

MODULE SPECIFICATION

1. **Title of the module**
Analytics and Data
2. **School or partner institution which will be responsible for management of the module**
Analytics and Data
3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**
Level 5
4. **The number of credits and the ECTS value which the module represents**
15 credits (7.5 ECTS)
5. **Which term(s) the module is to be taught in (or other teaching pattern)**
This module can be run in any term: Autumn, Spring or Summer
6. **Prerequisite and co-requisite modules**
None
7. **The programmes of study to which the module contributes**
 - BA (Hons) Business Management - optional module
 - BA (Hons) Business Management with Finance - optional module
 - BA (Hons) Business Management with Global Industries - optional module
 - BA (Hons) Business Management with Law - optional module
 - BA (Hons) Business Management with Marketing - optional module
8. **The intended subject specific learning outcomes.**
On successfully completing the module students will be able to:
 - 8.1 Demonstrate a critical understanding of the well-established concepts of knowledge and evidence and some of the relevant underlying theoretical concepts.
 - 8.2 Discuss and critically apply reading and writing activities to solve problems.
 - 8.3 Demonstrate a clear understanding of the particular risks associated with the use and misuse of evidence and knowledge in the digital age and some possible strategies for managing these risks.
 - 8.4 Analyse information sources, evidence and arguments relating to a specific topic and look to draw appropriate conclusions.
 - 8.5 Discuss and apply web-based tools used in business to manage and analyse information and data.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

On successfully completing the module students will be able to:

- 9.1 Use a range of established techniques to critically analyse information, and propose solutions to problems.
- 9.2 Exercise personal responsibility and decision making.

10. A synopsis of the curriculum

We live in a world full of information and data. We also live in a world where the value of knowledge and evidence are increasingly recognised. This module aims to develop student's abilities to work with data, information, knowledge and evidence in both business and academic contexts. By developing their own skills and understanding of what data, knowledge, information and evidence are, they can improve their own intellectual capital and that of their organisations. The module aims to use lectures and seminars to help students come to term with key theories, models and processes associated with knowledge management, critical reading and writing, and the use of evidence. They will develop a good understanding of key knowledge management topics such as Intellectual Capital, the Learning Organisation, the opportunities and challenges of Big Data, and Knowledge Management Tools and Technologies. Additionally, it aims for students to learn how to consider the validity and reliability of evidence, deal with the data deluge, and search, retrieve and catalogue their own information and knowledge.

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

- Data Analytics Made Accessible. (2017). Maheshwari, A. Amazon Media EU S.à r.l..
- Everybody Lies. Big Data, New Data, and What the Internet Can Tell Us About Who We Really Are. Stephens-Davidowitz, D. (2017). HarperCollins
- Misbehaving: The Making of Behavioural Economics. (2016). Thaler, R.H. Penguin
- Statistics for Economics, Accounting and Business Studies. (2017). Barrow, M. Pearson
- Fundamentals of Machine Learning for Predictive Data Analytics: Algorithms, Worked Examples, and Case Studies. (2015). Kelleher, J.D., Mac Namee, B., D'arcy, A. MIT Press
- Data Smart: Using Data Science to Transform Information into Insight. (2013). Foreman, J, W. John Wiley & Sons Limited
- Saar-Tsechansky, M 2015, 'The Business of Business Data Science in IS Journals', MIS Quarterly
- Roberts, P 2015, 'Data Sampling for the Right Reasons', Business Intelligence Journal, 20, 1, pp. 33-38

12. Learning and teaching methods

For full details please see the teaching and learning strategy in the programme specification. Students can study this module in the interactive classes model or the mentored independent model. Those on the former will typically experience one lecture and one seminar each week. A particular feature of this module will be the extensive use of guest lecturer input giving students an introduction to some of the key paradigms to be studied and an insight to relevant case studies drawn from a real-world context.

Scheduled Hours: 25

Placement Hours: 00

Independent Study Hours: 125

Total Study Hours: 150

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13. Assessment methods

13.1 Main assessment methods

This module will be assessed as follows:

- Written coursework of a maximum of 2,500 words practically applying knowledge covered in the course and using web-based tools introduced during seminar work in order to solve a practical business question (75% of overall grade).
- 1 hour in-class coursework exercise using web-based tools (25% of overall grade).

A pass must be achieved in the first element of assessment in order to pass the module.

13.2 Reassessment methods

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

Module learning outcome		8.1	8.2	8.3	8.4	8.5	9.1	9.2
Learning/ teaching method	Hours allocated							
Private Study	125	X	X	X	X	X	X	X
<i>Lectures</i>	10	X	X	X	X	X		
<i>Seminars</i>	15	X	X	X	X	X	X	X
Assessment method								
<i>Coursework (2,500 words)</i>		X	X	X	X	X	X	X
<i>In-class exercise</i>						X	X	

15. Inclusive module design

The Collaborative Partner 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:

- Accessible resources and curriculum
- Learning, teaching and assessment methods

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

Pearson College London

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 17 and 18. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

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17. Internationalisation

The module is actively incorporating content and examples from international projects and is aiming to be applicable to analytics and data challenges on a global scale and scope with international background. Examples being referenced often include data from various different countries and markets all around the world and are intending to highlight the international context of the field.

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 18 and 19. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

18. Partner College/Validated Institution

Pearson College London

19. University School responsible for the programme

Kent Business School

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.

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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