

**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 public: this free version of Tableau is designed for users who want to share their data visualisations and dashboard publicly  Tableau mobile: This mobile version of Tableau allows users to add data filters and calculations with a touch, and it can show offline snapshots of visualisations.  Tableau 2019.4: This version made it easier for users to find, connect to and analyse their data.  Tableau public has some limitations compared to tableau desktop or Tableau server. Here are the main restrictions below:   * No saving to local storage * Limited data connection options * File size limits * Features Restrictions * No Private publishing * Scheduled Data |

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# 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 |  |

A screenshot of a computer

Description automatically generated

A screenshot of a map

Description automatically generated

# This map visualization displays data points across various cities in UK, with each point representing a city's % change (presumably in population, economic indicators, or another variable). The colors and sizes of the points vary, likely indicating the magnitude of % change for each city:

# **Geographical Focus**: The data is concentrated in Western UK. This suggests the data may pertain specifically to UK locations or reflects higher levels of change in these areas.

# **Variation in % Change**: The colour scale on the right ranges from negative to positive values, meaning some cities have experienced negative % changes while others have positive ones. Cities with warmer colours (e.g., orange) likely represent higher positive changes, while cooler colours (e.g., blue) represent lower or negative changes.

# **Potential Trends**: The spread and concentration of positive vs. negative % changes could indicate regional trends. For example, certain areas may be experiencing growth or decline due to economic, demographic, or social factors.

# 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 | The chart ranks artists by popularity, with Drake leading significantly at 31,703, followed by Chris Brown and Nobuo Uematsu. The top five artists have notably higher popularity scores, while the rest are relatively close in popularity. The chart includes a mix of genres, from modern artists like Eminem to classical composers like Mozart, showing a diverse range of musical preferences.      In this bar chart we can see Pop popularity is maximum comparison to other music and least popular music is A Capella. Pop popularity is between 600K and 650K and A capella music popularity is Little bit more than 0K. |

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| What did you find? | The graph indicates a moderate positive correlation between average duration and popularity, with videos around 3.5 to 4 minutes generally achieving higher popularity. Shorter videos can still perform well if they are engaging, while longer videos (over 5 minutes) tend to have lower popularity. This suggests that the optimal video length for maximizing popularity might be around 3.5 to 4 minutes. |

# Day 2: Task 2

Using the Health [data set](https://justit831-my.sharepoint.com/:u:/g/personal/danpe_justit_co_uk/EZQ21qEcLdVHhvngLvlD4TsBmzGvgh98xkHGxM1XVNCKUg?e=E7UfGi), 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 |  |
| What did you find and any reflections on how the NHS could use this? | this chart is stomach cancer by country, this chart shows highest life expectancy is in Japan(3071) and least life expectancy is in Sirrea Leone (1497) |
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# 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 6 ‘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 9 ‘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 |  |

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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.**