

The Evidence Framework Approach:

Analyst's Note for Running a Sensemaking Session

Introduction

Reference AN1 provides a full technical description of the Evidence Framework Approach (EFA) which is consistent with the UK pan-Government-Department Aqua Book [Reference AN2] which was published in early 2015 as guidance on accomplishing analysis with evidence that is fit for purpose, i.e. is of appropriate quality. It uses specific descriptors for the key stakeholders referring to the Commissioner, the Analyst and the Analytical Assurer. The first two roles map on to the more generic roles of Customer and Analyst. The third role is that of quality assurance for the study, and projects will need to identify who fulfils that role in their case.

This document provides guidance on running a sensemaking session, part of the Evidence Framework Approach (EFA), at what is called the Initial Analysis Estimate (IAE) stage. It is guidance for individuals in the roles of Analyst or Analytical Assurer. Materials to support activities within this document are available via the [Dstl SharePoint site](#) or CatalyST.

Benefits

The sensemaking methods described in this document improve the quality of engagement for IAE participants compared with unstructured, non-facilitated discussions. The methods lead to a better shared understanding through enhancements to the conversation between the participants and articulation and expression of ideas. The small facilitated groups also encourage a broader range of inputs from different types of participants than the unstructured approach.

A key benefit of the EFA is in providing guidance in the adoption of Complexity thinking. The approach aids stakeholders in categorising the key aspects to be studied in terms that have a direct bearing on how the aspects should be studied - a key reason for engaging in Complexity thinking.

While a particular facilitation method is described it is not necessary to always run with the same method and you are encouraged to try a range of facilitation methods. The key requirement is that they must be compatible with encouraging participants to appropriately explore issues of complexity.

Sensemaking at IAE

The IAE activity takes place towards the beginning of the study process as a means to better define the problem and the form a study will take to address the problem. At this stage the Analyst, Analytical Assurer and supporting SMEs together with the Commissioner discuss the purposes, context and outputs of the study, and consider which methods are appropriate to employ, informing the design of the study. This should be co-ordinated with Evidence Profile Table (EPT) and Confidence Assessment Table (CAT) assessments and all will likely be further developed in the study plan.

Sensemaking Activities to Increase Understanding and Views on Evidence.

1. A Commissioner will call a short meeting and present a question or requirement to you; they may even present a draft problem statement. You should ensure that someone has been invited to act as Analytical Assurer for the study and will attend the meeting. If not, suggest an appropriate person to the Commissioner for them to invite to contribute to this discussion. In this meeting you should aim to gain an understanding of the context of the question or requirement, and subsequently develop this into a provisional problem statement together. Ideally this would be accomplished at the meeting.

2. You should lead the development of the problem statement. Table 1 provides a generic set of headings¹ to discuss with the Commissioner and Analytical Assurer.

Purposes
<ul style="list-style-type: none"> • E.g. support decisions, policy, understanding • Exploitation means • Secondary e.g. other Dstl, Niteworks, Industry studies
Context
<ul style="list-style-type: none"> • Stakeholders • Boundaries (scope, time) • Values • Options • Perspectives • Drivers • Barriers • Assumptions
Outputs
<ul style="list-style-type: none"> • Insights • Measures of Outcome / Success & Effectiveness • Cost-benefit
Methods
<ul style="list-style-type: none"> • Types

Table 1 - Problem Statement Factors

3. When the Commissioner and Analytical Assurer have reviewed the problem statement and are content with it, the Commissioner should ask you to call an IAE. You should be aware of the timescales required by the Commissioner for the study as a whole.

¹ Based on "Towards a new framework for evaluating systemic problem structuring methods", Midgley, G et al, European Journal of Operational Research, 229 (2013) 143-154

Sensemaking Activities in Support of the Initial Analysis Estimate.

