

## **Module report for MANG3073 - Analytics in Action**

Module Code: **MANG3073**

Title: **Analytics in Action**

Semester/Year: **Semester 2/201819**

Main Campus: **SO**

Module Level: **NQF6**

Faculty: **Social Sciences**

Registered Students: **10** (includes repeat and auditing students)

Name of lecturer(s):

### **Assessment Data**

#### **Summary of provisional marks**

100-80: **10%**, 79-70: **30%**, 69-60: **10%**, 59-50: **30%**, 49-40: **10%**, 39-25: **0%**, 24-0: **10%**

Average Mark: **59.3%**

#### **Breakdown of assessment weighting(%)**

Exam: **0%**, Coursework: **100%**, Other: **0%**

### **Comments on the assessment data**

In general, I am satisfied with the results of the whole module and the courseworks. The strategy to have two courseworks instead of a coursework and an exam had the intended consequence of improving on last years result where 29% of students failed the coursework. This satisfied what was planned with CQA. As can be seen above, one student is set for referral. Sadly this student never attended any lectures. The attendance level of this year was higher than last year's, at 90%. The rest of the students achieved a minimum of pass mark, and I am very satisfied with the 40% that achieved distinction.

Regarding the activities themselves:

- The first coursework on structured data models served its purpose as a training exercise in how to properly write professional analytics reports. The student were used to writing essays which were not close to what would be expected in the professional world, thus this coursework was designed to train them in that (for example limiting the importance of the code in lieu of detailed explanations on the decisions made and their rationale). Regarding marks, all students but the one who did not attend lectures passed, and two students reached 80+ marks. Feedback provided proved valuable as reflected in the module survey.

- Coursework 2 was a challenging problem on applying deep learning methodologies in a company. The results were good, with most students improving their marks or maintaining them vis-à-vis

coursework 1. There were no fails this time around on marks alone, but with discounts one student got a very low mark. I am happy to suggest keeping this level of difficulty in future courseworks.

Were the marks subject to scaling? no

**If Yes, include information below about the reasons why the marks were scaled.**

N/A

### **Student Feedback: Module Survey**

Another great MES score this year, although with only 4 students answering the survey (40%). Teaching scores for both lectures and classes (labs) stood at 5.0, same as the overall score for the module. Comments were also positive overall.

Response rate: 40 %

### **Your evaluation of the module**

Did you deviate from the module profile?: no

Does the module profile need updating?: yes

Were students adequately prepared e.g. by any pre-requisite modules?: yes

Did the learning resources adequately support the module?: yes

Do you feel the students made adequate progress on the module?: yes

Was feedback given within four weeks of coursework submission?: yes

### **Please expand as appropriate**

The module profile needs some changes as some of the topics (Revenue Management) does not fit the rest of the module structure. The programme leader is aware of this and plans are already ongoing.

### **State how feedback on the assessment will be made available to students**

Detailed feedback was provided to the student via turnitin.

### **Review & Action Plan**

#### **Please comment on the effectiveness of the changes you have made to the module this year.**

The changes were very effective in improving coursework marks and attendance. I suggest keeping these changes going forward.

#### **How should the module be enhanced next time it is taught?**

As mentioned above, it would a good idea to remove revenue management from the list of topics and including a longer introduction to Python.

Completed by: Cristian Bravo

Role on module: Module lead

Date completed: 31st Jul 2019