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Document Change History

Any changes made to the syllabus shall be clearly documented with a change history log. This shall include the latest version number, date of the amendment and changes made. The purpose is to identify quickly what changes have been made.

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Introduction

As data becomes an important currency in the world, enabling businesses to gain greater insight into their market and allowing them to better plan for the future, it is imperative that all organisations understand how best to use the data that is available to them. This requires having individuals within the business who are able to identify the requirements for using data, understanding which sources of data are best to use, who are able to use the systems and the tools available to integrate data from multiple sources, model it and prepare it for analysis, presenting the information it provides to key stakeholders to enable them to make better informed business decisions.

This Level 4 module covers the key concepts, skills and tools required by anyone working within a Data Analysis role to be able to successfully undertake each of the tasks required for the integration, preparation and analysis of data.
Qualification Suitability and Overview

There are no mandatory requirements for candidates to be able to undertake this certificate qualification, although candidates will need a good standard of written English and Maths. Centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

This qualification is suitable for candidates who are looking to progress their career within a data role. It can be taken as a standalone qualification, or in combination with other units and modules as part of a wider programme, such as an Apprenticeship.

This is an occupationally focused qualification which will:
• test a learner’s ability to recall and apply knowledge in a range of scenarios.
• demonstrate a practical understanding of key concepts across the topic areas.
• enable a learner to progress in their career.

Candidates can study for this certificate by attending a training course provided by a BCS accredited Training Provider or through self-study.

<table>
<thead>
<tr>
<th>Total Qualification Time</th>
<th>Guided Learning Hours</th>
<th>Independent Learning</th>
<th>Assessment Time</th>
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<tbody>
<tr>
<td>320 hours</td>
<td>227 hours</td>
<td>92 hours</td>
<td>1.5 hours</td>
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</table>

Trainer Criteria

It is recommended that to effectively deliver this certification, trainers should possess:

• 10 days training experience or have a train the trainer qualification
• A minimum of 3 years practical experience in a Data related role.
SFIA Levels

This module provides candidates with the level of knowledge highlighted within the table, enabling candidates to develop the skills to operate successfully at the levels of responsibility indicated.

<table>
<thead>
<tr>
<th>Level</th>
<th>Levels of Knowledge</th>
<th>Levels of Skill and Responsibility (SFIA)</th>
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<tr>
<td>K7</td>
<td>Evaluate</td>
<td>Set strategy, inspire and mobilise</td>
</tr>
<tr>
<td>K6</td>
<td>Synthesise</td>
<td>Initiate and influence</td>
</tr>
<tr>
<td>K5</td>
<td>Analyse</td>
<td>Ensure and advise</td>
</tr>
<tr>
<td>K4</td>
<td>Apply</td>
<td>Enable</td>
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<tr>
<td>K3</td>
<td>Understand</td>
<td>Apply</td>
</tr>
<tr>
<td>K2</td>
<td>Remember</td>
<td>Assist</td>
</tr>
<tr>
<td>K1</td>
<td></td>
<td>Follow</td>
</tr>
</tbody>
</table>

SFIA Plus

This syllabus has been linked to the SFIA knowledge skills and behaviours required at level 4 for an individual working in a Data role.

KSB01 Analytical Thinking:

Acquiring a proper understanding of a problem or situation by breaking it down systematically into its component parts and identifying the relationships between these parts. Selecting the appropriate method/tool to resolve the problem and reflecting critically on the result, so that what is learnt is identified and assimilated.

KSB02 Conceptual Thinking:

Acquiring understanding and insights regarding the underlying issues in complex problems or situations through the development of abstract representations, the identification of patterns and the analysis of hypotheses.

KSC09 Information Modelling Tools:

Proficient in using tools (manual or automated) to record the structure, relationships and use of information within an organisation. Examples, but not limited to class diagram and relational data model.

KSC06 Database Software:

Familiar with software which enables the user to capture, create, populate and manipulate data structures and where appropriate unstructured data. Examples, but not limited to: MongoDB and NoSQL.

KSC51 Big Data, Data Analytics and AI:

Aware of the discipline associated with data sets so large and/or complex that traditional data processing applications are inadequate. The data files may include structured, unstructured and/or semi-structured data, such as unstructured text, audio, video, etc. Challenges include analysis, capture, curation, search, sharing, storage, transfer, manipulation, analysis, visualization and information privacy.

