1. **Title of the module**

CB382: Business Analysis Tools

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)**

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)**

This module is to be taught as part of the new Chartered Manager Degree Apprenticeship which will be delivered by a part-time blended learning approach.

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

There are no pre or co-requisites for this module.

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

Compulsory module for the BBA, BSc Management BSc International Business and BSc Marketing programmes, Chartered Manager Degree (Level 6), Operations/Departmental Manager (Level 5) and Junior Management Consultant (Level 4).

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

8.1 Demonstrate knowledge of essential data analysis, modelling, and decision making in a business environment.

8.2 Employ the necessary technical skills to structure, analyse, and solve practical decision problems using Excel spreadsheets.

8.3 Analyse quantitative/qualitative data and present findings both in tabular and graphical form.

8.4 Design, implement, and use simple databases.

8.5 Use “what-if” analysis tools to analyse different business scenarios and make informed decisions.

8.6 Carry out basic financial analysis using Excel facilities.

8.7 Design and implement a maintainable, well documented spreadsheet model suitable for end-users

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

9.1 Plan work and study independently using relevant resources

9.2 Apply their model building, problem-solving, and numerical skills to solve everyday business problems

9.3 Present findings in a clear, yet rigorous manner

1. **A synopsis of the curriculum**

An indicative set of topics to be covered within the module are outlined below.

* **Basic Spreadsheet Functionalities**: Introduction to common spreadsheet features: workbooks, worksheets, menus, cells, rows, columns, data types, relative and absolute cell addressing, copying, basic formulae, naming cells, formatting, charts and graphs, printing.
* **Data Management Facilities**: sorting, filtering, data forms, pivot tables.
* **What-If Analysis**: scenario manager, goal seek, data tables.
* **Basic Financial Analysis**: Introduction to basic financial analysis and how to carry this out using spreadsheets: compound interest, discounting, NPV, IRR, loans and mortgages.
* **Advanced Spreadsheet Functionalities**: automating tasks and solving simple optimisation business problems.
* **The Art of Modelling**: effective methods for designing, building and testing business models.

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

Swift, L. and Piff, S. (2014) *Quantitative Methods for Business, Management and Finance* (4th Edition), New York: Palgrave (ebook also available)

Winston, W. (2011) *Microsoft Excel 2010: Data Analysis and Business Modeling* (3rd Edition), Redmond, Wash: Microsoft Press. (ebook also available)

1. **Learning and teaching methods**

The total study time for this module is 150 hours incorporating online e-learning, work-based experience and private study.

Teaching is delivered as a blended learning approach. VLE-delivered E-activities, VLE-delivered practicals and work activities serve to reinforce material presented online and also relate directly to the learning objectives. These are specifically based on enabling students to relate their theoretical knowledge to the workplace in a variety of industries.

Work-based experience serves to reinforce and provide real-life context to the material being delivered in the module.

Private study encompasses the revising of all material presented in the above various forms of teaching and learning, together with the opportunity to explore and read more widely around specific topics.

1. **Assessment methods**

The module will be assessed by three online in-course tests (20% each) and by an individual project (40%). The tests will focus on students’ abilities to define and discuss key topics introduced in the module, implement simple Excel tasks, and numerically solve problems. The individual project, meanwhile, will be based on the development of a decision support system. The project will require students to build an interactive model for inputting user-specified data, carryout analyses and display results.

Reassessment will be like-for-like resubmission.

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* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** | **Hours allocated** |  |  |  |  |  |  |  |  |  |  |
| *Private Study* | *50* | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |  |
| *Teaching* | *50* | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |  |  | **✓** |
| *Work-based experience* | *50* |  |  |  |  |  |  |  | **✓** | **✓** | **✓** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| *ICT #1* | *20%* | **✓** | **✓** |  | **✓** |  |  | **✓** | **✓** | **✓** |  |
| *ICT #2* | *20%* | **✓** | **✓** | **✓** |  | **✓** |  | **✓** | **✓** | **✓** |  |
| *ICT #3* | *20%* | **✓** | **✓** | **✓** |  |  | **✓** | **✓** | **✓** | **✓** |  |
| *Individual Project* | *40%* | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |

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**

Blended learning, Medway, Canterbury, Employer

1. **Internationalisation**

Examples of an international nature are incorporated into exercises covered in both lectures and computer terminals. Formal assessments also involve international examples (e.g., companies in the USA and abroad, international databases etc.).

**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.**

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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) |
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