

Henley Business School

Pre-Experience PG Assessment Brief

Module Code and Title	INMR89 Big Data in Busine	SS		
Module Convenor	Keiichi Nakata			
Type of Assessment	☐ Essay	☐ In-Class Test		
	⊠ Report	☐ Group Report		
	☐ Project	☐ Group Presentation		
	☐ Practical Skills Exercise	☐ Portfolio		
	Other: Click or tap here to	enter text.		
Weighting of Assessment	100% of the module			
Submission Deadline	Full time students: 22 April 2022			
	Part-time students: 20 May	y 2022		
Submission Point	Turnitin			
(Blackboard/Turnitin/Other)				
Items to be Submitted	Report in PDF			
Individual or Group		☐ Group		
Assessment				
Module Convenor Office	Consultation by email: k.na	akata@henley.ac.uk		
Hours/Opportunities for				
advice and feedback				

1. What is the Purpose of This Assessment?

The following table shows which of the module learning outcomes are being assessed in this assignment. Use this table to help you see the connection between this assessment and your learning on the module.

Module Learning Outcomes Being Assessed
Assess the business opportunity and value creation through the utilisation of Big Data and business
analytics by analysing the business environment and requirements
Critically assess suitable Big Data technologies and business analytics approaches
Formulate a solution for achieving value through Big Data
Demonstrate the solution using an existing Big Data and business analytics tool
Assess the organisational and technical impact of implementing the solution

2. What is the Task for this Assessment? Task (attach a separate briefing document if required) See the coursework specification document.

3. What is Required of me in this Assessment?

Guidelines/Details of How to Prepare Your Submission	See the coursework specification document.
The assessment criteria to be used for marking this piece of work	Refer to the marking criteria rubric at the end of this document.
Self-Regulation: Make sure That You	 Work effectively as a team – make plans, divide and assign tasks, engage in critical discussions, maintain coherence Don't leave it to the last minute – make constant progress through the term Exercise your creativity and innovative thinking Consider an end-to-end solution – from value creation to deployment Read widely around the topic Make use of learning components of the module Exercise your critical approach – you should always question your own approach to assess if it is convincing and consider alternatives to choose from
Three Key Pieces of Advice Based on the Feedback Given to the Previous Cohort who Completed This Assignment	 It is more convincing to have a specific problem and a clear proposition of solution than "grand ideas" that are high level; i.e., there should be a clear problem situation identification substantiated by data; consider "less is more"; scope the problem usually leads to clearer and more coherent ideas Specific examples on data to be analysed and data analytics to be performed are useful for convincing readers; be specific and explain what outputs are generated, e.g., what can you predict from what data, what new insights can be achieved through analytics, etc.; avoid treating these as "Blackboxes" as much as possible Make sure that the solutions are based on big data (taking advantage of 3Vs) and analytics; simply monitoring data alone is not fully exploiting the potential of big data analytics
For Group Work Only:	Elements of Group Working: ☐ Classroom briefing by Module Convenor ☐ Regular meetings of all team members ☐ Record and keep evidence of meetings (agenda/minutes) ☐ Record attendance and member contributions ☐ Team reflection document ☐ Submit Peer Assessment required
Formatting Guidelines	See the coursework specification document.
Word Limit/Guidance and Penalty Applied	See the coursework specification document.

Referencing Style	Harvard (author-year) style
Guidance on Academic Misconduct (including using Turnitin practice area)	The work you produce must be your own or that of members of your group if it is a group assessment. You should ensure that the work you produce adheres to the University's statement on academic integrity and to the regulations regarding academic misconduct (such as plagiarism and cheating). You can find information about this at: http://www.reading.ac.uk/internal/exams/Policies/examisconduct.aspx
	You are encouraged to put a draft of your work through the Turnitin practice area to satisfy yourself that the work is your own original work. You can find this in your module area on Blackboard. You can seek advice from the Module Convenor or your Programme Administrator.

4. What Resources Might I Use to Prepare My Work?

- University library online databases and libraries, e.g., Gartner, Ebsco, ACM, IEEE, AIS, etc.
- News sites, technology review sites, industry sites, government sites, etc.
- Frameworks and models covered in classes
- Practical tools, e.g., those introduced in the module

6. Late Submission Arrangements

Point of Submission: Turnitin
Late Submission Penalty: The University standard penalty apply
☐ Other: Click or tap here to enter text.
Plagiarism:
☑ The University's standard policy on Academic Misconduct applies
☐ Other: Click or tap here to enter text.

6. Feedback Arrangements

Timing of feedback:					
⊠ Within 15 days of submissio	n deadline				
\square When examinations marks a	re released				
☐ Other Click or tap here to e	nter text.				
Type of feedback:					
,,,					
⊠ Mark	☐ Generic Feedback				
☑ Individual Feedback	☐ Comments written on the assessment				
☐ Audio Feedback	☐ Video Feedback				
☐ Breakdown of Mark	☐ Other: Click or tap here to enter text.				
Location of Feedback:					
Location of recuback.					
	☐ Turnitin ☐ RISIS				
□ Other: Click or tap here to enter text.					
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Assessment Criteria Rubric - Postgraduate

Module Code: INMR89 Module Title Big Data in Business Assessment Task: Report Academic Year: 2021/22