Pre-IAE

1. The Commissioner may indicate who they believe should be involved in the Estimate. Seek the advice of the Analytical Assurer too. In addition to the Commissioner (and their nominees) and the Analytical Assurer, call a range of Subject Matter Experts (SMEs) who between them should have a broad array of explicit and tacit knowledge of the problem space. This will ensure that the IAE provides a sound basis for the design of the study, to produce robust defensible evidence. The Estimate should involve six to fifteen participants, plus facilitators and recorders if these roles are to be fulfilled separately.
2. Meet with the Analytical Assurer, who should be your co-facilitator at the IAE, or assign experienced facilitators in place of the Analytical Assurer and / or yourself. You will be running syndicate sessions (utilising a technique called Extended Backcasting) and will need one facilitator per syndicate. At the meeting you will need to agree amongst those facilitating, and document, any tailoring of the process described in this Analyst's Note.
3. Send the problem statement out to the participants prior to the Estimate. Ask them to provide you with their thoughts on the key issues that should be considered, and any existing evidence that might be relevant. Gather these responses and use them to structure the 'problem statement' section of the IAE.

IAE - Problem Statement Discussion

The sequence of activities to undertake at the IAE is shown in

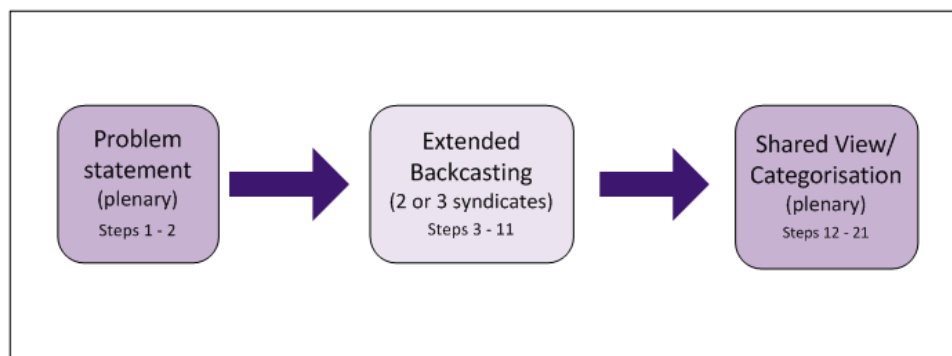


Figure 1 - The process followed at the IAE

1. For reasons of economy, it is recommended that the Analytical Assurer is your co-facilitator at the IAE. However, if they feel that would compromise their independence, or you believe the IAE to require independent facilitation, assign experienced facilitators in place of the Analytical Assurer and / or yourself. You will need one facilitator per syndicate.

2. At the Estimate, begin the technical content of the meeting with a plenary session using the problem statement factors. Have recorders (analysts are recommended) capture the substantive comments made in response to working through the problem statement factors. The aim of this activity is to jointly explore the Commissioner's needs and wishes, and the thoughts and experiences of the other participants responding to these needs and wishes. Invite the Commissioner to present the problem statement, using the problem statement factors to guide the discussion if necessary. You should allocate about an hour for this plenary discussion.

IAE - Extended Backcasting

1. Brief the group on the conduct of Extended Backcasting, using the template provided in Figure 2. Explain that they are going to be considering the problem statement within syndicates and exploring the issue from a number of perspectives. The aim being to generate narrative that is important and should be considered when formulating a study plan.

