**Level 4**

**BCS Data Analyst Apprenticeship**

**Assessment Method 2**

**Professional Discussion with Portfolio**

**Checklist for Candidates**

**Version 1**

**July 2021**

## Overview

This template is to support the training provider in working with the apprentice and employer to inform the development of a portfolio.

The checklists can be used by training providers to help them manage portfolio development through to completion, although training providers may also substitute their own processes and documentation as they see fit.

The apprentice should gather and record information that evidence relevant activities undertaken in the workplace, demonstrating specific Knowledge, Skills and Behaviours that are required in the portfolio.

The apprenticeship standards are designed to cover a wide range of different job roles. If the relevant Knowledge, Skills and Behaviours evidenced in the portfolio are weak due to limited exposure within the day-to-day activities of the workplace, this will limit the number of relevant examples of work that an apprentice can draw on to evidence their Knowledge, Skills and Behaviours in discussions with assessors.

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| **Top Tips:** |
| * Refer to the assessment plan and understand exactly what evidence is required in the portfolio * Ensure that there are relevant activities at work to support the development of evidence for the portfolio * Ensure that the portfolio includes genuine evidence and not simulations * The checklist should be used when planning work activities to ensure that apprentices are developing relevant knowledge skills and behaviours on the job, knowledge skills and behaviours that can be used as evidence in their portfolio |

The checklist below outlines which knowledge skills and behaviours are relevant to the portfolio within the specific standard that the apprentice is on. Use the checklist to plan work activities and to check the portfolio evidence at the end of the apprentice’s journey before Gateway.

## Assessment method 2: Professional Discussion with Portfolio

## Apprentice Details

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| **Name** |  |
| **ULN** |  |
| **Training Provider** |  |
| **Employer** |  |

# Criteria to be met to achieve a pass grade

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| **Criteria** | **Evidence**  **(Which document(s) and where within that document can this be found?)** |
| Explains how current, relevant legislation impacts on the safe use of data and how their role contributes to a productive, safe, and secure working environment (K1, B1) |  |
| Explains the relevant data policies and procedures for the organisation, and identifies the data standards to be reached (K2) |  |
| Describes the fundamentals of data structures and database system design and explains how they are implemented and maintained. (K6) |  |
| Explains approaches to combining data from different sources to improve accuracy and / or efficiency and / or maximise benefits to the organisation and / or customer. (K10) |  |
| Describes impact on user experience and domain context on data analysis. (S5) |  |
| Explains the differences between Structured and Unstructured data. (K5) |  |
| Explains the ethical aspects associated with the collation and use of data and justifies why this is important. (K15) |  |
| Describes the relevant tools or techniques used for working with the data systems architecture in their organisation. (S9) |  |
| Explains and applies the principles of statistics for analysing datasets (K13, S10) |  |
| Identifies and explains challenges in their work and how they overcame them, providing an outline of lessons learned (B6) |  |
| Explains how they have applied analytical techniques for data mining and time series forecasting and other modelling techniques (S13) |  |
| Identifies areas of work where they adapted to changing contexts within the scope of a project, direction of the organisation or Data Analyst role. (B7) |  |
| Explains the principles of descriptive, predictive and prescriptive analytics and demonstrates how they have been applied within their own data analysis practice. (K14, S11) |  |
| Demonstrates data analysis activities involving the collation and interpretation of qualitative and quantitative data and displays results using visual representations. (S14) |  |
| Explains the principles of user experience and domain context for data analytics. (K7) |  |
| Describes how they have appropriately adapted their activities to meet minor, unexpected changes at work. (B2) |  |
| Describes how they have ensured the true root cause of any problem is found and a solution is identified which prevents recurrence. (B5) |  |

# Criteria to be met to achieve a distinction grade (The apprentice must meet all pass and all distinction criteria.)

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| **Criteria** | **Evidence**  **(Which document(s) and where within that document can this be found?)** |
| Critically evaluates the risks and benefits of predictive analytics. (K14, S11) |  |
| Compares and contrasts visual data representation approaches and how they aid understanding by stakeholders. (S14) |  |
| Evaluates the benefits and risks inherent in combining data from different sources. (K10) |  |