1. KentVision Code and title of the module

BUSN7980: Data Intelligence in Practice

## Division which will be responsible for management of the module

Kent Business School

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 6

## The number of credits and the ECTS value which the module represents

15 (7.5 ECTs)

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

Spring

## Prerequisite and co-requisite modules and/or any module restrictions

BUSN3640 (CB364) – Business Analysis Tools

## The course(s) of study to which the module contributes

Optional to the following courses:

BSc Management and related courses, BSc International Business and related courses, BSc Marketing and related courses; BA Business Top-up

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

8.1 Display conceptual understanding of the usefulness of data in improving business and organisational performance.

8.2 Develop systematic approaches to realising the benefits of data to organisations that align with overarching business strategy;

8.3 Critically analyse the data requirements for improving an area or process of a business.

8.4 Create visualizations and interactive dashboards to gain new insights from data.

8.5 Leverage the power of data-driven storytelling to help messages resonate with a business audience.

8.6 Understand how to employ participatory methods in identifying data requirements, structure complex problems, and ensure stakeholder uptake of data intelligence solutions.

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

9.1 Identify and critically analyse complex business problems amenable to a data-driven solution.

9.2 Appreciate the power of data intelligence for decision making and business value creation.

9.3 Work effectively individually and in groups.

9.4 Deliver effective oral presentations to engage a business audience and gain buy-in of the usefulness of analytics solutions for complex managerial problems.

## A synopsis of the curriculum

The aim of this hands-on and highly practical module is to introduce students to the power of data intelligence in transforming the way businesses operate. Students will learn how to develop a successful big data strategy and deliver organisational performance improvements through the use of data analytics. Students will have hands-on exercises primarily based on spreadsheet tools such as Excel and will gain a basic knowledge of coding tools such as Python.

Indicative topics covered in the module include: business intelligence principles, data visualisation and dashboards, data warehouse and integration, artificial intelligence in business applications, big data, social network analysis, text mining, and participatory approaches for problem structuring.

Students will be exposed to a variety of case studies which demonstrate how pervasive data intelligence and analytics have become in every industry and sector, including examples from supply chain management, transport, marketing, finance, healthcare, and human resources. By the end of the module, students will have an understanding of how specific companies use big data and a grasp of the actionable steps and resources required to utilise data effectively.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

1. Contact Hours

Private Study: 128

Contact Hours: 22

Total: 150

## Assessment methods

* 1. Main assessment methods

In-Course Test 1 (45 minutes) 20%

In-Course Test 2 (45 minutes) 20%

Group Presentation 20%

Individual Report (1500 words) 40%

13.2 Reassessment methods

100% coursework

1. Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *seminars* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *lectures* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *ICT 1* | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |  |
| *ICT 2* | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |  |
| *Group Presentation* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Individual Report* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

**Module learning outcomes against assessment methods:**

## Inclusive module design

The Division*)* 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

The content in this module is universally applicable but any local adaptations that are needed will be explained in the case studies used. Similarly, both the subject specific and generic learning outcomes will transfer to the international context. Any modifications needed will be highlighted during the course of the module.

**DIVISIONAL USE ONLY**

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

| Date approved | New/Major/minor revision | Start date of delivery of (revised) version | Section revised(if applicable) | Impacts PLOs (Q6&7 cover sheet) |
| --- | --- | --- | --- | --- |
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