**CCT College Dublin**

**Assessment Cover Page**

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| **Module Title:** |  |
| **Assessment Title:** |  |
| **Lecturer Name:** |  |
| **Student Full Name:** |  |
| **Student Number:** |  |
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| **Date of Submission:** |  |

**Declaration**

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| By submitting this assessment, I confirm that I have read the CCT policy on Academic Misconduct and understand the implications of submitting work that is not my own or does not appropriately reference material taken from a third party or other source. I declare it to be my own work and that all material from third parties has been appropriately referenced. I further confirm that this work has not previously been submitted for assessment by myself or someone else in CCT College Dublin or any other higher education institution. |

**INTRODUCTION**

Mortality rate is the number of deaths in a given population at a particular period with a particular disease as the underlying cause. The study of mortality rates is vital in public health research. Neoplasms, Diseases of the circulatory system, diseases of the respiratory system and external causes of injury and poisoning contribute to high mortality rates in Ireland. According to (*New research reveals where and how people die in Ireland - News & Events | Trinity College Dublin*, 2021) cancers which form part of neoplasms account for 31% of deaths, Diseases of the circulatory system account for 29% of deaths, Diseases of the respiratory system account for 13% of deaths and 4% of the deaths are as a result of external injuries and poisoning. These diseases are ranked as 2,9,10 and 19 respectively in the International Statistical Classification of Diseases and Related Health Problems (ICD)-10 disease classification.(*ICD-10 Version:2019*, no date) .

A neoplasm is an abnormal growth of tissues. Neoplasms can either be cancerous or benign(*ICD-10 - Wikipedia*, no date). Diseases of the circulatory system are diseases that affect the heart and blood vessels and make it hard for blood to flow throughout the body.(*Circulatory System Diseases: Risk Factors & Symptoms*, no date). Diseases of the respiratory system are diseases or disorders that affect the lungs and airways in turn affecting the human respiration.(*Respiratory disease | Definition, Causes, & Major Types | Britannica*, 2023). An injury is either a physical or physiological harm of the body that is caused by the body interacting with energy either in thermal, mechanical, electrical, chemical or radiant form or from extreme pressure in an amount that the body in either its physiological or physical form cannot tolerate. Lack of elements such as oxygen can also cause Injury. Poisoning on the other hand is damage to the body by toxins.(*22 - Injury, poisoning or certain other consequences of external causes - ICD-11 MMS*, 2023).

Modelling mortality is very important for the economy, life, demography and social insurance because mortality rates help determine various things such as insurance products prices, insurance liabilities’ etc.(Deprez, Shevchenko and Wüthrich, 2017) The use of machine learning models in modelling mortality has recently emerged. There has been application of various machine learning models, such as stochastic mortality models for estimation and forecasting the mortality rates.(Deprez, Shevchenko and Wüthrich, 2017). Machine learning models have also been used for mortality trend prediction. (‘11-23-22\_Mortality-trend-prediction-using-ML’, 2022). Machine learning techniques have also allowed for the study of the adequacy of the mortality rates that have been estimated.(Deprez, Shevchenko and Wüthrich, 2017) .Mortality rate modelling also helps assess the quality fit of the estimated mortality rates estimated using stochastic methods.

For this study I propose to predict future mortality rates of the 4 ICD-10 Diagnostic diseases (Neoplasm, diseases of the circulatory system, diseases of the respiratory system and the External causes of injury and poisoning) using various machine learning approached and using past data.

**METHOD**

**Data**

The data used for this study was obtained from the Central Statistics Office (CSO) - Ireland. The Central Statistics Office (CSO) is Ireland's national statistical office and it impartially collect, analyze and make available statistics about Ireland’s people, society and economy. The office houses a database with open access datasets for use. Data used was the Mortality rate attributed to cardiovascular disease, cancer, diabetes or chronic respiratory disease Dataset- (G0315).

**Dataset Construction**

The dataset was defined in several steps: -

1. **Area of Residence**

All the areas of residence were retained except the area of residence called state. Thus only 42 areas of residence were included in the dataset.

