

**Data Technician**

|  |
| --- |
|  |

|  |
| --- |
| Name: |
| Course Date: |
|  |

**Table of contents**

[Day 1: Task 1 2](#_Toc712793425)

[Day 1: Task 2 2](#_Toc122426496)

[Day 2: Task 1 3](#_Toc883045340)

[Day 2: Task 2 3](#_Toc1787656936)

[Day 3: Task 1 4](#_Toc621661729)

[Day 3: Task 2 5](#_Toc1930110380)

[Day 4: Task 1 6](#_Toc397995405)

[Day 4: Task 2 7](#_Toc511288934)

[Course Notes 7](#_Toc1126090548)

[Additional Information 8](#_Toc346271685)

# Day 1: Task 1

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Different Tableau versions | |  |  |  |  | | --- | --- | --- | --- | | **Tableau Versions** | **Features** | **Functions** | **Cost User/Month** | | **Tableau Public** | A free platform for visualizing public data | Can create visualizations and connect to CSV, Text and Excel documents. Does not allow to save workbooks locally. | Free | | **Tableau Creator** | Includes: Tableau Desktop, Tableau Prep Builder and one Creator licence for Tableau Cloud. | Connect data, build visualisations and publish dashboards in Tableau Desktop. | $75 | | **Tableau Explorer** | Includes: One Explorer licence for Tableau Cloud. | Connect data, build visualisations and publish dashboards in Tableau Desktop. | $42 | | **Tableau Viewer** | Includes: One Viewer licence for Tableau Cloud. | Access existing dashboards. Available for teams and organisations. | $15 | |

# 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.

|  |  |
| --- | --- |
| 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:

|  |  |
| --- | --- |
| Paste your print screens here |  |

|  |  |
| --- | --- |
| What did you find? | **Which genres tend to have the most popular songs?** Pop and Rap dominate in popularity, while genres like Folk and Alternative are slightly lower.  **Is there a correlation between high-energy songs and how danceable they are?** While energetic songs are often more danceable, danceability also depends on rhythm, tempo, and beat structure—not just energy levels.  **Which genres tend to have the most danceable songs?** Reggaeton, Hip-Hop, and Reggae are the most danceable, meaning they have the best rhythm for moving! |

# 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.

|  |  |
| --- | --- |
| Paste your print screens here |  |
| What did you find and any reflections on how the NHS could use this? | From the dashboard, we can draw several key insights:   * Women tend to live longer than men across all continents. * The gender gap is most significant in Africa, where men have the lowest life expectancy (56.81 years), while women in Europe have the highest (78.82 years). * This suggests that health policies should target men’s health more aggressively, especially in lower-income regions. * Overweight and obesity rates are high among both genders, but slightly higher in women. * This raises concerns about long-term health risks like diabetes, cardiovascular disease, and cancer, requiring targeted weight management programs. Countries in Europe and Japan have the highest cancer rates. * Many developing nations in Africa and Asia show lower rates, but this could be due to underreporting or lack of healthcare infrastructure rather than truly lower prevalence. * The NHS could use this data to assess lifestyle, diet, and environmental factors contributing to high cancer rates and apply successful interventions from lower-risk areas.   Based on these insights, the NHS could:   * Develop gender-focused interventions   Encourage men’s health screenings and awareness campaigns to close the life expectancy gap.  Increase obesity-prevention efforts, particularly targeting women.   * Strengthen cancer prevention & early detection   Compare UK cancer rates with lower-risk countries to identify modifiable risk factors.  Promote early screenings and lifestyle interventions to reduce cancer incidence. |

# 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”

|  |  |
| --- | --- |
| 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”

|  |  |
| --- | --- |
| 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”

|  |  |
| --- | --- |
| Paste your completed lab here |  |

# Day 4: Task 2

Please complete Lab 10 ‘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”

|  |  |
| --- | --- |
| Paste your completed lab here |  |

|  |
| --- |
| **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.**

|  |
| --- |
| **Information** |