KSCA5 Data Handling

Proficient in the ability to harvest, clean, curate, manage, process and manipulate data in a variety of formats.
KSD04 Information Elicitation Techniques:
Proficient in the selection and application of information elicitation methods, tools and techniques which are appropriate to the information required and the sources available. Examples, but not limited to: focus groups and surveys/questionnaires.

KSD85 Stakeholder Engagement/Analysis:
Proficient in establishing relationships, analysing perspectives and managing stakeholders from a variety of backgrounds and disciplines. Adapting stakeholder engagement style to meet the needs of different audiences. The identification of key business stakeholders and an assessment of their level of power and interests, and their perspectives to inform the way(s) in which they should be considered and managed.

Further detail regarding the SFIA Levels can be found at www.bcs.org/levels.

Learning Outcomes

Upon completion of the certificate candidates will be able to demonstrate a practical understanding of:

- how to classify different types of data and the stages of the data lifecycle.
- how structured and unstructured data can complement each other to derive rich insight through data analysis.
- Identify the context for data analysis and how to gather customer requirements for data analysis.
- how to ensure good quality data whilst complying with Data Protection regulation.
- the principles of data architecture, data modelling and database design.
- how to integrate data from multiple sources and prepare it for analysis.
- how to undertake each of the stages of the Data Analysis Lifecycle.
- how to interpret the data, visualise it, and document and communicate the information to key stakeholders.
1. Classifying data
(4%) (K2)

Learners will be able to:

1.1 Describe the differences between data, information and knowledge.

Indicative content
a. Data is raw or unorganised facts; Information is processed data to make it useful; Knowledge is the understanding of information.
b. Typical formats and sources of data.
c. Benefits and limitations of different data.

Guidance
Learners should understand the difference between data, information and knowledge. Consider the function of Data Analysis in processing raw data into information, to enable a business to gain knowledge and insight in order to make business decisions.

1.2 Understand and explain the range of different types of data and the implications for allowable use, data quality, privacy concerns and availability.

Indicative content
a. Open, public and proprietary data.
b. Types of data e.g. research, operational.

Guidance
Learners should be encouraged to consider different types of data in their own context and the issues around it.

1.3 Understand the importance of data classification and describe how to classify data.

Indicative content
a. Structured and Unstructured data.
b. Quantitative and Qualitative data.
c. Categorical (Discrete) and Continuous data.
d. Binomial and NOIR (Nominal Ordinal Interval Ratio) data.

Guidance
Learners should have a firm understanding of the different types of data and their uses, providing specific examples that demonstrate their understanding.
1.4 Understand and describe how the flow of an information system’s data and associated metadata follows a lifecycle.

**Indicative content**

- The Data Lifecycle.

**Guidance**

Learners should understand that all data within a business will follow a lifecycle from the moment it is created to its eventual deletion. It is useful for them to consider this in relation to their own context.

1.5 Explain each of the stages of a data lifecycle.

**Indicative content**

- Create.
- Store.
- Use.
- Archive.
- Delete.

**Guidance**

The data lifecycle will help learners to understand the processes and systems that enable an organisation to manage and use data. It is important to understand that this is one version of the data lifecycle; there are other versions of the data lifecycle which include additional stages such as 'Share'.
Learners will be able to:

2.1 Understand the term data structure in relation to the different ways of describing types of information.

Guidance

Learners should recognise that different types of data will use a structure that allows it to be created, managed and stored. There are benefits and limitations to different types of data structures which will be explored within the next learning objectives.

2.2 Explain that data structure refers to formalised ways of identifying, accessing, and manipulating data attributes by forming logical groupings of attributes.

Indicative content

a. Lists.
b. Arrays.
c. Records.
d. Trees.
e. Tables.

Guidance

The list shown includes general terms for different groupings of data. Learners should be aware that when using specific languages, e.g. R or Python, that other terms might be used to represent these groupings.

2.3 Explain common sources of structured data.

Indicative content

a. Data files organised sequentially or organised serially.
b. Tables stored within a database management system.
c. Extensible Markup Language.

