### SESSION PLANS

**COURSE:** ABE Level 5 Analytical Decision-Making

**ELEMENT:** Element 3:Analytics in practice: analysis synthesis, evaluation, and reporting of data to meet requirements and the needs of a specific brief

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## **LEARNING OUTCOME 3**

**Prepare evaluative reports to meet the requirements of a specific project brief.**

* 1. Plan the collection and analysis of information required for a business decision-making project

3.2 Design, collect and collate appropriate data to meet requirements of business decision-making brief

3.3 Analyse complex data sets using a range of techniques from a range of sources to support project brief

3.4 Interpret complex data from varied sources to enable coherent reporting in response to a specific brief

3.5 Assess and reflect on risk factors when reporting against the project brief

**NUMBER OF SESSIONS:** Four - approximately 12-16 hours in total plus self-study.

**SESSION TOPICS:** Session 1: Analytics in practice - Project planning

 Session 2: Analytics in practice – Project research

Session 3: Analytics in practice – Analysis

 Session 4: Analytics in practice – Interpretation and validity

**Note to tutors: this is the recommended session plan for learning outcome 3 of the ABE Level 5 in Analytical decision-making. You should follow the plan, using the resources (referenced as ‘slides’ here) and activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible.**

### SESSION 1: Project planning

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| **Approx.****Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| **3-4 hours total** | Introduction to element 3 and learning outcomesSession outcomes | Use file: **5UADM Presentation E3**Assessment criterion 3.1 | 1-45 | Will need some review of homework for final homework tasks for element 2 |  |
|  | Project definitions | Input - Project and **steps** for developmentDefinition and attributes of the project | 6-7 | Question and answerDiscussion. Suggest class discuss examples and types of projects they might know or have been involved in |  |
|  | Step One - project brief | Input - Understanding the Project **brief**Definition, background, project objectives (SMART), desired outcomes, scope and exclusions, constraints and assumptions, tolerances* analysis of the project brief in context – operational/strategic, nature, size, timelines
 | 8-9 | *Session Activity:* group exercise to define project brief | **5UADM E3 LO3 Activity 1 –** The Project Brief |
|  | Step Two – project plan | Developing project **plan**Deliverables – data collection and methodsCalculations , reporting and presentation* Project plan for implementation of data collection against brief
* Conditions to meet the project brief – context – extent and limitations;
* Timely - activity plan (Gantt chart); considered decisions on discarding or ignoring data; impact and cost implications
* Project software e.g. Microsoft/Gantt or Excel spreadsheet
 | 10-16 | *Classroom discussion:* project planning issues*Session Activity:* Project planningScenario-based project planning and developing an activity schedule | **5UADM E3 LO3 Activity 2 –** Project planning |
|  | Review of session and learning outcomes | Run through session outcomes to demonstrate coverageRecap Question and AnswerHomework briefing  | 17 | Q&A involvementHomework and study guide reading for Learning outcome 3 | **5UADM E3 LO3 Activity 3** – Nestle in Society HOMEWORK |

### SESSION 2: Project research

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| **Approx.****Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| **3-4 hours total** | Recap on session 1Introduction to session and learning outcomes | Use file: **5UADM Presentation E3**Assessment criterion 3.2 | 18-19 | Review of homework Discussion about how learners divided up work and what worked or could have been better |  |
|  | Step Three Researching the sources1. Design framework | Input - **Research design** – project types – exploratory and conclusivePrimary and secondary research; qualitative and quantitativeResearch design framework and sources (internal, market, external)Key issues: include* Nature of data
* Data volume
* Available techniques/issues
* Consistency and patterns of data
* Timeframes
 | 20-27 | *Class discussion* on what type of research project would be appropriate in the business environment*Quiz:* Types of researchCreating surveys*Session activity*: Research design framework at Fashionista (scenario)*Class discussion:* main issues for research design – reminder of principles of data from element 2 | **5UADM E3 LO3 Activity 4 -**Research design |
|  | 2. Primary research | Input **– primary** researchSurveys, questionnaires, interviews, focus groups; pilot tests of primary research in consumer behaviorSampling frames | 28 | *Session Activity:* Data collection at Fashionista – Primary research survey development and focus group practice | **5UADM E3 LO3 Activity 5 –** Data collection at Fashionista (Part 1) |
|  | 3. Secondary research | Input –**secondary** data range/sources and key issuesFinancial, market, internal, competitive, external; qualitative; quantitativeNature of data - historic and predictive, comparative; consistency, trendTechniques –machine learning, data mining (identifying patterns in behaviour from a large number of data sources for example: patterns | 29-30 | *Class discussion* on issues related to secondary data*Session activity:* Data collection at Fashionista – Secondary research | **5UADM E3 LO3 Activity 5 –** Data collection at Fashionista (Part 2) |
|  | Data collection and organisation | Input - data collation, organisation and **cataloguing** methodsReferencing and cross-referencing, key words, tagging | 31-32 | *Session activity:* prepare a catalogue based on Fashionista | **5UADM E3 LO3 Activity 6 –** Data Cataloguing |
|  | Review of session and learning outcomes | Run through session outcomes to demonstrate coverageRecap Question and AnswerHomework briefing | 33 | Q&A involvementHomework and study guide reading for Learning outcome 3 | **5UADM E3 LO3 Activity 7 –** Nestle in Society Step 3 HOMEWORK |

