

**Data Technician**

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| Name: |
| Course Date: |
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# Day 1: Task 1

Please research the different versions of Tableau, compare and contrast them below and explain the limited functionality on ‘Tableau Public’.

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| Different Tableau versions | |  |  |  | | --- | --- | --- | | Tableau Version Comparisons | Features | Limitations | | Tableau Desktop | The data-driven platform began in 2003. Required Creator License via traditional product key (TD or TC) or through Login-based License Management(LBLM) when connected to Server or Cloud. | Includes core functionality such as target users, use cases, and Licensing models. | | Tableau Server | It provides organisation to self-deploy either on-premises or public cloud deployment |  | | Tableau Cloud | Fully hosted, cloud-based and AI-powered. It offers advanced management capabilities for scalability and security. |  | | Tableau Public | Free-to-use to acquire Tableau skills without financial cost. | Visualisations are publicly accessible.  Available size: 10GB per account.  Lack of automatic data refresh.  Advanced functionalities like data blending & advanced analytics are not available. | | Tableau Prep Builder | This tool exclusively focuses on the vital task of data preparation-combining, shaping, and cleaning raw data. |  | |

# Day 1: Task 2

Using the *EMSI\_JobChange\_UK* dataset, create your own dashboard, I want to see a bar chart showing percentage change and a UK based map showing the key city locations impacted.

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| Paste your print screen here |  |

# Day 2: Task 1

Using the Spotify data set, conduct an analysis to find trends and key information that could be used by an organisation for future projects.

There is no set scope for the analysis, simply to find trends and document them below:

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| Paste your print screens here |  |

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| What did you find? | Analysis of music streaming data reveals distinct consumption patterns during the observed period:   * **Dominance of Pop Music:** Pop music demonstrated significant popularity, with an estimated listenership of nearly 35,000 streams per minute. * **Other Popular Genres:** Pop, rap, Hip-Hop, and Children's music also exhibited considerable popularity. * **Leading Artist Categories by Streams:**   + **Hip-Hop:** Drake was a standout artist, accumulating nearly 11,000 streams.   + **Dance:** Chris Brown garnered close to 7,000 streams.   + **Comedy:** Jim Gaffigan registered over 5,000 streams, indicating strong engagement with spoken-word comedy content within the music platform. * **Genre Popularity Hierarchy:** A clear hierarchy of genre popularity was observed, with pop leading and rap being the second most popular. A Cappella recorded the lowest listenership among the analysed genres. * **Danceability Mode Analysis:** Most of the music consumed, categorised by danceability, was identified as being in a Major key. |

# Day 2: Task 2

Using the Health, conduct an analysis to find trends and key information that could be used by an organisation for future support.

There is no set scope for the analysis, simply to find trends and document them below.

* Data can be lifesaving and is being used more within the NHS, reflect on how this data could support decision making for the NHS.

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| Paste your print screens here |  |
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| What did you find and any reflections on how the NHS could use this? | It's crucial to understand that this data was generated in **2008,** and global health data has evolved significantly since then. Here’s a summary of how the NHS might have used the **2008** insights.   1. Asia has the highest cancer rate, whereas Africa has the lowest. 2. Population growth in Africa is the highest, while in Europe, it is the lowest. 3. The average life expectancy in America is the highest, while in Asia, it is the lowest, apart from the Arab countries.   **An NHS strategy based on these insights could be:**   * **Prioritise Health Inequalities:** Focus on understanding and addressing disparities in health outcomes across different ethnic groups within the UK. * **Invest in Public Health and Prevention:** Develop targeted campaigns based on risk factors prevalent in certain communities. * **Enhance Workforce Planning**: Consider the implications of global population trends for staffing the NHS. * **Adapt to a Changing Demographic Landscape:** Plan for increased diversity, an ageing population, and the specific health needs of migrant communities. |

# Day 3: Task 1

Please complete Lab 1 ‘Get Data in Power Bi Desktop’. Once complete, paste a print screen below and in the collaboration board.

“Teaching is the best way to learn, so please listen out for support requests from the class and we’ll work through the challenges together”

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| Paste your completed lab here |  |

# Day 3: Task 2

Please complete Lab 2 ‘Load Transformed Data in Power BI Desktop’. Once complete, paste a print screen below and in the collaboration board.

“Teaching is the best way to learn, so please listen out for support requests from the class and we’ll work through the challenges together”

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| Paste your completed lab here |  |

# Day 4: Task 1

Please complete Lab 8 ‘Design a Report in Power BI Desktop’. Once complete, paste a print screen below and in the collaboration board.

“Teaching is the best way to learn, so please listen out for support requests from the class and we’ll work through the challenges together”

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| Paste your completed lab here |  |

# Day 4: Task 2

Please complete Lab 12 ‘Create a Power BI Dashboard’. Once complete, paste a print screen below and in the collaboration board.

“Teaching is the best way to learn, so please listen out for support requests from the class and we’ll work through the challenges together”

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| Paste your completed lab here | The purpose of this Dashboard was to populate the data in the report for June after adding the visuals for the dashboard. |

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| **Course Notes** |

It is recommended to take notes from the course, use the space below to do so, or use the revision guide shared with the class.

We have included a range of additional links to further resources and information that you may find useful. These can be found within your revision guide.

**END OF WORKBOOK**

**Please check through your work thoroughly before submitting and update the table of contents if required.**

**Please send your completed work booklet to your trainer.**

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| **Information** |