GRADE BANDS	Distir	oction	Merit	Pass (Threshold)	FAIL
ASSESSMENT	80+	70 – 79	60 – 69	50 – 59	49 AND BELOW
CRITERIA	OUTSTANDING	EXCELLENT	VERY GOOD	GOOD	
Problem situation	A comprehensive and	A comprehensive and	A relevant analysis	A mostly relevant	An analysis that is
and domain analysis:	relevant analysis	relevant analysis	demonstrating very	analysis	below expectation,
analysis of the	demonstrating	demonstrating	good quality, using	demonstrating some	demonstrating
problem situation to	outstanding quality,	excellent quality,	mostly appropriate	areas of good	limited quality; lack of
be addressed to	using appropriate	using appropriate	methods and	competence, using	use of appropriate
identify the scope	methods and	methods and	frameworks with	some appropriate	methods and
and focus, and carry	frameworks	frameworks	some areas that can	methods and	frameworks in places
out the domain			be improved	frameworks with	
analysis, e.g.,				some areas that can	
stakeholder analysis,				be improved	
organisational					
analysis, strategy					
analysis, etc., as					
appropriate.					
Value proposition:	A coherent,	A coherent,	A coherent and	A relevant value	A value proposition of
the value proposition,	comprehensive and	comprehensive and	innovative value	proposition	a limited quality
making clear the	highly innovative	innovative value	proposition of a very	demonstrating good	demonstrating
stakeholder(s) for	value proposition of	proposition of an	good quality	competence in the	limited competence
whom the value(s)	an outstanding	excellent quality	demonstrating	use of an appropriate	in the use of an
is(are) generated by	quality demonstrating	demonstrating high	competence in the	framework with areas	appropriate
the proposed	high competence in	competence in the	use of an appropriate	that can be improved	framework; below
solution.	the use of an	use of an appropriate	framework		expected standard
	appropriate	framework			
	framework				

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Business model: the	A coherent,	A cohrerent,	A coherent, mostly	A relevant business	A business model of a
business model that	comprehensive and	comprehensive and	comprehensive and	model demonstrating	limited quality
will support your	highly competent	highly competent	competent business	some competence in	demonstrating
proposed solution	business model of an	business model of an	model of a very good	the use of an	limited competence
	outstanding quality	excellent quality	quality demonstrating	appropriate	in the use of an
	demonstrating high	demonstrating high	competence in the	framework with areas	appropriate
	competence in the	competence in the	use of an appropriate	that can be improved	framework; below
	use of an appropriate	use of an appropriate	framework		expected standard
	framework	framework			
Technical solution	A coherent,	A coherent,	A coherent, mostly	A relevant technical	A limited technical
design:	comprehensive,	comprehensive,	comprehensive and	solution design of	solution design of
the technical design	innovative, relevant,	innovative, relevant,	relevant technical	good quality with	insufficient quality;
of the proposed	well justified and	well justified and	solution design of	some evidence of	limited evidence of
solution, e.g., how to	critically developed	critically developed	very good quality	critical approach and	critical approach and
collect and manage	technical solution	technical solution	with some evidence	justification; some	lacks sufficient
the data, what	design of outstanding	design of excellent	of critical approach	evidence of research	justification in places;
analytics will be	quality; evidence of	quality; evidence of	and justification;	and awareness of	limited evidence of
performed, how the	research and	research and	some evidence of	relevant	research and
solution will be made	awareness of relevant	awareness of relevant	research and	technologies;	awareness of relevant
available to targeted	technologies; clearly,	technologies; clearly,	awareness of relevant	presented	technologies;
users, etc.; you	logically and	logically and	technologies; logically	appropriately	presentation requires
should critically	professionally	professionally	presented		improvement
approach this to	presented	presented			
ensure that the					
proposed solution					
and its elements are					
justified					
Feasibility	A coherent,	A coherent,	A coherent, mostly	A relevant feasibility	A limited feasibility
demonstration/	comprehensive and	comprehensive and	comprehensive and	analysis/	analysis/
analysis:	convincing feasibility	convincing feasibility	convincing feasibility	demonstration of a	demonstration of
the technical and	analysis/	analysis/	analysis/	good quality; a	insufficient quality;
operational feasibility	demonstration of an	demonstration of an	demonstration of a	sufficient level of	too little detail or too
of the proposed	outstanding quality; a	excellent quality; a	very good quality; a	detail; use of a	much detail lacking in

detail; use of a very effective example / use case. detail suse of a very effective example / use case. detail suse of a very effective example / use case. detail suse of a very effective	colution, it should	suitable level of	suitable level of	suitable level of	relevant evennes /	halanaa limitad
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	considered for the	•	•	, ·		·
	proposed solution		·	good quality	,	

			I		
Critical evaluation:	An outstanding	An excellent critical	An very good critical	A good critical	No or limited critical
a critical evaluation of	critical evaluation of	evaluation of the	evaluation of the	evaluation of the	evaluation of the
the analysis and	the analysis	analysis conducted	analysis conducted	analysis conducted	analysis conducted
proposed solution	conducted and	and proposed	and proposed	and proposed	and proposed
	proposed solution	solution	solution	solution	solution
Quality of report:	A report	A report	A report	A report	A report
professionally	demonstrating an	demonstrating an	demonstrating a very	demonstrating a good	demonstrating an
structured and	outstanding quality	excellent quality	good quality	quality	insufficient quality
formatted, e.g., there					
should be					
introduction and					
conclusion, as well as					
references and					
appendices as					
appropriate;					
consistency, logical					
argumentation,					
coherence, flow, style					
and structure.					

Note: Student coursework must adhere to the University of Reading policy on Academic Misconduct.

Further information is available at: https://www.reading.ac.uk/exa-misconduct.aspx