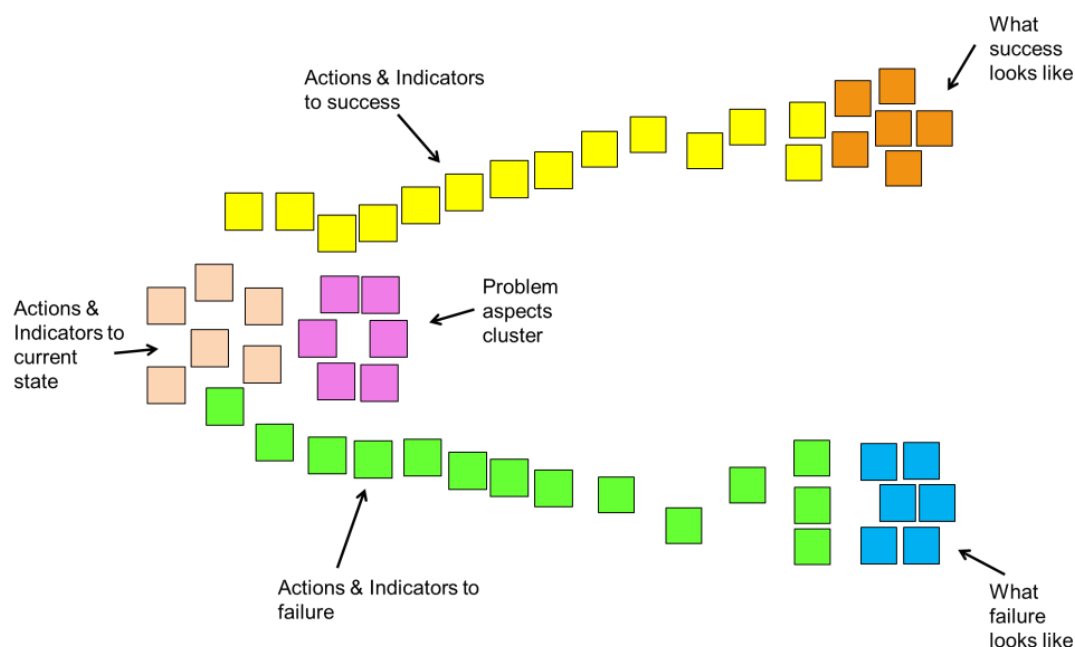


Figure 2 - Extended Backcasting template

For a group of participants who are unfamiliar with the technique, you may wish to confirm the understanding of this through a short Q&A discussion. Convey to participants that the Extended Backcasting activity will take approximately one hour, with ten minutes allocated to each step. Note that the approach proposed is an adaptation of that developed by John Robinson². Backcasting is a means of considering logical chains of activity that exploits two key ideas. The first is to “Begin with the End in Mind”³. The second is derived from its structure, which is intended to break down entrained ‘modes’ of thinking, to bring a fresh perspective to scenario-based analysis. If you are unfamiliar with it, a good primer may be

² See ‘Slides for Backcasting workshop’ in Other resources section of <https://en.wikipedia.org/wiki/Backcasting>, accessed 21 July 2015 at 12:50

³ ‘The 7 habits of highly effective people’, Covey, S (1989)

obtained from the Wikipedia entry for Backcasting². The idea has been extended by looking at both ‘successful’ and ‘failed’ futures⁴.

2. Divide the group into two or three syndicates; it will be useful to name each syndicate after a colour and have them use corresponding-coloured pens to differentiate output from the syndicates. Assign one facilitator to each syndicate. The syndicate facilitators should take an active part in the activity at this stage, sensitively guiding the technical content of the discussion so that it is ‘on track’ but encouraging a broad view with multiple perspectives.

3. Have the syndicate facilitators begin by asking the syndicate to produce a set of issues describing the ‘current state’ in relation to the problem statement. Ask participants to concentrate on specific aspects of the problem that describe the current state and avoid capturing generic issues⁵ that impact studies generally; points should be clearly linked to the specific problem at hand. They should summarise in a few words on Post-it[®] notes to form the ‘problem aspects’ cluster (shown in dark pink in Figure 2). It is helpful if they write using thick pen of the same colour as the name of the syndicate to tag which syndicate expressed the issue. Announce that ten minutes will be spent on this task. Aim for approximately six Post-it[®] notes per syndicate.

4. Ensure recorders capture a more detailed expression as to the meaning of the Post-it[®] notes by recording key points from the syndicate discussion about each note, if possible straight into a table on a laptop. Number each Post-it[®] note for easy indexing in the table. Do this for all subsequent parts of the activity.

