



1. General Course Information

1.1 Course Details

Course Code:	1305AFE
Course Name:	Business Data Analysis
Trimester:	Trimester 1, 2022
Program:	Diploma of Commerce
Credit Points:	10
Course Coordinator:	Tony Hurd
Document modified:	3 February 2022

Course Description

Business Data Analysis is a 10 Credit Point course within the Diploma of Commerce (DC). The course is situated within the first trimester of the DC program.

Business Data Analysis introduces students to the core concepts of statistical analysis. It is introductory in nature and provides materials across a broad range of statistical techniques and methods. The focus of this course is to provide students with the ability to recognise situations in which statistical analysis may be useful, and the relevant techniques and methods that apply in those situations

Assumed Knowledge

There is no assumed prior knowledge for students in this course.

1.2 Teaching Team

Your teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Tony Hurd	tony.hurd@staff.griffithcollege.edu.au

1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as desktop, laptop, or tablet. In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

This course is designed to provide students with the basic statistical techniques needed for the study of their discipline. It aims to provide recognition where statistical analysis may be of benefit and introduce the range of methods that may apply to a given situation using real world examples.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Recognise situations where statistical analysis using different variables and types of data would be of benefit
- 2 Summarise statistical information graphically or numerically to support data interpretation and analysis.
- 3 Explain how probability and sampling are used as a basis of making inferences about business problems.
- 4 Analyse data appropriately through a range of methods to make inferences about business problems



2.3 Generic Skills and Capabilities

For further details on the Generic Skills please refer to the [Graduate Generic Skills and Capabilities policy](#).

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	✓
Creative and future thinking		✓	✓	
Social responsibility and ethical awareness		✓	✓	
Cultural competence and awareness in a culturally diverse environment		✓	✓	



3. Learning Resources

3.1 Required Learning Resources

1. Selvanathan, E.A., Selvanathan, S., Keller, G., (2017). *Business Statistics, Abridged Australia New Zealand* (7th ed.). Cengage Learning. [Herein after referred to as BS]

You can buy this text from the Griffith Bookshop or Etext from Cengage.

2. Selvanathan, S., Selvanathan, E.A. and Selvanathan, P (2014). *Learning Statistics and Excel in Tandem - with Excel 2010* (4th ed.). Cengage Learning. [Herein after referred to as LSE]

3. A non-programmable scientific calculator (preferred model: CASIO fx series).

3.2 Recommended Learning Resources

Details of additional recommended resources will be made available on the Course site.

Griffith University Library Proxy - As a Griffith College Student, you can access the following databases:

- [Ebook Central \(ProQuest\) \(EBL and ebrary\)](#)
- [EBSCOhost](#)
- [JSTOR](#)
- [Ovid](#)
- [ProQuest](#)
- [Taylor & Francis Online](#)
- [Wiley Online Library](#)

3.3 College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information about support resources that are available to students are included below for easy reference.

- [Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- Academic Integrity - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with Academic Integrity online modules within the Academic and Professional Studies course.
- [Services and Support](#) provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.
- [Jobs and Employment](#) in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.
- [IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Information about your Learning

Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the learning content prepared by your teacher which is found on the course site. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Learning Materials

Learning materials are made available to you in the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your teacher. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, students are engaged in their learning and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - [Program Progression Policy](#) - for more information].






Teacher and Course Evaluation

Your feedback is respected and valued by your teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.



