1. KentVision Code and title of the module

BUSN9690 Business Statistics with Python

## 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 7

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

15 credits (7.5 ECTS)

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

Autumn

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

None

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

Compulsory to the following courses:

MSc Business Analytics

MSc Business Analytics (HDA)

Optional to the following courses:

MSc Logistics and Supply Chain Management

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

8.1 Display conceptual understanding of the nature of data analysis and probability modelling.

8.2 Critically evaluate managerial problems that can be framed as data analysis problems.

8.3 Perform advanced statistical analyses and communicate results in written reports.

8.4 Demonstrate effective use of the Python statistical package.

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

9.1 Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate conclusions clearly to specialist and non-specialist audiences.

9.2 Demonstrate self-direction and originality in tackling and solving problems through research design, data collection, analysis, and reporting.

9.3 Demonstrate effective use of statistical software.

## A synopsis of the curriculum

The aim of this module is to enable students to apply basic statistical inference methods for tackling real-world business questions and equip them with basic knowledge of the Python statistical programming package.

The module covers two indicative areas:

1. Business Statistics: Students will learn about descriptive analysis of quantitative data, focusing mainly on how to effectively summarise data, and inferential analysis of quantitative data, which includes identifying key properties of a given dataset, deriving point and interval estimates, hypothesis testing, correlation analysis, and simple linear regression.

2. Python programming package: This will cover the Python programming language and introduce students to basic and more advanced concepts within Python, as well as how to use Python for performing statistical data analyses.

## 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).

## Contact Hours

Private Study: 118

Contact Hours: 32

Total: 150

## Assessment methods

* 1. Main assessment methods

VLE Test 1 (45 minutes): 20%

VLE Test 2 (45 minutes): 20%

Examination (2 hours): 60%

13.2 Reassessment methods

 100% examination

## 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 | 9.1 | 9.2 | 9.3 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Lectures* | **X** | **X** |  | **X** | **X** | **X** |  |
| *Computer Terminals* | **X** | **X** |  | **X** | **X** |  | **X** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *VLE Test 1* | **X** | **X** |  | **X** | **X** |  | **X** |
| *VLE Test 2* |  | **X** |  | **X** | **X** |  | **X** |
| *Exam* | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

## 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 curriculum in this module is globally applicable. Both the subject specific and generic learning outcomes are also globally applicable.

**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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