### SESSION 3: Analysis

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| **Approx.****Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| **3-4 hours total** | Recap on session 2Introduction to session and learning outcomes | Use file: **5UADM Presentation E3**Assessment criterion 3.3 | 34-35 | Review of homeworkDiscussion about how learners divided up work and has been learned from the activity and how it can be applied elsewhere |  |
|  | Step Four AnalysisQuantitative data | Input - **Analysing data** – definition of Quantitative data Measurement Accounting ratiosMathematical calculations - techniques for analysis of researched primary and secondary data sets averages, productivity ratios software analysis tools (e.g. spreadsheets); Financial ratio analysis – trading/P&L, Balance sheet and cash flow statements  | 36-43 | *Class questions*: Business maths – What different calculations could be used*Session Activity:* company productivity at Fashionista. Indications of efficiency*Session Activity:* Financial ratios at Fashionista | **5UADM E3 LO3 Activity 8 –** Productivity at Fashionista**5UADM E3 LO3 Activity 9 –** Financial Ratios at Fashionista |
|  | Qualitative analysis | Input - **comparisons** with quantitative v qualitative researchTypes of analysis groupings - deductive and inductiveComparative research – similarities, mapping and benchmarking. Reminders on data mining and machine learning | 44-48 | *Class discussion:* Analysis of marketing activity*Session Activity:* Rival advertising campaigns. Use internet research from [www.hongkiat.com](http://www.hongkiat.com) to analyse comparisons | **5UADM E3 LO3 Activity 10 –** Rival Advertising campaigns |
|  | Review of session and learning outcomes | Run through session outcomes to demonstrate coverageRecap Question and AnswerHomework briefing | 49 | Q&A involvementHomework and study guide reading for Learning outcome 3 | **5UADM E3 LO3 Activity 11 –** Nestle – Analysing Data HOMEWORK |

### SESSION 4: Interpretation and validity

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| **Approx.****Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| **3-4 hours total** | Recap on session 3Introduction to session and learning outcomes | Use file: **5UADM Presentation E3**Assessment criteria 3.4 and 3.5 | 50-51 | Review of homework Discussion on the analysis and what has been learned from the activity and how it can be applied elsewhere |  |
|  | Step Five – Interpreting data | Input - Descriptive and Inferential definitions of **interpretation** of dataCommonly used models and techniques –external, market, internal Examples STEEPLE, 5 Forces, Resources and competencesInterpretation of sources of competitive advantage* Cost efficiency
* Superior quality and value
* Networks
* Robustness and sustainability

Summative SWOT analysisInterpretation and synthesis of outcomes of analyses – comparative studies, trends and forecast extrapolations in summary of findings and justified interpretation | 52-60 | *Session Activity:* Descriptive and inferential interpretationIn small groups , use the financial results for M&S for 2015 and 2016*Session Activity 2:* STEEPLE for Smartphone market*Session Activity:* Market trends for Smartphones – Porter’s Five Force analysis*Session Activity*: Business capability for Apple Corporation*Session Activity:* Interpreting SWOT for Apple | **5UADM E3 LO3 Activity 12 –** M&S Descriptive and inferential data**5UADM E3 LO3 Activity 13 –** STEEPLE for smartphone markets**5UADM E3 LO3 Activity 14** – Smartphone market trends**5UADM E3 LO3 Activity 15 –** Business capabilities of Apple**5UADM E3 LO3 Activity 16–** Interpreting SWOT for Apple |
|  | Risk and validity factors | Considerations for currency, accuracy, sufficiency; validity of using trends, regression and extrapolations to forecast and predictRisks and anomalies – e.g. technical issues e.g. quality of data input, process issues, business/stakeholder response; comparative data sets and use of secondary data, reliability – opinion and data; historic v predictive; margin of error; fact-based v wisdom/intuition | 61-64 | *Class discussion* on risks and validity of interpretation of data interpreted in session |  |
|  | Review of session and learning outcomes | Run through session outcomes to demonstrate coverageRecap Question and AnswerHomework briefing  | 65 | Q&A involvementHomework and study guide revision reading for Learning outcome 3 and preparation for Learning outcome 4 | **5UADM E3 LO3 Activity 17 –** Nestle – Interpreting data HOMEWORK |