

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Business Systems Analysis

Code: COMP09001	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Computing, Engineering and Physical Sciences		
Module Co-ordinator:	Tony 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

Face-To-Face	Blended	Fully Online
✓	✓	✓
Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.		
	Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.	
		Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses/ or by Distance/Online Learning: (Provided viable student numbers permit)

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.

Pre-requisites:

Before undertaking this module the student should have undertaken the following:

Module Code:

Module Title:

Other:

Co-requisites

Module Code:

Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching

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

(Normally totalling 200 hours):

(Note: Learning hours include both contact hours and hours spent on other learning activities)

Lecture/Core Content Delivery

24

Tutorial/Synchronous Support Activity

11

Laboratory/Practical Demonstration/Workshop

11

Asynchronous Class Activity

52

Independent Study

102

200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

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 Requirements

In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: [Academic engagement and attendance procedure](#)

Supplemental Information

Programme Board	Computing
Assessment Results (Pass/Fail)	No
Subject Panel	Business & Applied Computing
Moderator	Costas Iliopoulos
External Examiner	T Gaber
Accreditation Details	N/A
Version Number	2.09

Assessment: (also refer to Assessment Outcomes Grids below)

Group based coursework (70%)

Groupwork (10%)

Peer and Personal Assessment (20%)

(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work	✓	✓	✓	✓	70	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work			✓	✓	20	0

Component 3

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Dissertation/ Project report/ Thesis			✓	✓	10	0
Combined Total For All Components					100%	0 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

Nothing in the module should present difficulties for students on the basis of their gender, ethnicity, or sexual orientation. In relation to students with special needs, when a student discloses a disability the individual module tutor, in consultation with the enabling support co-ordinator, will agree any appropriate adjustments to be made. Students should note that the language of instruction is English and that they will need to have a reasonable grasp of the language in order to keep abreast of the teaching materials and in submitting assessed work.

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)