4. Learning Content, Learning Experiences and Learning Activities

4.1. Modules for Learning and Weekly Learning Content, Learning Experiences and Learning Activities

	Learning Content	Learning experiences	Learning activities	Evidence of learning	Learning outcome
					
Module 1: Introduction to Statistics and Descriptive Statistics					
1	Introduction to Statistics and Graphical Methods Chapter 1, Chapter 2 – sections 2.1 and 2.5 only, Chapter 3 - omit section 3.4, and Chapter 4 - sections 4.1, 4.2 and 4.4 only	Course introduction Textbook Ch.1,2,3,4 homework exercises In-class practical exercises Introduction to Excel	Watch LC clips. eWorkbook LC Week 1 LC exercises. Reading: Textbook Ch.1,2,3,4 & homework exercises Forum participation	1	1,2
2	Numerical Descriptive Measures BS: Chapter 5 - omit "box plots" in section 5.3 and omit section 5.5	Textbook Ch.5 homework exercises In-class practical exercises. Excel practice exercises	Watch LC clips eWorkbook LC Week 2 LC exercises. Reading: Textbook Ch.5 & homework exercises Excel exercises Forum participation		1,2
Module 2: Probability and Sampling					

3	Continuous Normal Probability Chapter 8 - section 8.3 only	Textbook Ch.8 homework exercises In-class practical exercises Excel practice exercises	Watch LC clips. eWorkbook LC Week 3. LC exercises. Reading: Textbook Ch.8 & homework exercises Forum participation	Exam 1 – Conducted during class time this week (10%)	1,3
4	Introduction to Statistical Inference and Sampling Distribution Chapter 9	Textbook Ch.9 homework exercises In-class practical exercises Excel practice exercises	Watch LC clips. eWorkbook LC Week 4 LC exercises. Reading: Textbook Ch.9 & homework exercises Excel exercises Forum participation		1,3
5	Confidence Interval Estimation Chapter 10	Textbook Ch.10 homework exercises In-class practical exercises Mid exam revision exercises	Watch LC clips eWorkbook LC Week 5 LC exercises, Reading: Textbook Ch.10 & homework exercises Excel exercises Forum participation		1,3
6	Revision for Mid Exam	Mid exam revision exercises	Watch LC clips eWorkbook mid exam revision exercises Forum participation	Mid Trimester Exam Quiz – At the end of this week(25%)	1,3
Module 3: Applied Inferential Statistics					
7	Hypothesis Testing – Critical Value Method Chapter 12	Textbook Ch.12 (Crit VI) homework exercises In-class practical exercises Excel practice exercises	Watch LC clips eWorkbook LC Week 7 LC exercises. Reading: Textbook Ch.12 & homework exercises Forum participation		1,4
8	Hypothesis Testing – P-Value Method Chapter 12	Textbook Ch.12 (P-VI) homework exercises In-class practical exercises Excel practice exercises	Watch LC clips eWorkbook LC Week 8 LC exercises. Reading: Textbook Ch.12 & homework exercises Forum participation		1,4
9	Correlation Chapter 15	Textbook Ch.15 homework exercises In-class practical exercises Excel practice exercises	Watch LC clips eWorkbook LC LC exercises Reading: Textbook Ch.15 & homework exercises Excel exercises Forum participation		1,4
10	Simple Linear Regression Chapter 15	Textbook Ch.15 homework exercises In-class practical exercises Excel Assignment Preparation exercises	Watch LC clips eWorkbook LC Week 10 LC exercises. Reading: Textbook Ch.15 homework exercises Excel exercises and excel assignment preparation Forum participation		1,4
11	Correlation and Simple Linear Regression Chapter 15	In-class practical exercises Excel Assignment	Watch LC clips eWorkbook LC Week 11 LC exercises. Reading: Textbook Ch.15 & homework exercises Complete excel assignment Forum participation	Computer Assignment – Due end of this week (25%)	1,4
12	Revision for Final Exam	Final exam revision exercises	Watch LC clips eWorkbook Final exam revision exercises Forum participation		1,4



5. Evidence of Learning

5.1 Evidence of Learning Summary

	Evidence of learning	Weighting	Learning outcome	Due Date
1	Exam 1- Moodle Quiz	10%	1,2	Week 3
2	Mid Trimester Exam – Moodle Quiz	25%	1,3	End of Week 6
3	Excel Computer Assignment	25%	1,2,3,4	End of Week 11
4	Final Exam – Moodle Quiz	40%	1,4	Exam Period

5.2 Evidence of Learning Task Detail:

1. Evidence of Learning Task 1: Exam 1 (10%)

Task Type: Moodle quiz

Due Date: Week 3

Weight: 10%, Marked out of: 10

Length: 40 minutes

Task Description: Exam 1 will be held online in week 3. Exam 1 may consist of multiple choice and short answer questions that are to be solved manually using a calculator. Exam 1 is worth 10% of the assessment of the course and examines materials covered in your learning content weeks 1 and 2. Further information about the Exam 1 Quiz will be provided closer to your exam period on your 1305AFE Moodle course page.

