

# Assessment (non-exam) Brief

Module code/name	MSIN0006 Business Intelligence
Module leader name	Dr Jeffrey Pittaway
Academic year	2023/24
Term	1
Assessment title	Coursework 2 – Sessions 6-10 Individual Research for Tableau Project
Individual/group assessment	Individual

**Submission deadlines:** Students should submit all work by the published deadline date and time. Students experiencing sudden or unexpected events beyond your control which impact your ability to complete assessed work by the set deadlines may request mitigation via the [extenuating circumstances procedure](#). Students with disabilities or ongoing, long-term conditions should explore a [Summary of Reasonable Adjustments](#).

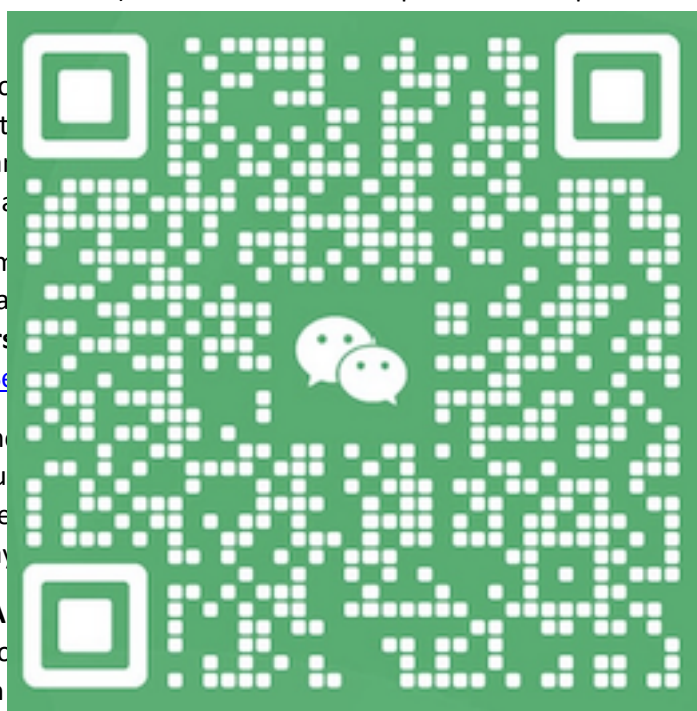
**Return and status of marked assessments:** Students should expect to receive feedback within one calendar month of the submission deadline, as per UCL guidelines. The module team will update you if there are delays through unforeseen circumstances (e.g. ill health). All results when first published are provisional until confirmed by the Examination Board.

**Copyright Note to students:** Content in this brief draws upon work by the module leader(s) named above. If you copy or reuse this content, you must also hold copyright. It must not be copied, reproduced, translated or otherwise used by any individual(s) and/or organisation(s) at any point in time.

**Academic Misconduct:** Academic misconduct is any behaviour that may result in a student obtaining an unfair academic advantage, **obtaining help from/sharing work with others** or **form of cheating**. Refer to [Academic Manual Chapter 6, Section 1](#) for definitions.

**Referencing:** You must reference all sources, articles, text books, lecture slides and module materials used in your work. If in doubt, reference it. If you need further guidance, refer to the [Referencing guide for students](#). Failure to cite references correctly may result in Academic Misconduct Panel.

**Use of Artificial Intelligence (AI):** This section explains when and how AI tools can be used to support your learning and assessment. In others, AI may be used in an **integral** component of the assessment; in these cases the assessment will provide an opportunity to demonstrate effective and responsible use of AI. See page 3 of this brief to check which category use of AI falls into for this assessment. Students should refer to the [UCL guidance on acknowledging use of AI and referencing AI](#). Failure to correctly reference use of AI in assessments may result in students being reported via the Academic Misconduct procedure. Refer to the section of the UCL Assessment success guide on [Engaging with AI in your education and assessment](#).