5. Then have the syndicates discuss the ‘actions & indicators’ (A&Is) that led to the current state. The A&Is are the events, decision points or ideas that caused, influenced or affected the events to their immediate right on the chart in Figure 2, i.e. those things that have led to the current state of affairs. Try to start with the key A&I that preceded the current state and then the A&I that preceded that etc. Write down summarised forms of these actions and place them to the left of the ‘problem aspects’ cluster (shown in pale pink in Figure 2). Spend a further ten minutes on this task. This process of examining the ‘causation’ of the problem aspects and their A&Is (and their A&Is in turn) is continued until the allotted time has been taken up. By placing the A&Is in this way, a logical chain of causality or influence is established in the form of a time-line⁶. Working ‘backwards’ in this way tends to break down entrained patterns of perceived causality, so ensuring the syndicate thinks about the logic individually and as a group. The syndicate facilitator should ensure that this logic is articulated, so that it can be challenged within the syndicate, and so that the recorder can capture it. Where multiple A&Is relate to a single event to their collective ‘right’, the A&Is should be clustered roughly vertically to the left of the event. In the time permitted, it will be usual to obtain only one or two ‘steps’ in the time-line.

⁴ A derivation of the approach used by David Snowden as part of the Cynefin Future Backwards approach which looked at ‘heaven’ and ‘hell’ <http://cognitive-edge.com/resources/basic-methods/>, accessed 21 September 2015 at 09:30

⁵ Issues such as “Resourcing/SQEP”, “Scenarios”, “Data and knowledge Management” came up at several of the evidence gathering events. These are generic issues or attractors for which there are likely to be wider organisational responses in hand. Try to focus the participants on issues specifically relevant to the problem, avoiding generic issues that are being addressed by other means.

⁶ It is important to note that this is a time-line and wherever possible facilitators should encourage participants to place an individual pink Post-it[®] and then a Post-it[®] that precedes the one just posted which indicates the A&I that lead to the Post-it[®] on the right.

6. Next ask the syndicate to consider what 'Success' would look like for the study and spend a further ten minutes capturing Post-it® notes on this (as shown in orange in the upper right of the figure).
7. They should spend a further ten minutes capturing notes on the A&Is (shown in yellow in the upper part of the diagram) that would lead to 'Success'. The 'Success' and the A&I Post-it® notes begin to indicate what might be considered project critical success factors.
8. The facilitator should then ask the syndicate to consider what 'Failure' would look like, and spend ten minutes capturing Post-it® notes on this (shown in blue in the lower part of the diagram).
9. Finally, the syndicate should capture the A&Is leading to failure in the last 10 minutes of the Extended Backcasting work. Take photographs of the Extended Backcasting diagrams at this point. The 'Failure' and the A&I Post-it® notes begin to indicate the risks that should be managed by the project.
10. Call a plenary and ask each of the syndicates to brief back pulling out key points from the Extended Backcasting activity. Invite comments and suggestions from the wider group and record the discussion.

IAE - Views on Complexity

1. Once the syndicate sessions are concluded and the plenary back-briefs completed it is now time to move onto considerations of complexity.
2. Within the plenary brief the next activity, termed 'Shared View'. This activity will consider issues of complexity and will help to produce a Shared View to ensure that a shared understanding is gained amongst all the participants of the information developed during the syndicate work.
3. Sharing understanding will ensure the study design exploits the inputs and expertise of the participants, leading to a robust defensible study. It uses the Post-it® notes produced during the syndicate work, and through facilitated dialogue, places them on a Shared View diagram. The facilitators should ensure that the meaning of the idea or issue represented by the Post-it® notes is conveyed, and any challenge or dissent is noted and briefly debated. It should be expected that different syndicates will likely have produced similar points and so there will be a need to consolidate or cluster Post-it® notes where necessary. In addition, a critical role of the facilitator is to cause the plenary to consider the analytical implications of the Post-it® note items, by assigning them to locations on a simple quadrant diagram, see Figure 4. You should allocate an hour for this plenary discussion.

