

BCS Higher Education Qualification

Professional Graduate Diploma

April 2025

EXAMINERS' REPORT

Management Information Systems

Questions Report:

A1	
	<p>Many learners showed a general awareness of what a Management Information System entails, with several responses correctly identifying its role in processing data to support decision-making. The strongest submissions described MIS in structured terms, clearly linking system components to managerial functions. They also used appropriate terminology and occasionally referenced MIS contributions to strategic planning or operational control.</p> <p>However, weaker responses tended to lack depth and failed to address the management dimension adequately. Some learners focused excessively on technical details, such as databases or software interfaces, without explaining their significance in supporting business decisions. A number of responses were vague or incomplete, often omitting core principles such as integration or feedback loops.</p> <p>Overall, there was a tendency to treat MIS as a purely IT concern rather than a managerial tool. Learners would benefit from clearer guidance on how to frame their understanding within a business context and to articulate how such systems contribute to achieving organisational objectives.</p>
A2	
	<p>The highest-performing learners applied theoretical understanding with reasonable effectiveness, often describing how MIS might be utilised to improve organisational processes or enhance productivity. Some responses identified relevant systems such as enterprise resource planning (ERP) or customer relationship management (CRM) and linked these to operational goals.</p> <p>Nevertheless, many responses lacked specificity. Several learners described generic business scenarios with limited detail or failed to demonstrate how MIS provided measurable value. In some cases, the application remained overly abstract, with no clear reference to system outcomes or impact.</p> <p>There was also inconsistency in terminology and analytical depth. While a few learners attempted to discuss data flows or information hierarchies, these efforts were not always well structured or coherent. Greater emphasis is needed on bridging theoretical principles with concrete workplace examples.</p> <p>Learners would benefit from scaffolded case studies and modelling exercises that allow them to explore MIS deployment across functional areas such as finance, human resources, or logistics.</p>
A3	

	<p>The most successful learners demonstrated an ability to assess both the benefits and limitations of MIS, including issues related to data quality, system integration, and organisational alignment. A number of responses acknowledged that while MIS can streamline operations and provide valuable insights, its success depends on user competence, accurate inputs, and appropriate system design.</p> <p>Some learners provided well-considered arguments around data-driven decision-making, including potential risks such as information overload, system dependency, or the need for change management when introducing new technology. A few also referenced ethical concerns and data privacy, which added a welcome dimension to the analysis.</p> <p>In contrast, weaker responses lacked depth or simply restated textbook definitions without offering any critical perspective. These answers often failed to weigh advantages against drawbacks or to substantiate claims with examples.</p>
B4	
	<p>Standard comments from previous sittings about candidates note dumping and not really answering the question.</p> <p>Part A was about Cost Benefit Analysis, and it appeared few candidates actually knew what this meant.</p> <p>https://www.ibm.com/docs/en/z-netview/6.2.1?topic=automation-quantifying-costs-benefits is a reasonable background reading.</p> <p>Part B was again a basic note dump on CASE without addressing the question asking it to be referenced against databases, web and warehouses.</p> <p>Part C again note dumped and did not address the question fully.</p> <p>60% of those who attempted the question passed it but the average mark of 10 out of 25 shows that there was limited criticalness and limited attempts to fully address what the questions were asking of the candidate.</p>
B5	
	<p>A very popular question with 97% of candidates attempting it.</p> <p>Starting with Part C, a 5-mark question about social media which scored highly but showed a lack of exam technique. Some extremely long and detailed answers for 5 marks. Candidates clearly understood how companies can use social media. Part C contained far too much in terms of an answer, whereas Parts A and B needed more content.</p> <p>Part B was about allowing employees to bring their own devices to work was mixed. A significant number of answers suggested that non-works machines do not have the same level of professionalism / support as a works machine.</p> <p>Some good answers but lacking insight.</p>

	<p>Part A about remote working was again reasonably well answered. There was a repeating issue of not being able to track how employees work from home was raised (questionably an issue) but some credit was given for this answer.</p> <p>Overall, 77% of the candidates who answered this question passed with an average mark of 14 out of 25.</p>
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