## Content of this assessment brief

Section	Content
A	Core information
B	Coursework brief and requirements
C	Module learning outcomes covered in this assessment
D	Groupwork instructions (if applicable)
E	How your work is assessed
F	Additional information



## Section A: Core information

Submission date	<a href="#">15/12/2023</a>
Submission time	<a href="#">10:00am UK time</a>
Assessment is marked out of:	<a href="#">100</a>
% weighting of this assessment within total module mark	<a href="#">30%</a>
Maximum word count/page length/duration	<a href="#">1000 words</a>
Footnotes, appendices, tables, figures, diagrams, charts included in/excluded from word count/page length?	<a href="#">All of these items are included in the word count</a>
Bibliographies, reference lists included in/excluded from word count/page length?	<a href="#">References/bibliographies are excluded from the word count.</a>
Penalty for exceeding word count/page length	<a href="#">Penalty for exceeding word count will be a deduction of 10 percentage points, capped at 40% for Levels 4,5, 6, and 50% for Level 7) Refer to Academic Manual Section 3: Module</a>
Penalty for late submission	<a href="#">Refer to <a href="#">rs/chapter-4-ion-3-module-</a></a>
Artificial Intelligence (AI) cat	
Submitting your assessment	<a href="#">ect submission deadline. Submitting responsible t file and mested submissions, will</a>
Anonymity of identity. Normal submissions are anonymous unless the nature of the submission is such that anonymity is not appropriate, illustratively as in presentations or where minutes of group meetings are required as part of a group work submission	<a href="#">mity is required.</a>



## Section B: Assessment Brief and Requirements

[Note: Generic assessment criteria are included in section E. Any additional criteria specific to this assessment are detailed in section F.

### Details of the assessment brief

**This coursework requires individual, not group or collaborative analysis and writing.** Read and follow all instructions in this official brief. It **supersedes any other representations** made verbally by instructors, TAs, or others. No other criteria will necessarily be applied to submission grading, including representations or file submissions outside of the instructions or after the fact.

Submit a **DOC, DOCX or PDF file and INCLUDE one plot** as per instructions below. Structure and label each section exactly according to the sections in the following list. See the Grading Criteria section of this document to learn how/what you should write for the graders. Upon submission, you are advised to check the similarity score of your submission with the link beneath the submission box to avoid collusion in this individual coursework which is formal academic misconduct.

### **Data Transformation**

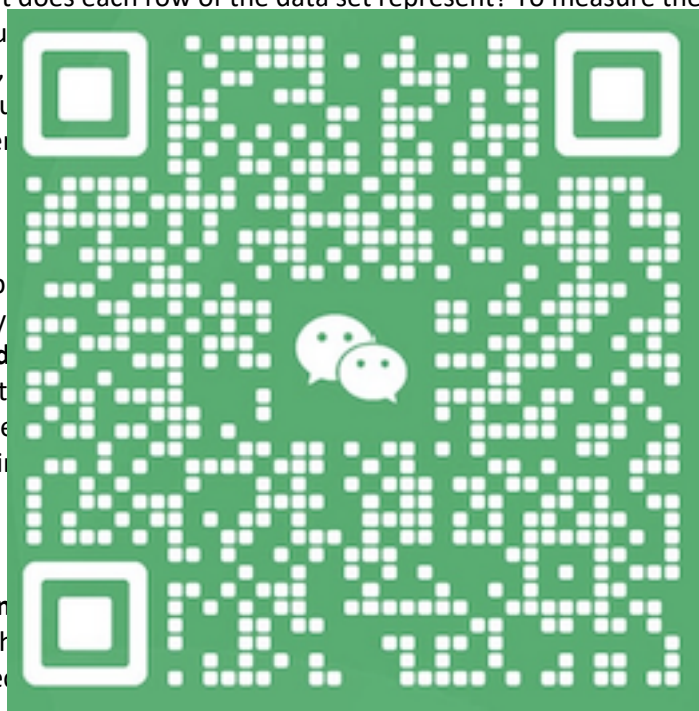
Examine one column of data in one data set/table that is relevant to your group Proposition but **different from your other group members**. Use your findings to write a 1 paragraph management report answer to the following questions. What does each row of the data set represent? To measure the relevant factor/outcome with this column of data (e.g., by Week, location, etc.)? How does this column of data relate to other columns of data (e.g., demographics, etc.)?

