



Data Driven Decision Making Course Descriptor

Course Title	Data Driven Decision Making	Faculty	EDGE Innovation Unit (London)
Course code	NCHNAP690	Course Leader	Professor Scott Wildman (interim)
Credit points	30	Teaching Period	This course will typically be delivered over a 6-week period.
FHEQ level	6	Date approved	June 2020
Compulsory/Optional	Compulsory for Data Analyst Specialism		
Pre-requisites	None		
Co-requisites	None		

COURSE SUMMARY

This course is designed to provide an in-depth focus on data-driven decision making in organizations. Examines the models, tools, techniques, and theory of data-driven decision making that can improve the quality of business leadership decisions through solution-based case studies.

COURSE AIMS

- Expose learners to the theory of data-driven decision making.
- Introduce learners to communicating effectively using data with scenario based assignments.
- Focus on the role of leadership in decision making.
- Encourage learners to improve their presentation skills in a professional setting.

LEARNING OUTCOMES

On successful completion of the course, learners will be able to:

KNOWLEDGE AND UNDERSTANDING

- K1c Examine the models, tools, techniques, and theory of data-driven decision making that can improve the quality of decision making.
- K2c Practice building mental models of what data, analyses, and decision making would look like in specific business settings, based on case studies and other course material.
- K3c Define appropriate business objectives and questions, research and articulate findings, translate the findings into information and insight.

SUBJECT SPECIFIC SKILLS

- S1c Discuss the challenges and potential risks inherent in evidence-based analytics and develop critical thinking skills around them.
- S2c Develop understanding of clear definitions of metrics and appropriate KPIs.

TRANSFERABLE AND PROFESSIONAL SKILLS

- T1ci Design and deliver presentations, reports, and recommendations that effectively translate technical results/data solutions and are coherent and persuasive to different audiences.
- T1cii Utilise an advanced level of technical proficiency of written English, while effectively applying scholarly terminology, to critically evaluate, analyse and make judgements and apply these appropriately to a range of diverse contexts.
- T2c Use and communicate with evidence-based reasoning.

TEACHING AND LEARNING

This is an e-learning course, taught throughout the year.

This course can be offered as a standalone short course.

Teaching and learning strategies for this course will include:

- On-line learning
- On-line discussion groups
- On-line assessment

Course information and supplementary materials will be available on the College's Virtual Learning Environment (VLE).

Learners are required to attend and participate in all the formal and timetabled sessions for this course. Learners are also expected to manage their self-directed learning and independent study in support of the course.

The course learning and teaching hours will be structured as follows:

- Off-the-job learning and teaching (12 days x 7 hours) = 84 hours
- On-the-job learning (24 days x 7 hours) = 168 hours (e.g. 2 days per week for 12 weeks)
- Private study (4 hours per week) = 48 hours

Total = 300 hours

Workplace assignments (see below) will be completed as part of on-the-job learning.

ASSESSMENT

FORMATIVE

Learners will be formatively assessed during the course by means of set assignments. These will not count towards the final degree but will provide learners with developmental feedback.

SUMMATIVE

Assessment will be in two forms:

AE	Assessment Type	Weighting	Online submission	Duration	Length
1	Report based on extensive workplace case study	70%	Yes	-	4,000 words +/- 10%, excluding data tables
2	Written Assignment	30%	Yes	-	1,500 words +/- 10%, excluding data tables

FEEDBACK

Learners will receive formal feedback in a variety of ways: written (via email or VLE correspondence) and indirectly through online discussion groups. Learners will also attend a formal meeting with their Academic Mentor (and for apprentices, including their Line Manager). These bi- or tri-partite reviews will monitor and evaluate the learner's progress.

Feedback is provided on summatively assessed assignments and through generic internal examiners' reports, both of which are posted on the VLE.

INDICATIVE READING

Note: Comprehensive and current reading lists for courses are produced annually in the Course Guide or other documentation provided to learners; the indicative reading list provided below is used as part of the approval/modification process only.

BOOKS

- Bartlett, R., (2013), *A Practitioner's Guide to Business Analytics*, McGraw-Hill Education

JOURNALS

Learners are encouraged to consult relevant journals on data driven decision making.

ELECTRONIC RESOURCES

Learners are encouraged to consult relevant electronic resources on data driven decision making.

INDICATIVE TOPICS

- Decision Making
- Defining Metrics
- Leadership

Title: NCHNAP690 Data Driven Decision Making					
Approved by: Academic Board					
Location: Academic Handbook/Programme specifications and Handbooks/ Undergraduate Apprenticeship Programmes/BSc (Hons) Digital & Technology Solutions Programme Specification/Course Descriptors					
Version number	Date approved	Date published	Owner	Proposed next review date	Modification (As per AQF4) & category number
2.1	May 2022	May 2022	Scott Wildman	June 2025	Category 1: Corrections/clarifications to documents which do not change approved content.
2.0	January 2022	April 2022	Scott Wildman	June 2025	Category 3: Changes to Learning Outcomes
1.0	June 2020	June 2020	Scott Wildman	June 2025	