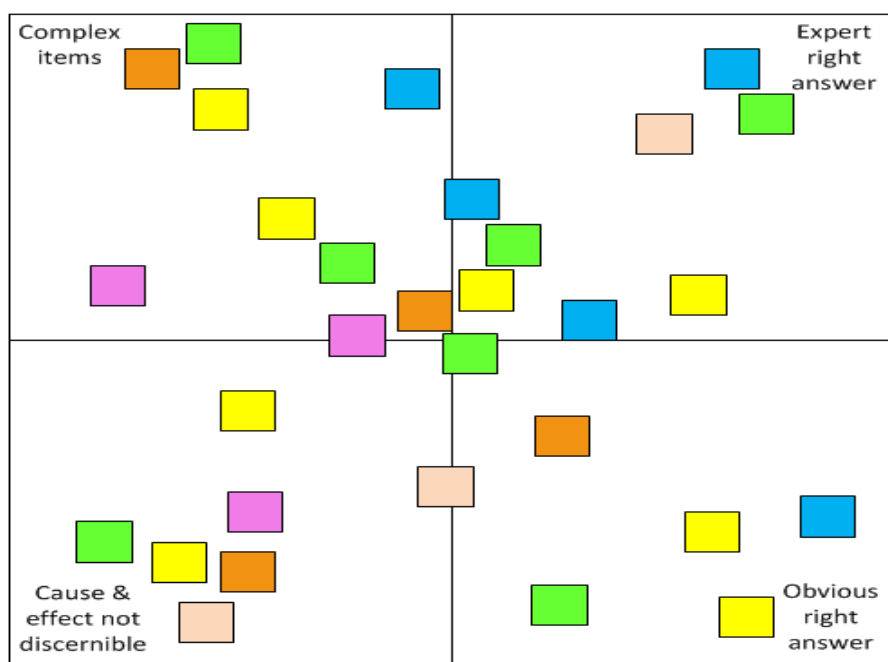


Figure 3 - An example of a typical Shared View model

4. This placement and the preceding discussion is a vital part of the functioning of the EFA in applying Complexity thinking. To fulfil this function well, the facilitators will need to have gained a good understanding of Complexity thinking⁷; sufficient confidence in its interpretation for the domain; and the ability to think on their feet. Making good judgements, and drawing out the shared understanding, placement, and method & resourcing implications are the key measures of success in facilitating this plenary session. In terms of time, ideally this activity should take around an hour and it should transfer as many of the Post-it[®] notes to the Shared View diagram as possible.

5. Begin by briefing the group on the purpose of the activity and the meanings of the quadrants (or boxes) in the diagram in the following manner. Explain that the purpose of the activity is to take the micro narratives produced in the Extended Backcasting and use these to develop another layer of understanding, one that establishes how practical or difficult it might be to address the narrative as part of the project. This will be established by considering some basic rules of thumb concerning the quadrants. To set expectations appropriately, it will be worth saying that if there are difficulties in placing narrative the judgement of the placement of each Post-it[®] note item into a quadrant will ultimately be made by the facilitators and the Analyst. However, the participants' explanations and views of each item is being sought to assist this decision.

6. Describe the bottom right box as where items (any Post-it[®] notes from the Backcasting diagrams) for which a known solution exists should be located. The rule of thumb here is that these are items that have an obvious right answer and can be addressed using best practice.