Guidance

Learners should understand that structured data files are typically organised sequentially or organised serially in a tabular format.

2.4 Explain common sources of structured data.

Indicative content

a. Importing and linking to data.

Guidance

Learners should consider different types of data files e.g. text files, csv, tables and how their structured nature will typically allow for the data to be easily analysed using analysis tools. They should understand that analysing unstructured data can be more complex.
**2.5** Explain that unstructured data can take various formats.

**Indicative content**
- Examples include:
  - Word processor and PowerPoint files
  - Audio
  - Video
  - Sensor and log data
  - Social media feeds
  - Paper-based documents

**Guidance**
Learners should consider different examples of unstructured data that can be generated by different devices and applications (e.g. cloud technologies, smartphones, mobile apps, social media, or through non-digital data collection methods). It is important for learners to recognise that approximately 80% of today’s data is unstructured.

**2.6** Explain how structured and unstructured data can complement each other to derive rich insight.

**Indicative content**
- Enhance analysis of the other (Structured or Unstructured text data).
- Combined into a common model.
- Big Data analytics.

**Guidance**
Learners should be able to discuss the need for and the benefits of analysing different types of data to enhance a business’s awareness and understanding of its internal and external environment. They should examine the concept of Big Data and the need to manage data from multiple sources that sit outside of a structured format. They may be encouraged to explore business analytics tools such as Power BI and how they are commonly being used by businesses for data visualisation to share, report, and make better use of data. They may wish to also consider the uses of Machine Learning within the analysis of structured and unstructured data – although they should not expect to be tested on this within the assessment.
3. The Principles of Data Analysis
(12%) (K3)

### Learners will be able to:

3.1 Understand and explain the importance of having relevant domain (industry / organisation) knowledge to enable effective data analysis.

#### Indicative content

- Understanding the business context.

#### Guidance

It is important that learners understand how the business context e.g. the type of organisation, can influence the need and the purpose of data analysis within a particular context, including the types of data, the types of stakeholders and their requirements, and what the organisation may need to achieve through the collection and analysis of different data to enable it to plan and to achieve organisational objectives.

3.2 Describe the role of data analytics.

#### Indicative content

- Decision analytics.
- Descriptive analytics.
- Predictive analytics.
- Prescriptive analytics.

#### Guidance

Learners should have an understanding of different types of analysis and when each might be used.

3.3 Describe the role of data analytics.

#### Indicative content

- Business decision making.

#### Guidance

Learners should understand the value of data and the ways in which it can enable a business to make better business decisions. They should recognise that data on its own can't solve business problems - it requires an understanding of the specific problem and then what data is required in order to help answer the specific question.
Learners should understand the laws they are bound by in relation to data (collecting, storing, using, sharing) with consideration towards the principles of GDPR regulation. Learners should be encouraged to consider the policies and procedures in place within their own context that govern the operational approaches towards data management and use, and the implications may be for them and the business if these procedures are not followed. It may be useful for them to consider this in relation to the Data Lifecycle.

**Indicative content**

a. Rights and obligations.
b. Enforcement agencies.
c. Regulatory and legal penalties.
d. Organisational policies and procedures.

**Guidance**

Learners should understand the laws they are bound by in relation to data (collecting, storing, using, sharing) with consideration towards the principles of GDPR regulation. Learners should be encouraged to consider the policies and procedures in place within their own context that govern the operational approaches towards data management and use, and the implications may be for them and the business if these procedures are not followed. It may be useful for them to consider this in relation to the Data Lifecycle.

**3.5 Describe the data protection and privacy issues that can occur during data analysis activities.**

**Indicative content**

a. Discuss the types, formats and activities that are protected:  
   - Personally Identifiable Information  
   - Sensitive data  

b. Roles and responsibilities in using personal data:  
   - Data controllers  
   - Data subject  
   - Data processor  

c. Individual rights and the right to be forgotten.

**Guidance**

Learners should understand what constitutes as protected information e.g. personal information, and the rules and rights associated with how it may be collected, stored and used by an organisation; and therefore the implications of this in relation to data analysis activities.