### **Data Visualisation**

Use Tableau with data on Tableau Public to create a visualisation of one outcome measure from your data set. **Include this plot in your submission** and answer to the following questions: (a) How does the outcome measure change over time or not)? How do the data points relate to each other (e.g., changing much over time or not)? (b) How do the data points relate to each other (e.g., significant peaks/valleys, etc.)? (c) How do the data points relate to each other (e.g., appropriate correlation visualisation)?

### **The Storyboard**

Use the taught **Chart Decision** tool to create a storyboard of your data. **distinct words** (a) your rationale for the choice of chart and (b) how the chart relates to your PROPOSITION for your group.



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## Section C: Module Learning Outcomes covered in this Assessment

This assessment contributes towards the achievement of the following stated module Learning Outcomes as highlighted below:

- Reformulate complex problems to plan a fruitful approach to solving them;
- Manage processes of identifying, gathering, generating, and analysing critical business information;
- Apply techniques, technologies, processes, and applications to internal business data to support effective decision-making;
- Understand how to integrate company data with data from the Internet to derive insights;
- Evaluate, select, and manage appropriate approaches to conducting a business intelligence project;

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## Section D: Groupwork Instructions (where relevant/appropriate)

[This coursework requires UNIQUE individual research contribution, NOT group or collaborative analysis and writing.

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## Section E: How your work is assessed

Within each section of this assessment you may be assessed on the following aspects, as applicable and appropriate to this assessment, and should thus consider these aspects when fulfilling the requirements of each section:

- The accuracy of any calculations required.
- The strengths and quality of your overall analysis and evaluation;
- Appropriate use of relevant theoretical models, concepts and frameworks;
- The rationale and evidence that you provide in support of your arguments;
- The credibility and viability of the evidenced conclusions/recommendations/plans of action you put forward;
- Structure and coherence of your considerations and reports;
- Appropriate and relevant use of, as and where relevant and appropriate, real world examples, academic materials and referenced sources. Any references should use either the Harvard OR Vancouver referencing system (see [References, Citations and Avoiding Plagiarism](#))
- Academic judgement regarding the blend of scope, thrust and communication of ideas, contentions, evidence, knowledge, arguments, conclusions.
- Each assessment requirement(s) has allocated marks/weightings.

### RUBRIC

Be aware that graders will NOT go looking for answers in o obligation to submit a report

#### 1. Application of Formal Tau

The most relevant framework significantly less relevant detail educated choice about the 'F answer clearly and correctly does not explicitly say so. 'Th

#### 2. Explanatory Logic (16%)

Cause-effect logic should be explanatory logic identifies a (effect). Only theory or other statement should be falsifiable "increases...because") rather

#### 3. Evidence (16%)

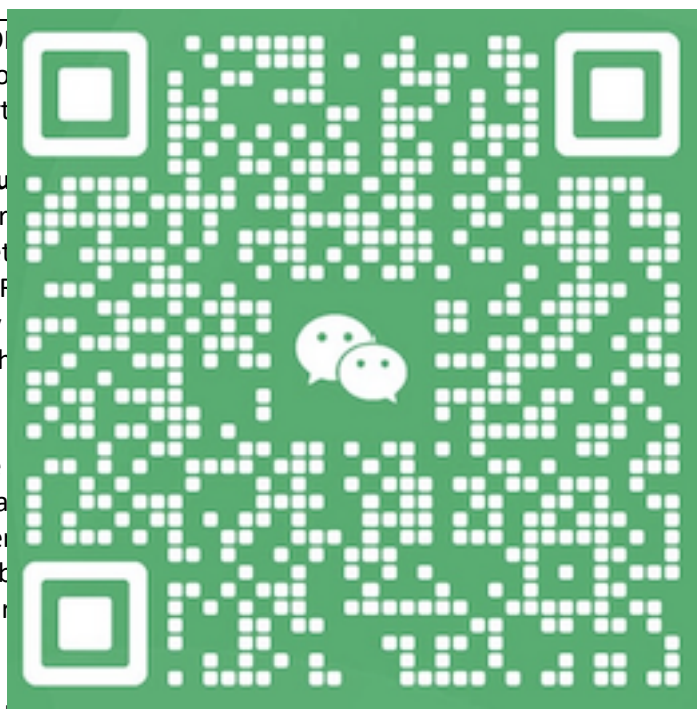
Qualitative or quantitative 'data' is presented that proves each claim by showing that the necessary and sufficient conditions for the logic for the claim are true. Such data is meaningless as evidence if it is does not explicitly relate to a logic statement. It can also be meaningless if presented as raw data without context, where context can be communicated through comparison, proportion or significance.