⁷ See Reference AN1

7. Describe the top right box as the proper location for those items for which experts could be consulted or an expert process could be established to arrive at a right answer. The rule of thumb here is that these items have an expert 'right' answer that can be consistently and reliably calculated and can be addressed using good practice.
8. Describe the top left box as to where items of narrative considered complex should be located. The rule of thumb here is that these are items for which there may be 'many' right answers with cause and effect or relationships only obvious after the event. A short description of the features of complexity for this quadrant will improve shared understanding of this and help clarify the benefit of discriminating these items; for these, the study must have several means of gauging appropriate answers, termed multiple safe-to-fail experiments with exploration encouraged through the execution of a number of short, exploratory activities. Those that are judged successful should be reinforced, and those that are not successful should be stopped. It will be worth cautioning that the judgement of 'success' could be subject to bias and that steps should be taken to mitigate this when the time arises.
9. Finally describe the bottom left box as to where items of narrative considered chaotic should be located. The rule of thumb here is these are items for which we are not sure if there are 'any' right answers. There will be no patterns discernible and action here will take significant effort to detect patterns by putting in place study constraints to see what happens with actions possibly being unfruitful; such examination should be carefully assessed.
10. The two plenary facilitators should then ask each syndicate in turn to select an item, or cluster of related items, from their Backcasting diagram that seems to be of significant importance and to summarise it in plenary. It may be beneficial at this point to take narrative from the A&I parts of the Extended Backcasting as these are the items of narrative that will require specific activities. Seek comments and views of where on the quadrant chart narrative should be located. Discuss reasons for disagreement on the location and ensure the recorders capture this.
11. Recorders should also capture the key points of the plenary comments relating to the item/cluster and any shifts in meaning that the discussion may elicit.
12. Carry out this process of selection, description, placement and discussion until as many of items from the syndicates' Backcasting diagrams have been located. Take photographs of the resulting quadrant diagram. The technical content of the IAE ends at this point.
13. Finally, tell the group how the Extended Backcasting and Shared View output will be used by summarising the Post IAE activities (see below).

Post IAE

1. After the IAE, the Analyst should write up a summary note of the meeting, using the recorders' notes. Share this with the Commissioner to ensure that they are happy with the representation of the problem and its context.
2. The Analyst should then lead a 'so what' analysis of the information gleaned from the plenary and syndicate sessions, informed by the summary note. The issues and aspects of the study to be conducted should be clearly articulated and discussed with the Commissioner and Analytical Assurer. Discuss suitable methods to analyse the items in each quadrant of the Shared View diagram, along with their resource and timescale implications. This discussion will then inform the study planning.
3. Some guidance on how to interpret narrative from the Shared View activity to help form an analytical plan is given below:

Obvious Domain - How to interpret items of narrative: The rule of thumb for narrative placed in this domain is that it is believed "there is an obvious right answer" for moving forwards or a best-practice approach for resolving an analytical issue.

- From the analysis perspective narrative placed here is describing aspects of a problem that form an ordered system. The ordered system in this domain is a system for which we understand all its constraints, it is predictable and has repeatable outcomes, i.e. cause and effect is understood through familiar, certain and well-worn analytical pathways with constraints that are evident to all and stable. Does the system under study and placed here have these characteristics? It should be noted that not all narrative is necessarily analytical in nature, i.e. some narrative will relate to important tasks that will enable an analysis activity and may be more procedural in nature, e.g. applying best practice on running a military judgement panel or a multi-criteria decision analysis workshop.
- There are some things to look out for. There is a danger that an attempt is made to fit best-practice to narrative that we may not have properly understood. This can result in what is termed constraining solutions, i.e. we have chosen to follow some best-practice that we do not realise is no longer suitable. If this is the case, the project should be aware of the risk that decision making 'goes underground', which relates to people finding ways of working around the 'best-practice' if they find it does not meet their needs. This is indicative of early warning signs of a need to change and perhaps reconsider if the narrative has been appropriately assigned. This outcome could be a result of the environment changing and failure to respond in a timely fashion could result in chaos.

Obvious Domain - Analysis Considerations: Consider the level of analytical understanding (descriptive, explanatory, predictive or prescriptive) pertinent for the problem at hand and defined by placing the narrative in this domain.