Criteria and Marking: Students are assessed on materials covered in learning content weeks 1 and 2.

Submission: Online quiz/exam via the course site.

2. Evidence of Learning Task 2: Mid Trimester Exam (25%)

Task Type: Moodle Quiz

Due Date: End Week 6

Weight: 25%, Marked out of: 25

Length: 1 hour 40 mins

Task Description: The mid-trimester online examination is an open book Moodle quiz designed to assess your understanding of basic concepts, techniques and principles introduced in Weeks 3 to 5 inclusively of the course. The mid-trimester online exam will be held at the end of week 6. It may consist of both multiple-choice and short answer questions covering the materials covered in your learning content weeks 3 to 5 inclusively. The mid-trimester exam is worth 25% of the assessment of the subject. The exam involves both theoretical and calculation questions. Further information about the Mid-trimester Exam Moodle Quiz will be provided closer to your exam period on your 1305AFE Moodle course page.

Criteria and Marking: Students are assessed on understanding of basic concepts, techniques and principles introduced in Weeks 3 to 5 inclusively of the course.

Submission: Online quiz/exam via the course site.

3. Evidence of Learning Task 3: Excel Computer Assignment (25%)

Task Type: Assignment – Excel Assignment

Due Date: End week 11

Weight: 25%, Marked out of: 25

Task Description: The excel computer assignment will be due at the end of week 11. It consists of a number of

short answer questions involving calculations and interpretations that are to be solved using Excel. The computer assignment will cover all materials covered during the computing workshops. The computing assignment is worth 25% of the assessment of the course. Further information about the Excel Computing Assignment will be provided closer to the due date on your 1305AFE Moodle course page.

Criteria and Marking: Students are assessed on material covered during the computing workshops.

Submission: Upload to the course site.

4. Evidence of Learning Task 3: Final Exam (40%)

Task Type: Moodle Quiz

Due Date: Exam Week

Weight: 40%, Marked out of: 40

Length: 1 Hour and 40 mins

Task Description: The final exam may consist of a number of multiple-choice and practical short answer questions. The final exam will be a Moodle Online Quiz. To be successful in this exam, you need to have a solid understanding of all topics covered in the course. The exam however will mainly examine materials covered the learning content weeks 7 to 11 inclusively. The final exam is worth 40% of the assessment of the course. The exam will involve theoretical, interpretation and calculation questions. Further information about the Final Exam Moodle Quiz will be provided closer to your exam period on your 1305AFE Moodle course page.

Criteria and Marking: To be successful in this exam, you need to have a solid understanding of all topics covered in the course. The exam however will mainly examine materials covered the learning content weeks 7 to 11 inclusively.

Submission: Via the course site.

5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each working day or part working day that the task is late. Evidence of learning tasks submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > [Assessment Policy](#) for guidelines and penalties for late submission.

5.4 Other Information about Evidence of Learning

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the Course.

Requests for extension

To apply for an extension of time for an evidence of learning task, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website – [Policy Library](#) for guidelines regarding extensions and deferred Evidence of Learning Tasks.

Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).
2. Students will be advised of their final grade through the Digital Campus. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

The sum of your marks of evidence of learning tasks in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to

wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College Evidence of Learning Tasks-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

Academic Integrity Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your teachers and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > [Academic Integrity Policy](#)

Reasonable Adjustments for Evidence of Learning Tasks – The Disability Services policy

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to Evidence of Learning Tasks for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

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