**3.6 Understand the customer requirements and recognise the best way to obtain the relevant information.**

**Indicative content**

a. Classifying different types of requirements:  
   - General requirements, such as business policies and standards  
   - Technical requirements  

b. Explain the difference between validation and verification.

**Guidance**

Learners should have an understanding of the different types of customer requirements they may encounter in their role in Data Analysis and how they can validate and verify these requirements prior to undertaking any analysis of data.
The ability to categorise and elicit both tacit and explicit knowledge is integral to the requirements elicitation process. Elicitation is concerned with purposefully extracting requirements from stakeholders, a process which requires different skills and techniques to simply gathering information. Learners should consider different techniques towards requirements elicitation to ensure they are able to achieve a full set of requirements.

### 3.7 Explain the requirements elicitation process.

**Indicative content**
- Documentation used.
- Explicit vs. tacit knowledge.
- Different elicitation techniques. For example, observe, recount, enact.

**Guidance**
The ability to categorise and elicit both tacit and explicit knowledge is integral to the requirements elicitation process. Elicitation is concerned with purposefully extracting requirements from stakeholders, a process which requires different skills and techniques to simply gathering information. Learners should consider different techniques towards requirements elicitation to ensure they are able to achieve a full set of requirements.

### 3.8 Interpret various data models used in the requirements gathering process.

**Indicative content**
- Logical, Physical, and Conceptual data models.

**Guidance**
Learners should have an understanding of the three main types of data models; when they might be used, for what purpose, and who they might be with. They should consider the use of modelling data to determine or verify customer requirements.

### 3.9 Understand the importance and necessity of good quality data.

**Indicative content**
- Benefits of having good data.
- Data quality processes, practices.
- Legal and regulatory compliance.
- Commercial and intellectual property.
- Confidentiality, integrity, and availability.
- Improved business decision making.

**Guidance**
Learners should understand and appreciate why it is important to have good quality.
Learners should consider specific examples of errors in data and be challenging to identify the source of the error, how to resolve the error, and the methods by which they could avoid similar errors from occurring again. They should consider the policies and processes in place within their own context that are designed to reduce data errors.

**Indicative content**

a. **Sources:**
   - Entry/Transcription (type of errors)
   - Data integration or migration activities

b. **Avoid or resolve through:**
   - Process (a process for data quality and checking)
   - Identification (formal process or standardised means to identify types of errors)
   - Usage (using the right data for the purposes of the task)
   - Validity (checking the source of the data is valid)
   - Structure (ensuring data is in the right format and location e.g. so that the right tables are used to enable associations to be made between data)

**Guidance**

Learners should consider specific examples of errors in data and be challenging to identify the source of the error, how to resolve the error, and the methods by which they could avoid similar errors from occurring again. They should consider the policies and processes in place within their own context that are designed to reduce data errors.

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**3.10** Identify the common sources of errors and how to avoid and/or resolve them.

**Indicative content**

a. **Sources:**
   - Entry/Transcription (type of errors)
   - Data integration or migration activities

b. **Avoid or resolve through:**
   - Process (a process for data quality and checking)
   - Identification (formal process or standardised means to identify types of errors)
   - Usage (using the right data for the purposes of the task)
   - Validity (checking the source of the data is valid)
   - Structure (ensuring data is in the right format and location e.g. so that the right tables are used to enable associations to be made between data)

**Guidance**

Learners should understand that even small errors in data may have significant implications for an organisation, and therefore how their role in data analysis can enable a positive outcome for each of these implications.

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**3.11** Explain how minor data errors can cause major issues for data analysis.

**Indicative content**

a. Cost.

b. Accuracy.

c. Inconsistency.

d. Cleanliness.

**Guidance**

It is important for learners to understand that even small errors in data may have significant implications for an organisation, and therefore how their role in data analysis can enable a positive outcome for each of these implications.

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**3.12** Explain how to take account of data quality in preparing data for analysis to improve accuracy, quality and usefulness.