- For descriptive analysis it is being asserted that analysis can describe the system outputs and all internal behaviour of the system(s) defined by the narrative, i.e. it is a transparent system; for explanatory analysis the assertion is that analysis can explain all the important processes within the system under unusual circumstances; for predictive analysis the assertion is that analysis can predict the system behaviour under some unusual circumstances; for prescriptive analysis it is being asserted that analysis can identify how to control the system under unusual circumstances. Are any of these true for the narrative placed here?
- From an evidence perspective the analytical aspects suggest a level of warrantability associated with Proof, i.e. it is possible to show the direct and indirect support for hypotheses and conclusions with analysis being able to eliminate all relevant alternative accounts for cause and effect and it is possible to prove that A causes B or it is beyond reasonable doubt.
- When thinking about the types of analysis and the existing best practice it is sensible to test the boundaries of applicability to determine if it still represents best practice for the type of analysis to be conducted. Being aware of the applicability of best practice guards against the dangers of over constraining an approach or choosing something that worked well once without considering if it would work well twice or assuming that something that has worked well on a limited scale will scale up and work in the general sense.

Complicated Domain - How to interpret items of narrative: The rule of thumb for narrative placed in this domain is that it is believed “there is an expert right answer” for moving forwards or a good-practice approach for resolving an analytical issue.

- From the analysis perspective narrative placed here is describing aspects of a problem that form an ordered system. An ordered system in this domain is one where the aspects are potentially predictable and forecastable. Analysis within this domain is suggesting that the application of good-practice is more appropriate as there is no best-practice and it is possible to identify appropriate experts or put in place ‘expert’ analytical processes to resolve issues. This means it is possible to move to a position where cause and effect drivers can be understood, good practice can be developed and knowledge can be exploited rather than focusing on exploring possibilities.
- Within the system of interest there are necessary constraints that are evident and analysis can help understand their impact and argue why they should be enforced through the application of sound analytical practice drawing on a diversity of experts and techniques.

Complicated Domain - Analysis Considerations: Consider the level of analytical understanding (descriptive, explanatory, predictive or prescriptive) pertinent for the problem at hand and defined by placing the narrative in this domain.

- For descriptive analysis it is being asserted that analysis can help with describing the system outputs and some system internal behaviour; for explanatory analysis the assertion is that analysis can explain some important processes within the system under normal circumstances; for predictive analysis the assertion is through analysis we can predict the changes in outputs caused by some important processes within the system under normal circumstances or even be in a position to predict system behaviour for a limited period of time; for prescriptive analysis it is being asserted analysis can identify how to control elements of the system under normal circumstances or move to a position where we can control the entire system under normal circumstances. Are any of these true for the narrative placed here?
- From an evidence perspective the analytical aspects suggest a level of warrantability associated with Strong Warrant, i.e. it is possible to show the direct and indirect support for hypotheses and conclusions with analysis being able to eliminate all salient alternative accounts and some that are not salient. It is possible to move to a position where cause and effect can be understood, i.e. analysis is able to say that A is very likely to cause B.

Complex Domain - How to interpret items of narrative: The rule of thumb for narrative placed in this domain is that it is believed “there are multiple right answers”, i.e. there are multiple competing hypotheses for what might work.

- From the analysis perspective narrative placed here is describing aspects of a problem that it is considered constitutes a complex system, which is unordered, potentially unpredictable and unforecastable. This is based on the notion that the system’s outputs represent patterns that are difficult to discern because these problems are characterised by the narrative placed here as appearing messy and incoherent. This means that cause and effect is only evident after the event and not discernible beforehand, therefore the implication for analysis is to avoid converging on a ‘solution’ too early and look to explore a number of possibilities by conducting what are referred to as multiple ‘safe-to-fail’ experiments.
- The reason for conducting experiments is to test hypotheses and look for those outcomes that move us in the right direction. The notion of safe-to-fail is that projects should expect failure and encourage it as part of exploring the problem space. Each experiment needs to be well defined, bounded in relatively short periods of time, e.g. 3 months and importantly across the portfolio of experiments it is best to encourage a mix of approaches. This act of running multiple experiments with multiple approaches encourages off the wall ideas, game changing ideas and different perspectives and ideas. By running experiments in this way it helps analysis unpack patterns, develop understanding and potentially move from the Complex to the Complicated domain.

