1. **Title of the module**

BUSN3130 (CB313) Introduction to Statistics for Business

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

Kent Business School

1. **The level of the module (e.g. 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 (7.5 ECTS)

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

Spring Term

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

None

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

Kent Business School’s undergraduate programmes in

* Business Administration/Management
* International Business
* Marketing
1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Use graphical, numerical and statistical techniques to handle a variety of business problems

8.2 Summarise and analyse data and present it effectively to others and use appropriate software, including spreadsheets

8.3 Use statistical techniques to draw well founded inferences from quantitative data

8.4 Understand the scope and limitations of quantitative methods

8.5 Identify sources of published statistics, understand their context and report on their wider relevance

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

9.1 Demonstrate numeracy and quantitative skills including organising data, abstracting meaning from information and supporting written work by following the required academic conventions

9.2 Demonstrate a reflective approach to learning and critical thinking skills essential for success in business

9.3 Demonstrate effective writing skills at Level 4 as required to complete written assignments and business reports

9.4 Work and study independently and utilise resources effectively

1. **A synopsis of the curriculum**

So much of the world of business is based on quantitative information—sales, stock control, investments, loans, production levels, staffing numbers, share prices, interest rates, quality control, etc. etc. In almost any organisation where you work you must expect to deal with numbers. This module introduces you to the way you can make use of quantitative information through statistical analysis.

Topics may include:

* The nature and use of numerical information
* Summarising data
* Graphical representation of data: histograms, pie charts, cumulative frequency curves
* Measures of location and dispersion
* Probability, distributions and expected values
* Sampling and its uses
* The *χ*2 distribution, questionnaire analysis and contingency tables
* Correlation
1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

Keller, G. and Gaciu, N. (2015). *Managerial Statistics* (Europe, Middle East and Africa Edition), Andover: Cengage. Of particular relevance are Chapters 1–10 and 14.

Lind, D.A., Marchal, W.G. and Wathen, S.A. (2013) *Basic Statistics for Business & Economics*, (8th edn.), New York: McGraw-Hill

Seeley J, (2002), *One Step Ahead:* *Writing Reports,* Oxford: OUP.

1. **Learning and Teaching methods**

The module will be taught by lectures, computer terminal sessions and private study.

Total Contact Hours: 21

Private Study Hours: 129

1. **Assessment methods.**

The module is assessed 100% by coursework, divided as follows.

VLE: quiz (20%)

1 × online VLE quizzes (20%) testing technical aspects of the syllabus

In-course test (20%)

1 x 45 minute in-course test

Statistics Report (60%)

Students have to identify real examples of the use of quantitative information and statistics and produce a report including commentary and analysis and should be no more than 8 pages in length including tables and diagrams.

For reassessment, students will resubmit the statistics report as 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* | *9. 1* | *9. 2* | *9. 3* | *9. 4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| Lectures | **✓** | **✓** | **✓** |  | **✓** | **✓** | **✓** | **✓** |  |
| Terminal sessions | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |  | **✓** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| VLE quiz | **✓** | **✓** | **✓** | **✓** |  | **✓** | **✓** |  | **✓** |
| In-course test | **✓** | **✓** | **✓** |  |  | **✓** |  |  | **✓** |
| Statistics report | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |

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**

This module introduces students to the way you can make use of quantitative information through statistical analysis in the global environment by looking at national and international organisations.

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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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 30/01/18 | Major | January 2018 | 8, 9, 11, 13 | No |
|  |  |  |  |  |