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| Title: | | **Managing the analysis of secondary data (M4.02)** | | |
| Level: | | 4 | | |
| Credit value: | | 4 | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | |
| 1. Be able to gather and evaluate complex data from diverse secondary sources | | | 1.1  1.2  1.3 | Identify a research topic which is relevant to the organisation  Collect secondary data from a wide range of academic, official and commercial sources, ensuring that all sources are acknowledged  Analyse collected data to judge its relevance and validity, make deductions, and draw conclusions |
| 1. Be able to review the findings from own analysis of data | | | 2.1  2.2 | Lead a group discussion on the findings from own analysis  Evaluate the outcomes from the group discussion of the data analysis |
| 1. Be able to review research activity and identify areas for future self development | | | 3.1  3.2 | Review the effectiveness of the research activity against the objectives set  Prepare and justify a self-development plan to improve own performance when managing research activities |
| **Additional information about the unit** | | |  | |
| Unit purpose and aim(s) | | | To develop core data analysis skills as needed by practising or potential middle managers. | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to MSC 2004 NOS | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | | |  | |
| Support for the unit from a sector skills council or other appropriate body (if required) | | | Management Standards Centre (MSC) | |
| Location of the unit within the subject/sector classification system | | | Business Management | |
| Unit guided learning hours | | | 15 | |
| **Additional Guidance about the Unit** | | | | |
| **Indicative Content:** | | | | |
| 1 | * Research methods * Official (Governmental and supra-Governmental) and other (corporate, commercial, trade associations, societies, trades unions, etc) sources of information and information retrieval processes, including library classification systems, indexes, journals, trade magazines and the use of Internet search engines’ advanced search features (ie Boolean searches) * Techniques for identifying relevant content from paper and electronic materials (using contents and index pages, skim-reading, using file/site search facilities) and criteria for judging the validity and appropriateness of information and sources * Making structured notes and cross-referencing materials for different purposes (eg essays, reports, presentations) * Using index cards, Mind MapsTM and similar techniques to record and structure material, and build links between information from different sources * Note-taking and recording others’ contributions in lectures, demonstrations, seminars and tutorials * Referencing * Development of bibliographies   *Note: Candidates should be encouraged to investigate topics that are of relevance to them and their role so as to add value to their work performance.* | | | |
| 2 | * Skills for engaging actively in, and leading, tutorial and seminar discussions * Basic principles of group dynamics and skills for working in self-managing groups * Skills for making formal presentations and/or demonstrations, alone and with others, to individuals and to groups, including: * Relevance of objectives, audience and contexts in relation to presentations * Options and constraints applicable to presentation – including time, duration, venue, equipment, language, etc) * Use of standard computer software, such as Microsoft PowerPoint * Non-IT visual aids for presentations (eg OHTs, models, handouts, demonstrations, etc) * Techniques for effective and flexible delivery * Techniques for controlling and responding to questions | | | |
| 3 | * Evaluation techniques (self and others) and performance improvement * Setting and using SMART objectives to manage own work * Strategies to establish priorities (e.g. urgent/important grid) and make most effective use of time * Action and task planning techniques * Use of milestones to monitor progress * Importance of monitoring and revising plans in line with progress | | | |