**Indicative content**

a. Data profiling.

b. Data quality dimensions:
   - Completeness
   - Uniqueness
   - Timeliness
   - Validity
   - Accuracy
   - Consistency

c. What happens when an error or issue is found?:
   - Accept
   - Reject
   - Correct error
   - Create default value

**Guidance**

Learners should understand how to use data profiling in order to determine what good data looks like, and then how to identify and address any errors or issues with data that do not conform to the data quality dimensions as listed.
4. Data Architecture (35%) (K4)

Learners will be able to:

4.1 Explain how an organisation’s data architecture defines how data is stored, managed, used and integrated within an organisation and its database systems.

**Indicative content**

- Rules.
- Policies.
- Standards.
- Models.

**Guidance**

Data Architecture typically comprises of Rules, Policies, Standards, and Models that govern how data is collected and stored by a business. Learners should be able to contextualise Data Architecture in relation to their own environment through the evaluation of examples.

4.2 Explain the nature of the Data Architecture functions.

**Indicative content**

- Data migration.
- Data modelling.
- Data integration.
- Data warehousing.
- Database design.

**Guidance**

Learners should have an understanding of these functions and how they contribute towards data management. Learners may be directed to consider the Data Science Lifecycle if they wish to gain a deeper understanding of these functions and how they can support the implementation of an AI solution/use of Machine Learning for example.
Learners should understand the requirements for working with large volumes of data, the need for a greater level of data governance when working with large datasets, and how an organisation may work to achieve "one single source of truth" when approaching data management.

Indicative content

a. Big data:
   - Unstructured data
   - Structured data
b. Technical requirements for managing large data sets:
   - the location of data and challenge of restrictions due to the computer architecture (software and the system)
c. Data migration.
d. Master data management.
e. Integration design:
   - Rules and requirements
   - Objectives and deliverables
   - Support models and SLAs
f. Data integration tools (SQL):
   - Future scalability
   - Implementation
   - Support costs
g. Data synchronisation:
   - Data ownership
   - Frequency of updates
   - Format
   - Security
   - Data quality
   - Performance
   - Maintenance

Guidance

Learners should understand the requirements for working with large volumes of data, the need for a greater level of data governance when working with large datasets, and how an organisation may work to achieve "one single source of truth" when approaching data management.

Indicative content

a. Conceptual.
b. Logical.
c. Physical.
d. ERDs (Entry relationship diagrams).
e. Data dictionary.

Guidance

Learners should consider how data modelling can be used design and build a database based on the customer requirements gathered during the elicitation process.
4.5 Recognise the most common forms of database.

**Indicative content**

a. Relational.
b. Hierarchical.
c. Network.
d. Object-oriented.
e. Multi-dimensional (data cubes and hypercubes).
f. NoSQL.

**Guidance**

Learners should understand the basic principles of each of these database types, in which context they would be used and for which types of data e.g. a Relational database is commonly used for structured data whereas a NoSQL is commonly used for unstructured data. It is useful for candidates to understand the benefits of these database types as well as their limitations.

4.6 Demonstrate how a logical data model can be transformed into a physical database design.

**Indicative content**

a. Normalisation:
   - Redundancy free
   - Unambiguous
   - Flexible/extensible
b. De-normalisation:
   - Introduction of derivable data (cumulative values, flags / status values)
   - Splitting logical data structures
   - Combining logical data structures
   - Introducing potentially redundant relationships

**Guidance**

Learners should be able to demonstrate normalisation to 3rd normalised form. They should be able to discuss de-normalisation, however there is no requirement for them to be able to carry it out at this level due to its complexity.
Learners should understand the basic principles of each of these database types, in which context they would be used and for which types of data e.g. a Relational database is commonly used for structured data whereas a NoSQL is commonly used for unstructured data. It is useful for candidates to understand the benefits of these database types as well as their limitations.

**Indicative content**

a. Single queries (SELECT, UPDATE, INSERT and DELETE)
   - Select and select* statements
   - From, Where, AND, OR
   - Use of wildcards and ordering

b. Querying multiple tables of different information:
   - Joins
     - Inner and outer
     - Right and left
     - Full
     - Union
     - Joins with duplicate values
     - Joining on multiple fields
     - Select into
     - Subqueries
   - Selecting the first / last of occurrences

c. Aggregation
   - Avg
   - Count
   - Max
   - Min
   - Group by
   - Round

d. Expressions and Functions:
   - CASE
   - DATETIME
   - Compound
   - Cast
   - Convert
   - ISNULL

e. Explicit and Implicit data conversion.

