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COURSE BROCHURE

Learning Analytics and Training Business Case Mini MBA Course

27 June – 8 July 2027
Kuala Lumpur

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Registered in the United Kingdom and Saudi Arabia

Learning Analytics and Training Business Case Mini MBA Course

Ref: 975_36917 **Date:** 27 June – 8 July 2027 **Location:** Kuala Lumpur **Fees:** 8000 GBP

Learning Analytics and Training Business Case Mini MBA is a 2-week training course for training analysts, L&D analysts and learning evaluation specialists, built around one work product: an executive training business case backed by a learning data dashboard. Boards now ask training functions to justify spend with evidence rather than attendance counts. Jupiter Prime Training delivers this Learning Analytics and Training Business Case Mini MBA for analysts who carry that evidence.

Why Learning Analytics and Training Business Case Mini MBA Matters Now

Three forces shape the work of the training analyst today. Finance directors scrutinise every discretionary budget line and expect learning requests to compete with other investments on equal terms. Learning platforms now record far more learner activity than most teams can interpret. Executives want to see links between capability building and operational results, not satisfaction scores. An organisation that reads its learning data well funds the right interventions and retires weak ones; one that does not loses credibility with the board. The course rests on the four-level training evaluation model, ADDIE instructional design and ISO 30414 human capital reporting guidelines.

Who Gains Most from Learning Analytics and Training Business Case Mini MBA

- Analysts who compile training needs evidence and prioritise requests from business units
- Evaluation specialists who measure transfer of learning and behaviour change after courses
- Learning operations staff who own platform reports, cost centres and supplier spend
- Instructional design leads who must defend the scope and cost of new curricula
- Talent analysts who connect capability data to succession and performance records

Learning and development functions that send an analyst, an evaluator and a budget owner together gain most, because they leave with one shared evidence model for funding decisions.

Learning Analytics and Training Business Case Mini MBA Capabilities

Participants move from reporting what happened in a classroom to forecasting what a learning investment will return and defending that forecast in front of executives.

- Calculate fully loaded training cost per learner and per capability gap closed — budget owners
- Design learning metrics that trace from reaction through to business impact — evaluation leads
- Apply isolation techniques such as control groups and trend lines — finance reviewers
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Build net present value and payback views of a learning initiative — investment committees
- Specify a learning data dashboard with leading and lagging indicators — senior sponsors
- Communicate a funding recommendation with sensitivity ranges and risks — the executive board

Key Learning Analytics and Training Business Case Mini MBA Terms

- Learning analytics — the measurement, collection and interpretation of learner data to improve learning and the decisions that fund it.
- Return on training investment — the net monetary benefit of a learning initiative divided by its fully loaded cost, shown as a percentage.
- Isolation of effects — methods that separate the contribution of training from other factors influencing a performance measure.
- Learning transfer — the degree to which participants apply new skills on the job after a course ends.
- Fully loaded cost — every direct and indirect expense of training, including participant time away from work and design effort.
- Training business case — a structured argument that sets costs, benefits, risks and options before a funding decision is taken.

Learning Analytics and Training Business Case Mini MBA Day by Day

Day 1: The Economics of Corporate Learning

- Learning Spend Benchmarks — Where Training Budgets Compete With Capital
- Executive Expectations Map — What Boards Ask of Learning Functions
- ISO 30414 Learning Metrics — Which Human Capital Figures Get Reported
- Learning Value Chain — Linking Activity, Capability and Results
- Analyst Role Charter — Evidence Duties Across the Learning Cycle

Day 2: Training Needs Evidence

- Performance Gap Analysis — Separating Skill Gaps From Process Faults
- Competency Frameworks — Scoring Proficiency Against Role Requirements
- Needs Request Triage Matrix — Ranking Business Unit Training Requests
- Stakeholder Interviews and Surveys — Validating Stated Learning Needs
- ADDIE Analysis Phase Outputs — Feeding Design Scope Decisions

Day 3: Learning Data Sources and Quality

- Learning Platform Event Logs — Choosing Signals Worth Tracking
- xAPI Activity Statements — Capturing Learning Outside the Classroom
- Data Lineage and Cleansing Rules — Trusting Completion Records
- Joining HR and Operations Records — Building a Learner Analytic File
- Privacy and Consent Controls — Handling Learner Data Responsibly

