Module Descriptor

Title	Business Systems Analysis		
Session	2025/26	**Status**	Published
Code	COMP09001	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	T Gurney		

Summary of Module

This module is aimed at Business System Analysts, Developers and Consultants who want to create a model of the business processes prior to developing or re-aligning an IT-based business enterprise system.

Without a comprehensive understanding of the business environment, modelled as business processes, real success in building or re-aligning an IT-based business system is unlikely to be achieved. Business processes will be modelled and linked using multiple levels of abstraction whilst reflecting the interests of multiple stakeholders. The business case driving the analysis will be identified including the primary financial case. An appropriate software tool is used to build and maintain the diagrams produced.

The module contents are based on the curriculum for the ISEB Business Analysis Diploma.

The teaching and assessment contained in this module are specifically designed to encourage independent, critical thinking. In addition students are encouraged to work through problems both independently and as part of a group. Tutorials, as well as group interactions, are expressly structured to encourage the creation and dispersal of solutions using a critical approach to problem solving whilst bearing in mind best industry practice both legally and ethically.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☒	☐

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Campuses for Module Delivery	☐ Ayr ☐ Dumfries		☐ Lanarkshire ☐ London ☒ Paisley		☒ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Show a critical understanding of the process of business systems analysis and development and the role of the business analyst.
L2	Demonstrate competent and specialised use of modern business analysis approaches standards such as BPM and UML.
L3	Produce a detailed analysis report using standard business software and, optionally, CASE tools.
L4	Work effectively in a group situation.
L5	N/A

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 9** The role of business analysis within IT-based business enterprise systems development or re-alignment. Understanding object oriented concepts within a business and real-life context.
Practice: Applied Knowledge and Understanding	**SCQF 9** Using a number of business modelling and object oriented techniques to provide a specification of the system to be developed. Apply specific skills and knowledge that are in the forefront of business enterprise sytems development .
Generic Cognitive skills	**SCQF 9** Recognise and relate the limitations of modelling techniques used within the systems development life-cycle. Bring together information from a variety of sources, including academic and industrial technical publications.
Communication, ICT and Numeracy Skills	**SCQF 9** Using appropriate specialised business IT tools and software and, optionally, a CASE tool to maintain deliverables.

	Making effective use of information retrieval systems and information technology applications to present information in an appropriate form.
Autonomy, Accountability and Working with Others	**SCQF 9** Work in a team on a business analysis project showing leadership and team¬ working qualities as and when required. Exercising initiative and self-management in the completion of the module coursework.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. Business cases will be employed throughout this module to provide the basis to develop business analysis skills and competencies. These real-life cases include transactional processing and real-time control business systems.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	
Laboratory / Practical Demonstration / Workshop	24
Asynchronous Class Activity	52
Independent Study	100
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: The following materials form essential underpinning for the module content and ultimately for the learning outcomes: D. Paul, D. Yeates and J. Cadle, Business Analysis, 2nd Edition, 2010, Publisher British Computer Society Bennett, McRobb and Farmer, Object Oriented Systems Analysis & Design Using UML, 3rd Edition, 2006 Use of Business Modelling (BPM notation) software.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** The School of Computing, Engineering and Physical Sciences considers attendance and engagement to mean a commitment to attending, and engaging in, timetabled sessions. You will scan your attendance via the scanners each time you are on-campus and you will login to the VLE several times per week. Where you are unable to attend a timetabled learning session due to illness or other circumstance, you should notify the Programme Leader that you cannot attend. Across the School an 80% attendance threshold is set. If you fall below this, you will be referred to the Student Success Team to see how we can best support your studies.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. Aligned with the University's commitment to equality and diversity, this module supports equality of opportunity for students from all backgrounds and learning needs. Using the VLE, material will be presented electronically in formats that allow flexible access and manipulation of content. This module complies with University regulations and guidance on inclusive learning and teaching practice. This module has lab-based teaching and as such you are advised to speak to the Module Co-ordinator to ensure that specialist assistive equipment, support provision and adjustment to assessment practice can be put in place, in accordance with the University's policies and regulations.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Computing**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Business & Applied Computing
Moderator	C Iliopoulos
External Examiner	V Sharma
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**

Changes / Version Number	2.1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Group based coursework
Assessment 2
Peer and Personal Assessment
Assessment 3
Groupwork
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of written work	☒	☒	☒	☒	☐	70	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of written work	☐	☐	☒	☒	☐	20	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Dissertation/ Project report/ Thesis	☐	☐	☒	☒	☐	10	
Combined total for all components						100%	hours

Change Control

What	When	Who
Attendance and EDI regulations	20/01/2025	L Cunningham
