

MODULE DESCRIPTOR

TITLE	Introductory Statistics for Business Economics
SI MODULE CODE	44-5097-00S
CREDITS	20
LEVEL	5
JACS CODE	L140
SUBJECT GROUP	<i>International Business</i>
DEPARTMENT	<i>Management</i>
MODULE LEADER	<i>Issam Malki</i>

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	Placement (if applicable)	Independent Guided Study	Total Number of Study Hours
36		164	200

MODULE AIM

The *aim* of the module is to provide an introduction to basic statistical concepts; to develop an understanding of methods to explore relationships in data; to develop skills to build causal models and to introduce concepts of probability and its uses.

MODULE LEARNING OUTCOMES)

By engaging successfully with this module a student will be able to

1. Use appropriate graphs and tables to explore data.
2. Use contingency tables to explore relationships with categorical data.
3. Use techniques to measure relationships and build simple linear regression models with continuous data.
4. Build a causal model with categorical data.
5. Apply probability to such issues as independence.

INDICATIVE CONTENT

1. Background Concepts
2. Exploring and Describing Data
3. Exploring Relationships – Categorical Data
4. Exploring and Measuring Relationships - Continuous Data
5. Modelling Relationships – Continuous Data
6. Probability and Independence
7. Probability Trees
8. Causal Path Models

Note: the last two topics will be covered if time allows.

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways:

- ❖ Lectures will be used to introduce the topics and methods of approaching particular areas/subjects.
- ❖ Seminars will be used to enhance student learning. There will be occasional computer based seminars to enhance students' learning experience. Attendance, preparation and participation in these sessions are essential for the student to achieve the learning outcomes specified above. It is essential that students prepare in advance answers to any set exercises/questions, so that errors/misunderstandings can be spotted and corrected. Seminars can also be used as a session where students will have the chance to have verbal feedback and a chance for a regular formative self-assessment.
- ❖ Students will be required to engage in self-directed/self-motivated learning activities, such as supplementary reading of extra material, in order to enhance their understanding of the topics discussed in classes.
- ❖ Assessment will be used to test the ability of students to fulfil the expected learning outcomes.
- ❖ To successfully complete the module, students will have to show that they are able to fulfil the learning outcomes outlined earlier. This ability will be assessed through one piece of coursework (in the form of a written phase test) accounting for 40% of the final mark and a 2 hour exam at the end of the year, accounting for the remaining 60% of the module's final mark.

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Class test	CW	40	1 hours	Y
2	Examination	EX	60	2 hour	Y

FEEDBACK

Students will receive feedback on their performance in the following ways

- Students will be receiving formative feedback during seminar sessions
- Students will be receiving summative feedback within 3 weeks of the phase test

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Barrow, M. (2006). Statistics for Economics, Accounting and Business Studies. Prentice Hall.

Davis, D., and Pecar, B. (2010). Business Statistics using Excel

SECTION 2 MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	Y
EXISTING MODULE - NO CHANGE	N
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	09/2013

MODULE DELIVERY PATTERN - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

	Module Begins	Module Ends
Course Intake 1	01/2014	05/2014
Course Intake 2	DD/MM/YYYY	DD/MM/YYYY
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y
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Are any staff teaching on this module non-SHU employees?	N
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If yes, please give details of the employer institution(s) below

What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	
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MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

*Choose one only – module cannot include both percentage mark and pass/fail graded tasks

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N
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If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.

FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No. 2
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NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.	
NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.	