#### 4. Implications (16%)

Interpret with judgement any conclusions, since acting on any conclusion will likely have different implications for different stakeholders. Multiple perspectives/ alternatives are explicitly compared, trade-offs well analysed, and recommendations explicitly attempt to balance trade-offs. Contingencies explicitly explain uncontrollable/ environmental conditions and how they effect the valence of alternative or chosen options.

#### 5. Assumptions & Conditions (16%)

All argument conclusions are dependent on some assumptions, such as other variables not changing. Ideally, the author surfaces assumptions as limitations or conditions under which the argument would hold and conditions that, if changed, could alter the conclusion.



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ient detail, and tes to make an uestion. A strong n if the question

hypothesis, s an outcome epted. The logic (e.g., rague.

## 6. Participation (20%)

Commensurate with individual's collaborative learning with and contributions to the group work on a weekly basis based on minuted evidence and Module Leader observation.

### Be aware that assessments can be negatively impacted:

- by including irrelevant detail and by omitting relevant detail (you must demonstrate educated critical choices here)
- by errors of definition, logic or interpretations
- by poor grammar and spelling mistakes (use apps to help you!)
- by using incorrect section labels
- by failing to read and comply with all instructions herein
- by poor document structure

Student submissions are reviewed/scrutinised by an internal assessor and are available to an External Examiner for further review/scrutiny before consideration by the relevant Examination Board.

It is not uncommon for some students to feel that their submissions deserve higher marks (irrespective of whether they actually deserve higher marks). To help you assess the relative strengths and weaknesses of your submission please refer to [SOM Assessment Criteria Guidelines](#), located on the Assessment tab of the SOM Student Information Centre Moodle site.

The above is an important link to the [SOM Assessment Criteria Guidelines](#) (6.11.18) shown below:

#### At UG Levels 4, 5 and 6:

**80% to 100%: Outstanding Pass**

**50% to 59%: Good Pass - 2.2;**

**Fail; 0% to 19%: Poor and Insufficient to Pass - Fail.**

#### At PG Level 7:

**86% to 100%: Outstanding Pass**

**Pass - Merit; 50% to 59%: Satisfactory**

**Insufficient to Pass - Fail.**

You are strongly advised to read the guidelines before you submit.

You are strongly advised to not discuss your work with your student colleagues. Each submission has its own characteristics in terms of breadth, scope, depth, insight and analysis. It may appear to be similar to another but invariably has its own characteristics.

Students who wish to request a review of their work should refer to the [UCL Academic Appeals Procedure](#), taking note of the [acceptable grounds](#) for such appeals.

Note that the purpose of this procedure is not to dispute academic judgement – it is to ensure correct application of UCL's regulations and procedures. The appeals process is evidence-based and circumstances must be supported by independent evidence.



**Good Pass - 2.1;**

**Insufficient to Pass -**

**60%-69%: Good**

**50% to 39%: Poor and**

**Insufficient to Pass - Fail.**

**Insufficient to Pass - Fail.**

**Insufficient to Pass - Fail.**

**Insufficient to Pass - Fail.**



## Section F: Additional information from module leader (as appropriate)

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