Day 4: Evaluation Models in Depth

- Four-Level Evaluation Model — Planning Measures Before Design Starts
- Phillips ROI Methodology — Adding a Monetary Fifth Level
- Success Case Method — Learning From Best and Worst Adopters
- Learning Transfer Evaluation — Measuring On-the-Job Application
- Evaluation Plan Template — Matching Rigour to Investment Size

Day 5: Statistics for Training Analysts

- Descriptive Statistics of Assessment Scores — Spotting Weak Modules
- Pre and Post Test Comparison — Judging Knowledge Gain Significance
- Control Group and Trend Line Designs — Isolating Training Effects
- Correlation and Regression Basics — Linking Learning to Key Results
- Sampling and Response Bias Checks — Defending Survey Findings

Day 6: Costing Learning Initiatives

- Fully Loaded Cost Model — Counting Design, Delivery and Learner Time
- Build Versus Buy Analysis — Choosing Internal or Supplier Content
- Delivery Mode Cost Comparison — Classroom, Virtual and Blended Options
- Cost per Competency Gained — Comparing Unlike Learning Investments
- Supplier Rate Cards and Scoring — Negotiating Content Contracts

Day 7: Converting Benefits to Value

- Benefit Conversion Techniques — Turning Error and Time Savings Into Value
- Estimate Adjustment and Confidence Factors — Avoiding Overclaimed Benefits
- Intangible Benefits Register — Reporting Engagement and Retention Effects
- Net Present Value and Payback — Comparing Multi-Year Learning Options
- Sensitivity and Scenario Ranges — Showing Executives the Downside Case

Day 8: Learning Dashboards and Visual Evidence

- Leading and Lagging Learning Indicators — Balancing the Dashboard
- Audience-Specific Dashboard Layers — Board, Sponsor and Initiative Owner Views
- Chart Selection for Learning Data — Avoiding Misleading Visuals
- Refresh Cycles and Data Ownership — Keeping Dashboards Credible
- Learning Scorecard Alignment — Tying Indicators to Strategic Goals

Day 9: Writing and Defending the Business Case

- Five-Case Business Case Structure — Strategic, Economic and Delivery Logic
- Options Appraisal Table — Including the Do-Nothing Baseline
- Risk and Assumption Log — Exposing What the Forecast Depends On
- Executive Summary Drafting — Leading With the Funding Decision
- Investment Committee Rehearsal — Answering Finance Challenges Calmly

Day 10: Practising the Training Business Case

- Needs Evidence Pack — Applying Triage and Gap Analysis to a Live Request
- Evaluation and Isolation Design — Applying Day Four and Day Five Methods
- Cost and Benefit Workbook — Applying Fully Loaded Costing and Conversion
- Dashboard Prototype — Applying Indicator Design to Sponsor Reporting
- Executive Training Business Case — Completing the Learning Data Dashboard Submission

Applying Learning Analytics and Training Business Case Mini MBA After the Course

- Run a fully loaded cost and benefit conversion on one current learning initiative and present the payback view to its sponsor.
- Set up a pilot learning data dashboard with three leading and three lagging indicators for one business unit.

Learning Analytics and Training Business Case Mini MBA Questions FAQ

What is a Learning Analytics and Training Business Case Mini MBA and why does it matter now?

It is an advanced course that teaches training analysts to measure learning and argue for funding with financial evidence. It matters now because finance leaders expect learning spend to compete with other investments, and you need data and a clear business case to win that contest.

Which roles gain most from a Learning Analytics and Training Business Case Mini MBA?

Training analysts, L&D analysts and learning evaluation specialists gain most. Instructional design leads, learning operations staff and talent analysts who defend budgets or report on capability also benefit, especially when you attend with colleagues who own the same learning portfolio.

How does a Learning Analytics and Training Business Case Mini MBA differ from a general training and development course?

It focuses on evidence and money rather than delivery. A general training and development course covers needs analysis and instructional design; this one adds statistics, costing, benefit conversion, dashboards and investment committee practice, so you can show executives what a learning initiative returns.

What do you bring back from a Learning Analytics and Training Business Case Mini MBA?

You bring back an executive training business case supported by a learning data dashboard, built on a real request from your organisation. You also return with costing workbooks, evaluation plan templates and isolation designs you can reuse on the next funding decision.

Learning Analytics and Training Business Case Mini MBA: The Way Forward

The executive training business case and its learning data dashboard first inform whether a proposed initiative is funded, scaled or stopped. Sponsors, finance reviewers and learning leaders use it to compare options on equal terms. After its first use, the assumption log deserves another look, because actual transfer and benefit data will show which estimates held and which need recalibrating.