1. **Years**

All years were retained except the year 2017, because it had missing mortality rates for the whole year and for all area of residence.

1. **ICD Diagnostic group.**

All the 4 ICD diagnostic groups were retained.

1. **Mortality rate**

The mortality rate feature had 172 missing data that were dropped. A total of 1680 observations were retained after dropping the missing data points.

**Data Preparation and Visualization**

Data preparation involved data preprocessing, feature selections and data splitting. Data preprocessing steps included: handling missing data, recategorizing features and addressing data imbalance.

**Step 1: Handling missing data.**

Initially the data consisted of 1892 observations and 6 features. There was one feature mortality rate that had missing data for the whole year of 2017. The missing data points were therefor dropped because any other missing data handling technique would make the data incorrect. These process of handling missing data ensured the data was reliable and meaningful in analysis. As a result, the data was reduced to 1720 observations and 6 features.

**Step 2: Removing features that were not used**

From the 6 features a total of 2 featured “statistic label” and “unit” were dropped because they were labels for 2 features in the dataset. The “area of residence” had a category called “state” that was an average of the mortality rate for each year for all area of residence for each disease. The category was also dropped since it skewed the data and was not meaningful for the analysis.

**Step 3: Encoding categorical data**

The dataset had

**Step 4: Feature selection**

**Step 5: Scaling/ normalization**

**Step 6: data splitting**

1. You must also rationalise justify and detail all the methods used to prepare the data for ML. **[0-30]**

**Data Visualization**

3. Appropriate visualizations must be used to engender insight into the dataset and to illustrate your final insights gained in your analysis. **[0-20]**

4. All design and implementation of your visualizations must be justified and detailed in full. **[0-30]**

The pop\_data was split into independent variables called X and the dependent variable called y. The X and y variables were then split into Training and test sets.

Training set: X\_train and y\_train which includes 70% of the X data and y data respectively.

Test set: X\_test and y\_test which include 30% of the X data and y data respectively.

**Statistics**

*Descriptive Statistics*

Summarise your dataset clearly, using relevant descriptive statistics and appropriate plots. These should be carefully motivated and justified, and clearly presented. You should critically analyse your findings, in addition to including the necessary Python code, output and plots in the report. You are required to plot at three graphs. [0-35]

Firstly, the normality of distribution was analysed by the Shapiro–Wilk test for continuous variables. Secondly,

intergroup comparisons between continuous variables with

normal distributions were performed by Student’s t-test and

presented as mean ± standard deviation, while continuous

variables with skewed distributions were compared using

the Mann–Whitney U-test and described as median with

interquartile range. Thirdly, categorical variables were

analyzed by the Chi-square test or Fisher’s exact test. Finally,

ordinal variables were compared by the Mann-Whitney

U-test. A probability level of P-value <0.05 was taken as

statistically significant.

Frontiers

**Normality test**

Normality test of distribution for continuous variables was analysed using the Shapiro-wilk test.

**Distributions**

Use two discrete distributions (Binomial and/or Poisson) in order to explain/identify some information about your dataset. You must explain your reasoning and the techniques you have used. Visualise your data and explain what happens with the large samples in these cases. You must work with Python and your mathematical reasoning must be documented in your report. [0-30]

**Normal Distribution**

Use Normal distribution to explain or identify some information about your dataset. [0-20]

Explain the importance of the distributions used in point 3 and 4 in your analysis. Justify the choice of the variables and explain if the variables used for the discrete distributions could be used as normal distribution in this case.

**Programming in Statistics:**

**Programming:**

**Machine learning for Data Analytics**

1. Explain which project management framework (CRISP-DM, KDD or SEMMA) is required for a data science project. Discuss and justify with real-life scenarios. Provide an explanation of why you chose a supervised, unsupervised, or semi-supervised machine learning technique for the dataset you used for ML modeling. **[0 - 20]**
2. Machine learning models have a wide range of uses, including prediction, classification, and clustering. It is advised that you assess several approaches (at least two), choose appropriate hyperparameters for the optimal outcomes of Machine Learning models using an approach of hyperparameter tunning, such as GridSearchCV or RandomizedSearchCV. **[0 - 30]**
3. Show the results of two or more ML modeling comparisons in a table or graph format. Review and critically examine the machine learning models' performance based on the selected metric for supervised, unsupervised, and semi-supervised approaches. **[0 - 30]**
4. Demonstrate the similarities and differences between your Machine Learning modelling results using the tables or visualizations. Provide a report along with an explanation and interpretation of the relevance and effectiveness of your findings. **[0 - 20]**

