1. **Title of the module**

FOUN0052 (LZ052) Business Analysis for Foundation Studies

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

CEWL

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

3

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

15 / 7.5 ECTS

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

Spring

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

N/A

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

International Foundation Programme & 4-year degree programmes with an integrated foundation year.

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

8.1 Identify a range of quantitative tools, including data collection and analysis, and construct basic models.

8.2. Understand and a range of quantitative methods used in the solving of business problems.

8.3. Explain how quantitative models are used to describe and predict business scenarios using Excel spreadsheets.

8.4. Demonstrate an understanding of Information and Communication Technology (ICT) in typical business applications.

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

9.1 Retrieve information from a variety of sources.

9.2 Undertake independent and self-managed learning.

9.3 Apply numerical skills and techniques in practical scenarios.

9.4 Demonstrate analytical abilities in problem solving, systematic work and study skills sufficiently to be able to deal effectively with the demands of a first-year undergraduate study at a UK university

9.5 Communicate accurately and reliably in a variety of forms.

1. **A synopsis of the curriculum**

This module will introduce students to the basic skills of using Microsoft Excel, a market leading analytical tool and software package. It introduces the way in which business organisations use quantitative data to obtain insights for decision-making. Techniques will be taught and delivered with case studies and simulated datasets.

Topics to be covered include:

* Microsoft Excel functions and formulae: Nested functions, filters, lookup functions, and logical functions
* Data visualisation: Graphic operations
* Data analysis and statistical analysis: conditional formatting, Solver, Add-ins and Trend analysis
* Excel Macros: defining, recording, assigning, running and storing, etc.
1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Winston, W. (2019) Microsoft Excel 2019 Data Analysis and Business Modeling (Business Skills) (6th Ed.), London: Pearson International.

Etheridge, D. (2010) *Excel Data Analysis: Your Visual Blueprint for Analyzing Data, Charts, and Pivot Tables* (3rd Ed.), Chichester: John Wiley & Sons.

Davis, G. and Pecar, B. (2013) *Business Statistics Using Excel, Second edition,* Oxford: OUP.

Swift, L. and Piff, S. (2014) *Quantitative Methods for Business, Management and Finance,* Basingstoke, Palgrave Macmillan.

1. **Learning and teaching methods**

Total contact hours: 44

Private study hours: 106

Total Study hours: 150

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

100% Coursework:

Individual Excel Project (40%)

Written Assignment (1,000 words) (40%)

In-class test (45 minutes) (20%)

13.2 Reassessment methods

100% Coursework

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

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| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** |  | **X** | **X** | **X** |  | **X** |  |
| Lectures | **X** | **X** |  | **X** |  |  | **X** | **X** | **X** |
| Workshops (IT Lab Sessions) | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Individual Excel Project | **X** | **X** | **X** |  |  | **X** | **X** | **X** | **X** |
| Written Assignment |  | **X** | **X** | **X** | **x** | **X** |  | **X** | **X** |
| In-class test | **x** | **x** |  | **x** |  |  | **x** | **x** | **x** |

1. **Inclusive module design**

The Centre 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**

Medway

1. **Internationalisation**

The topics addressed by this module relate to a field which is of international importance, given the global role of ICT in today's global business environment. The topics covered by this module are international in nature, being identical worldwide and independent of traditional spoken language.

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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.**

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