**Guidance**

Learners should understand the basic principles of each of these database types, in which context they would be used and for which types of data e.g. a Relational database is commonly used for structured data whereas a NoSQL is commonly used for unstructured data. It is useful for candidates to understand the benefits of these database types as well as their limitations.

**4.7 Demonstrate how data can be queried within a database through the use of SQL queries.**

**Indicative content**

- Single queries (SELECT, UPDATE, INSERT and DELETE)
  - Select and select* statements
  - From, Where, AND, OR
  - Use of wildcards and ordering
- Querying multiple tables of different information:
  - Joins
    - Inner and outer
    - Right and left
    - Full
    - Union
    - Joins with duplicate values
    - Joining on multiple fields
    - Select into
    - Subqueries
  - Selecting the first / last of occurrences
- Aggregation
  - Avg
  - Count
  - Max
  - Min
  - Group by
  - Round
- Expressions and Functions:
  - CASE
  - DATETIME
  - Compound
  - Cast
  - Convert
  - ISNULL
- Explicit and Implicit data conversion.

**Guidance**

Demonstrate how data can be queried within a database through the use of SQL queries.

**4.8 Explain the importance of database maintenance.**

**Indicative content**

- Performance
- Data compaction
- Defragmentation
- Integrity Check
- Log file maintenance
- Data Warehousing

**Guidance**

Learners should recognise that database maintenance is an essential activity designed to keep a database running smoothly, and that a database can become slow and otherwise lose functionality if it is not maintained.
5. Data Preparation and Integration (35%) (K4)

Learners will be able to:

5.1 Explain how data from multiple sources can be integrated to provide a unified view of the data.

Indicative content

- Identifying suitable data sources.
- Filtering data to ensure only relevant data is combined to underpin business objectives.
- Data integration techniques:
  - Common user interface
- Dashboard.
- Scorecard.
- Dynamic.
  - Virtual integration
- Communication channels.
- Data transfer.
  - Physical data integration
- ETL (extract - transform - load)
- ELT (extract - load - transform)

Guidance

Learners should be able to create a basic dashboard for data. They should understand the terms ETL and ELT but not demonstrate or apply them.

5.2 Explain how data manipulation is achieved and the purpose and outputs of data integration activities.

Indicative content

- Functional requirements.
- Non-functional requirements:
  - Speed
  - Time available
- Information structure and rules:
  - Policies
  - Practices
- Rationale for using and integrating data from multiple sources
- Importance of data in a business context.

Guidance

Learners should be encouraged to consider why data is used and what the use of Big Data can enable a business to achieve.
Learners should be encouraged to explore and compare the features of different languages and tools used within Data Analysis (including those used within their own context), and how they can be used for manipulating, processing and cleaning data.

**Indicative content**

a. Speed, cost, function.

b. Capabilities and functions of statistical programming languages:
   - R
   - Python

c. Capabilities and functions of software tools e.g.:
   - Excel
   - PowerBI
   - Tableau

**Guidance**

Learners should be able to use their chosen software to undertake initial data analysis, using different sets of data.

**Indicative content**

a. Preparation techniques:
   - Searching and sorting
   - Grouping
   - Filtering
   - Modelling

b. Data cleaning to remove a range of data issues:
   - Types of errors

c. Missing data.

d. Inconsistencies.

e. Redundancy:
   - Invalid values
   - Data that is out of range
   - Outliers

f. Processing and analysing:
   - Mean, median, mode and range
   - Probability
   - Bias
   - Statistical significance
   - Linear regression
   - Scatter plots and correlation
   - AND / OR probability
   - Stem and leaf plots (frequency and distribution)
   - Box and whisker plots

g. Methods for presenting results:
   - Tables
   - Charts
   - Graphs

**Guidance**

Learners should be able to use their chosen software to undertake initial data analysis, using different sets of data.
6. The Data Analysis Lifecycle
(15%) (K2)

Learners will be able to:

6.1 Describe the typical routine steps of data analysis.

Indicative content
a. Data Analysis lifecycle:
   • Problem hypothesis
   • Identify what to measure
   • Collect data
   • Summarise data (incl visualisation)
   • Cleanse data
   • Model data
   • Analyse data
   • Interpret results
   • Document and communicate results (including visualisation)

Guidance
The Data Analysis lifecycle outlines the typical steps undertaken as part of the Data Analysis process.