**Programming: :** (Graded out of 100)

1. The project must be explored programmatically, this means that you must implement suitable Python tools (code and/or libraries) to complete the analysis required. All of this is to be implemented in a Jupyter Notebook. Your codebook should be properly annotated. The project documentation must include sound justifications and explanation of your code choices (code quality standards should also be applied). **[0-50]**

**Please recall that simply performing the analyses is a requirement to achieve a grade of PASS. Critical analysis and independent research are required for higher marks.**

1. Briefly discuss your use of aspects of various programming paradigms in the development of your project. For example, this may include (but is not limited to) how they influenced your design decisions or how they helped you solve problems. Note that marks may not be awarded if the discussion does not involve your specific project. **[0-50]**

**CA1 NOTE DO NOT ZIP YOUR SUBMISSION FILES, ALL FILES MUST BE SUBMITTED INDIVIDUALLY**

**Submissions that are suspected of plagiarism and/or inclusion of AI (CHATGBT, BARD etc…) Generated content will be referred to the college authorities.**

**Note ALL Students are required to use Git for any Assignments that they are working on.**

This means that ALL changes must be committed to Git during your assignment. (Not just a single commit at the end!) This is to allow you to display your incremental progress throughout the assessments, give you practice for your capstone/thesis, allows you to create an online portfolio that can be used to showcase your work and to ensure that there are no problems with final uploads (as all your work will be available on GitHub). It is expected that there will be a minimum of 10 commits (with many of you making very many more). You may Only use your CCT email for your git account, private/work email-based accounts will not be accepted. You must also include ALL your lecturer's CCT emails as a collaborator on your account.

**Submission Requirements**

* All assessment submissions must meet the minimum requirements listed below. Failure to do so may have implications for the mark awarded.
* All assessment submissions must:
  + 4000 (+/- 10%) words in report (not including code, code comments, titles, references or citations)
  + Report submission MUST be a word document only (No PDF’s!);
  + Code in a Jupyter Notebook file only but may be referenced in the word document.
  + GITHUB Link
  + Be submitted by the deadline date specified or be subject to late submission penalties
  + Be submitted via Moodle upload
  + Use [Harvard Referencing](http://40.115.124.2/sp/subjects/guide.php?subject=harvardref) when citing third party material
  + Be the student’s own work.
  + Include the CCT assessment cover page.

**Additional Information**

* Lecturers are not required to review draft assessment submissions. This may be offered at the lecturer’s discretion.
* In accordance with CCT policy, feedback to learners may be provided in written, audio or video format and can be provided as individual learner feedback, small group feedback or whole class feedback.
* Results and feedback will only be issued when assessments have been marked and moderated / reviewed by a second examiner.
* Additional feedback may be requested by *contacting the appropriate lecturer,* Additional feedback may be provided as individual, small group or whole class feedback. Lecturers are not obliged to respond to email requests for additional feedback where this is not the specified process or to respond to further requests for feedback following the additional feedback.
* Following receipt of feedback, where a student believes there has been an error in the marks or feedback received, they should avail of the recheck and review process and should not attempt to get a revised mark / feedback by directly approaching the lecturer. Lecturers are not authorised to amend published marks outside of the recheck and review process or the Board of Examiners process.
* Students are advised that disagreement with an academic judgement is not grounds for review.
* For additional support with academic writing and referencing students are advised to contact the CCT Library Service
* For additional support with subject matter content students are advised to contact the [CCT Student Mentoring Academy](https://moodle.cct.ie/mod/forum/view.php?id=55148)
* For additional support with IT subject content, students are advised to access the [CCT Support Hub](https://moodle.cct.ie/course/view.php?id=1861).