1. **Title of the module**

BUSN3640 (CB364) Business Analysis Tools

1. **School or partner institution which will be responsible for management of the module**

Kent Business School

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Compulsory module for BSc Management, BSc International Business and BSc Marketing programmes.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 have knowledge of essential data analysis, modelling, and decision making in a business environment.

8.2 have developed the necessary technical skills to structure, analyse, and solve practical decision problems using Excel spreadsheets.

8.3 analyse quantitative/qualitative data and present findings both in tabular and graphical form.

8.4 design, implement, and use simple databases.

8.5 use “what-if” analysis tools to analyse different business scenarios and make informed decisions.

8.6 carry out basic financial analysis using Excel facilities.

8.7 design and implement a maintainable, well-documented spreadsheet model suitable for end-users

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 plan work and study independently using relevant resources

9.2 apply their model building, problem-solving, and numerical skills to solve everyday business problems

9.3 present findings in a clear, yet rigorous manner

1. **A synopsis of the curriculum**

An indicative set of topics to be covered within the module are outlined below.

* **Basic Spreadsheet Functionalities**: Introduction to common spreadsheet features: workbooks, worksheets, menus, cells, rows, columns, data types, relative and absolute cell addressing, copying, basic formulae, naming cells, formatting, charts and graphs, printing.
* **Data Management Facilities**: sorting, filtering, data forms, pivot tables.
* **What-If Analysis**: scenario manager, goal seek, data tables.
* **Basic Financial Analysis**: Introduction to basic financial analysis and how to carry this out using spreadsheets: compound interest, discounting, NPV, IRR, loans and mortgages.
* **Advanced Spreadsheet Functionalities**: automating tasks and solving simple optimisation business problems.
* **The Art of Modelling**: effective methods for designing, building and testing business models.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Swift, L. and Piff, S. (2010) *Quantitative Methods for Business, Management and Finance* (3rd Edition), New York: Palgrave

Winston, W. (2011) *Microsoft Excel 2010: Data Analysis and Business Modeling* (3rd Edition), Redmond, Wash: Microsoft Press.

1. **Learning and teaching methods**

Total contact hours: 31

Private study hours: 119

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

In-Course Test (45 minutes) 20%

In-Course Test (45 minutes) 20%

In-Course Test (45 minutes) 20%

Individual Project (Excel based) 40%

13.2 Reassessment methods

Reassessment Instrument: 100% Coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| *Lectures* | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |  |  | **✓** |
| *Computer Terminals* | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |  | **✓** | **✓** |
| *Independent Study* | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *ICT #1* | **✓** | **✓** |  | **✓** |  |  | **✓** | **✓** | **✓** |  |
| *ICT #2* | **✓** | **✓** | **✓** |  | **✓** |  | **✓** | **✓** | **✓** |  |
| *ICT #3* | **✓** | **✓** | **✓** |  |  | **✓** | **✓** | **✓** | **✓** |  |
| *Individual Project* | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Examples of an international nature are incorporated into exercises covered in both lectures and computer terminals. Formal assessments also involve international examples (e.g., companies in the USA and abroad, international databases etc.).

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 20/04/17 | Minor | September 2017 | 10,13,14 | No |
|  |  |  |  |  |

Revised FSO Jan 2018