be demonstrated.

Forms of assessment are geared to evaluate individual capabilities in relation to each module's aims and content. Knowledge assessments comprise written coursework assignments such as individual essays, reports and case study analyses, group projects, reports, presentations, and dissertation. Some modules (notably MG5604) may use innovative technologies including multiple-choice tests and peer assessment.

Assessments are designed to appraise individual capabilities fairly and consistently. We use clear, descriptive assessment guidelines (made available to students) to grade coursework and examinations. Lecturers use explicit schema to facilitate consistency of marking within and between modules and to provide feedback on individual performance.

Assessments are increasingly designed to test analytical, applied and other cognitive capabilities in relation to particular module aims and content. Coursework and examinations place considerable stress on the ability of an individual to think and reason critically and constructively and to apply the knowledge and skills learned. Moreover, coursework assignments such as individual essays, reports, case study analyses, individual and group-based reports and presentations are used to examine these skills.

The dissertation is the capstone demonstration of these various skills, requiring students to conceive, justify, design in detail and execute a major project. It also requires students to demonstrate skills designing a viable project, in gathering and collating material, assessing its relevance for the chosen project, and formulating and sustaining a coherent argument.

We place high value on students being able to demonstrate effectively communication in its various forms. This priority is reflected not only in

how assignments are specified but also in how they are assessed – good command of written and spoken English is vital for graduate employment. Students are set tasks to predetermined deadlines and are penalised for non-conformance to encourage time management skills.

25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;
- **Optional block:** one which students choose from an ‘option range’. These will be listed in the right hand column;
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade C- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at C- or better, but not necessarily all elements, then the block itself is core.
e.g. AB5500 Project (40)

Core: Block

Where only some elements of assessments are required to be passed at C- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)

Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)

Core: All, Block

- A **non-core assessment** does not have to be passed at grade C- or better, but must D- or better in order to be eligible for the final award.

The following table shows the overall programme structure for both September and January intakes (subject to School scheduling constraints):-

Term	September intake	January intake
Term 1 (Autumn) October- December	Four taught modules:- MG5592 Entrepreneurship (15 credits) MG5601 Business Intelligence (15) MG5602 Mobile, Social and Cloud Services (15) MG5604 Social Media (15)	
	Coursework submission	
Term 2 (Spring) January – March	Four taught modules:- MG5603 Professional Consultancy in BI and SM (15 credits) MG5615 Understanding Business and Management Research (15) MG5594 Knowledge Management, Social Networks and Innovation (15) <i>plus one optional module, from:</i> MG5593 International Business Ethics and Corporate Governance (15) MG5589 Global Outsourcing (15) MG5591 Global Diversity Management (15) MG5609 Strategic Marketing Management	
	Start of MG5510 Dissertation (60 credits) + <i>Dissertation supervisor allocated</i>	

	<i>Coursework submission & Exam period</i>	
<i>Term 3 (Summer) June – September</i>	Continuation of MG5510 Dissertation	
	<i>Submission of MG5510 Dissertation (end of September)</i>	
<i>Term 1 (Autumn, next academic year) October – December</i>	<i>(N.B. The next September intake students will have joined the January intake students in this term for the modules listed in the right hand column.)</i>	Four taught modules:- MG5592 Entrepreneurship (15 credits) MG5601 Business Intelligence (15) MG5602 Mobile, Social and Cloud Services (15) MG5604 Social Media (15)
		<i>Coursework submission</i>
<i>Spring (next academic year)</i>		<i>Continuation leading to submission of MG5510 Dissertation (end of March)</i>

FHEQ Level 4

The FHEQ Level 4 structure available to international students is specified in document “Validated Programme Element Specification for LBIC Pre-Masters in Business and Management (with and without work placement)”. This document also specifies the admission and progression requirements.

FHEQ Level 5

Compulsory assessment block codes, titles and credit	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume	Optional Study block codes, titles and credit volume
Compulsory modular block codes, titles and credits	Optional modular block codes, titles and credits
MG5601 Business Intelligence (15 credits) MG5602 Mobile, Social Media and Cloud Services (15 credits) MG5603 Professional Consultancy in BI and SM (15 credits) MG5604 Social Media (15 credits) MG5510 Dissertation (60 credits) Core: Block MG5615 Understanding Business and Management Research (15 credits) MG5592 Entrepreneurship (15 credits) MG5594 Knowledge, Social Networks and Innovation (15 credits)	Select 15 credits from: MG5589 Global Outsourcing (15 credits) MG5593 International Business Ethics and Corporate Governance (15 credits) MG5591 Global Diversity Management (15 credits) MG5609 Strategic Marketing Management (15 credits)

FHEQ Level 5 Progression and Award Requirements

As per [Senate Regulation 3](#)

PGDip may be awarded with the substitution of the dissertation **MG5510 for one or more of the following modular/assessment blocks:**

MG5615 Understanding Business and Management Research (15 credits)

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.