1. **Title of the module**

BUSN6880 (CB688) Decision Analysis

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 6

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 or Spring

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

BUSN3130 Introduction to Statistics for Business (or equivalent)

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

BBA, BSc Management, BSc International Business and associated programmes

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

8.1 recognise the inherent difficulties involved in making decisions characterised by complexity and uncertainty

8.2 identify alternatives together with their associated uncertainties and payoffs.

8.3 systematically structure, analyse and solve realistic problems using decision analysis methods

8.4 incorporate a decision maker’s risk attitude into the selection of a preferred alternative.

8.5 demonstrate techniques for assessing the value of information.

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

9.1 deconstruct complex problems

9.2 apply analytical and numerical skills to identify appropriate solutions

9.3 present their findings in a clear and structured manner

9.4 plan work and study independently using relevant resources

1. **A synopsis of the curriculum**

Making decisions is one of the most important things any manager or business must do. Making smart decisions, however, can be extremely difficult due the complexity and uncertainty involved. Decision Analysis (DA) provides a structured and coherent approach to decision making. It involves a wide range of quantitative and graphical methods for identifying, representing, and assessing alternatives in order to determine a best course of action. DA is regularly employed by many leading companies in the pharmaceutical, oil and gas, utilities, automotive, and financial services sectors. In this module, you learn about the basic concepts of DA and how to apply it in a variety of practical business planning situations.

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

Clemen, R.T. (1996), *Making Hard Decisions: An Introduction to Decision Analysis* (2nd Ed.), Belmont: Duxbury Press

Goodwin, P. and Wright, G. (2009) *Decision Analysis for Management Judgment* (4th Ed.), Chichester: Wiley

Hillier, F.S. and Lieberman G.J. (2015), *Introduction to Operations Research* (10th Ed.), Boston; McGraw-Hill

Howard, R.A. and Abbas, A.E. (2015) *Foundations of Decision Analysis*. Harlow: Prentice Hall.

Skinner, D (2009), *Introduction to Decision Analysis* (3rd Ed.), Gainsville: Probabilistic Publishing

Winston, W.L. (2004), *Operations Research: Applications and Algorithms* (4th Ed.), Belmont: Duxbury Press.

1. **Learning and teaching methods**

Total contact hours: 21

Private study hours: 129

Total study hours: 150

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

In-Course Test 1, 45 minutes (20%)

In-Course Test 2, 45 minutes (20%)

Examination, 2 hours (60%).

13.2 Reassessment methods

Reassessment Instrument: 100% examination.

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* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| *Lectures* | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |
| *Seminars* |  |  | **x** |  |  |  | **x** | **x** |  |
| *Independent study* | **x** | **x** | **x** | **x** |  |  |  |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *In-course Test 1* | **x** | **x** |  | **x** |  | **x** | **x** |  | **x** |
| *In-course Test 2* |  |  | **x** | **x** | **x** | **x** | **x** |  | **x** |
| *Final Examination* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

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**

The module looks at decision analysis across global companies in both the content and associated learning outcomes and assessments.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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) |
| 19/12/2017 | Minor | Spring 2018 (Jan-2018) | 13 | No |
|  |  |  |  |  |

Revised FSO Jan 2018