

<b>Module code</b>	<b>DSC401</b>	<b>Level</b>	4
<b>Module title</b>	<b>Data Informed Decision Making</b>		
<b>Status</b>	Core		
<b>Teaching Period</b>	Spring		
<b>Courses on which the module is taught</b>	BA (Hons) Business and Data Science		
<b>Prerequisite modules</b>	None		
<b>Notional learning hours</b>	200	<b>Credit value</b>	20
		<b>ECTS Credits</b>	10
<b>Field trips?</b>	Optional subject to industry events		
<b>Additional costs</b>	None		
<b>Content notes</b>	None		

## 1. Module description

In this digital age of global connectivity, we are constantly surrounded by data, to the point of potential overwhelm. Organisations have multiple touch points with all stakeholders and through various channels they collect an immense amount of data, creating a potential data overload. The challenge then, is to understand the next steps in handling this data. The intention of this module is to introduce you to understanding the purpose behind data collection, understanding the true meaning and processes involved in exploring, experiencing, and experimenting with data. Being data-informed entails relying heavily on raw, measurable information to guide an organisation's direction. You will discover topics such as data management and data visualisation to find patterns and gain insights allowing you to understand how to improve business decisions based on data informed insights. Data-informed strategies leave more room for opinions and past experiences, and recognize the limitations of using data alone to make every decision.

## 2. Learning Outcomes

*Upon successful completion of this module, you will be able to:*

### Decision-Making (MLO4)

Investigate and contrast different methods of data collection and exploration which inform business-focused data-driven decision-making.

### Communication (MLO5)

Communicate your arguments/reasoning, both orally and in writing, to clearly articulate data-informed decision-making processes.

### Digital Data and Tools (MLO6)

Use digital tools to handle, manage and visualise data to find patterns and gain business-focused insights.

### 3. Learning and teaching methods, and reasonable adjustments

This module takes an active-learning approach which places you at the centre of your own learning journey. Each week, you will engage in a variety of case-based activities that get you to apply theoretical concepts in a practical way, acquire new information, share your ideas and perspectives, participate in discussions, collaborate with your peers, and reflect on your learning. Through this approach to learning, you'll develop new knowledge and skills and practice applying them to real-world workplace situations in the form of case studies, workshops, and projects. These activities, along with formative assessments and feedback, will culminate in the summative assessments which will showcase how you have met the learning outcomes of the module.

<b>Learning hours</b>				<b>200</b>
<b>Directed learning</b>				<b>48</b>
Workshops/ classes/ seminars/ lead events	Supervision	Studio time	Other	
48				
<b>Guided/Self-guided learning</b>				<b>152</b>

Reasonable adjustments will depend on a Student Support Agreement and will acknowledge accrediting body requirements. In urgent or serious situations, reasonable adjustments might be required before the Student Wellbeing & Disability Team has been able to complete a full assessment. This will usually be where a student has a severe or urgent condition and either communicates this condition to a member of staff or their behaviour is suggestive of an adjustment need. Staff may put temporary reasonable adjustments in place to support the student. These adjustments must then be promptly communicated to the Student Wellbeing & Disability Team by the staff member who made the temporary adjustments. The Student Wellbeing & Disability team will capture and confirm appropriate reasonable adjustments (which may include changing the temporary adjustments, adding in other adjustments and outlining the period of time for which they apply) in a Student Support Agreement ('SSA').

### 4. Assessments and weighting, reasonable adjustment, and feedback methods

#### Assessment component 1: Presentation (Group Assessment 50%), Maximum of 10 minutes

You and your team members will create a presentation that will demonstrate your use of a variety of digital tools to analyse and visualise data which have revealed business-focused insights. The assessment will enable you to demonstrate the skills that you have acquired in using digital tools to reveal business-focused insights along with relevant business skills including: Articulating the Business Objective; Defining your Data Sources; Data Collection Strategy; Analysing; Evaluation.

Allocation of marks for group work will be specified in the course assignment brief.

#### Assessment component 2: Journal (50%), Maximum 2000 words, or equivalent

You will create an individual Reflective Diary of the journey that you travelled in the creation of Assessment component 1. This will give you an opportunity to communicate how you analysed and visualised the data; how the exploration of data provided you with an understanding of the purpose behind data collection; how the journey of exploring, experiencing and experimenting with data enabled you to better understand the role of data-driven business-focused decision-making.

Mapping of assessment tasks:

<b>Assessment components</b>	<b>MLO4</b>	<b>MLO5</b>	<b>MLO6</b>
Presentation (Group)		X	X
Diary Reflection (Individual)	X	X	

The above assessment components are summative. Students will have the opportunity for formative assessment and feedback before each summative assessment.

## **5. Indicative resources**

Data Analysis in Microsoft Excel: Deliver Awesome Analytics in 3 Easy Steps, Holloway (2023)

Data Visualisation: A Handbook for Data Driven Design, Kirk (2019)

Useful article (to help with the creation of the module) <https://www.mparticle.com/blog/data-informed-decision-making/>