Complex Domain - Analysis Considerations: Consider the level of analytical understanding (descriptive, explanatory, predictive or prescriptive) pertinent for the problem at hand and defined by placing the narrative in this domain.

- For descriptive analysis it is being asserted that the system is a black-box and at best analysis can describe all system outputs but recognising it is more likely that analysis will only be able to describe some system outputs without being able to see inside the box; for explanatory analysis the assertion is it is unclear how the system works, but analysis can expose some of the relationships between inputs and outputs emerging, possibly being able to support correlation of system inputs and outputs; for predictive analysis the assertion is one of assumed continued correlation of system inputs to system outputs. Are any of these true for the narrative placed here?
- Analysis will not be able to identify the normal or unusual circumstances to support any greater level of predictive analysis. Prescriptive analysis is not possible for systems defined by narrative in this domain as we cannot control the system therefore analysis should not be performed if prescriptive analysis is desired.
- For items of narrative placed in the Complex domain, the implications for the analysis to be conducted are that cause and effect cannot be understood until we have explored the patterns associated with the problem. This means projects should be aware of adopting analytical solutions that tend to fit the problem to the solution and should avoid converging on an analytical solution too early. Perhaps the greatest implication for projects is the need to consider facilitating and conducting a period of experimentation that supports exploration of the problem space, drawing on multiple disciplines to canvas as many alternative views as possible supported by the application of a range of analysis techniques.
- From an evidence perspective it suggests a level of warrantability associated with Weak Warrant, tending to Moderate Warrant as problems move from Complex to Complicated. For Weak Warrant analysis it is possible to show direct and indirect support for hypotheses and conclusions but analysis is only able to eliminate some alternative accounts following experimentation and for cause and effect analysis is only able to say that A might cause B. For Moderate Warrant analysis is able to eliminate most alternative accounts, including some that are salient and for cause and effect analysis is able to say that A may well cause B.

Chaotic Domain - How to interpret items of narrative: The rule of thumb for narrative placed in this domain is “we are not sure if there are any right answers” i.e. these systems are random and unconstrained and are difficult to create and to maintain.

- Be sure that narrative does belong here because from the analysis perspective narrative placed here is describing aspects of a problem that constitute a chaotic system, which is unordered, unpredictable and unforecastable, typified by characteristics of high turbulence, with no constraints evident and no identifiable patterns emerging.

- To perform analysis within this domain will take a lot of energy, i.e. enabling constraints are introduced to see what happens. Just doing something in this way, effectively following and enforcing heuristics, aims to try and move towards some form of understanding that may allow us to see that there may be multiple right answers, i.e. moving to the Complex domain. The aim of introducing these constraints and heuristics is to see how a system responds and allows for patterns to emerge. The consideration of when to add constraints and the type of constraint to add presents an opportunity to innovate.

Chaotic Domain - Analysis Considerations: Consider the level of analytical understanding (descriptive, explanatory, predictive or prescriptive) pertinent for the problem at hand and defined by placing the narrative in this domain.

- For descriptive analysis it is being asserted that analysis cannot describe system behaviour, all that can be stated is how the system responds when constraints are imposed; explanatory analysis cannot be conducted as analysis cannot explain the system behaviour; predictive analysis cannot be conducted as analysis cannot predict the system and prescriptive analysis cannot be conducted because analysis cannot help with understanding how to control the system. Are any of these true for the narrative placed here?
- From an evidence perspective at best evidence generated from analysis activities is of Weak Warrant. For Weak Warrant analysis it is possible to show direct and indirect support for hypotheses and conclusions but analysis is only able to eliminate some alternative accounts following establishing of constraints and innovative practice and for cause and effect analysis is only able to say that A might cause B.

References

- AN1. The Evidence Framework Approach: Practical Ways of Thinking About Evidence, Pearce, PV, DSTL/TR098527 1.0, 31 October 2016.
- AN2. The Aqua Book: Guidance on producing quality analysis for government. HM Treasury, 2015.