6.2 Understand and explain that routine data analysis includes creating a problem hypothesis and identifying what to measure.

Indicative content
a. Creating a problem hypothesis:
   • Understanding the importance of null and alternative hypotheses
   • Understanding the subject area for analysis
   • Finding similar previous analysis and exploring existing definition, assumptions, and reconciliation requirements
b. Identifying what to measure:
   • Selecting the data sources
   • Selecting aggregation and / or summarisation level

Guidance
Learners should understand that Data Analysis should always start with identifying and understanding the problem that needs to be solved, to then determine what data will be needed and what sources of data might be used.
6.3  Understand and explain that routine data analysis includes clarification and confirmation of the requirement and identification of the right data and location.

**Indicative content**

a. Collecting data:
   - Understand the size, nature and content of the data
   - Identification of the data security and accessibility
   - Complete data extraction
   - Complete data transfer

b. Summarising the datasets through visualisation.

c. Data loading and cleansing data through:
   - Filtering
   - Interpolation
   - Transformation
   - Masking
   - Blending

**Guidance**

Once they have established the data required to solve the problem, learners should understand methods for collecting data, as well as the importance of summarising it through visualisation (to make and assessment as to whether the data is suitable for their purposes) before taking time to load and clean it.

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6.4  Understand and explain that routine data analysis includes modelling data.

**Indicative content**


c. Identifying and selecting an appropriate model.

d. Model definition.

e. Train the model.

f. Testing and Verification of predictive models.

g. Troubleshooting.

h. Validation testing.


**Guidance**

Learners should be able to identify which data modelling technique to use for the purposes of the task they are undertaking.

---

6.5  Understand testing requirements to ensure that unified data sets are correct, complete and up-to-date.

**Indicative content**

a. Testing dataset is complete and up-to-date.

b. Update model.

c. Further training.

**Guidance**

Learners should understand that developing a data model can be an iterative process, where a model may be improved each time it is updated, trained and tested to ensure it is delivering the intended results. Learners should appreciate that a data model will need to be maintained after it has been deployed to ensure it continues to deliver the results needed for the customer based on their requirements.
Indicative content

a. Analysing data:
   • Reconcile and compare with other sources
b. Interpreting results:
   • Understand the relationship between variables
   • Show and compare the results in terms of real-world objects
c. Visualising data:
   • Understand which type of visual data is suitable for the customer.
   • Types of charts (such as line graph, column and bar charts, pie chart, scatter plot, histogram, radar / spider chart, waterfall chart)
   • Geospatial distributions such as heat maps, bubble maps
   • Time series such as time plot, Gantt chart
   • Unstructured data such as Word Cloud
d. Documenting and communicating results:
   • List the models and assumptions
   • Understand your customer and stakeholders needs and communication style

Guidance

Learners should be encouraged to think about the needs of their customer and how they may best communicate the results of their analysis, with consideration towards which information will be most relevant/of interest to their audience and which information may be redacted. They should consider ways of presenting the results that provide the best visual description of the information being presented to ensure understanding is achieved.

Examination Format

This module is assessed through completion of an invigilated online exam which candidates will only be able to access at the date and time they are registered to attend.

<table>
<thead>
<tr>
<th>Type</th>
<th>40 question online test including 20 Multiple Choice knowledge questions and 20 multiple response scenario-based questions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Supervised</td>
<td>Yes</td>
</tr>
<tr>
<td>Open Book</td>
<td>No (no materials can be taken into the examination room)</td>
</tr>
<tr>
<td>Passmark</td>
<td>26/40 (65%)</td>
</tr>
<tr>
<td>Delivery</td>
<td>Digital format only</td>
</tr>
</tbody>
</table>

Adjustments and/or additional time can be requested in line with the BCS reasonable adjustments policy for candidates with a disability, or other special considerations including English as a second language.
Question Weighting

Each major subject heading in this syllabus is assigned a percentage weighting. The purpose of this is:

1. Guidance on the proportion of content allocated to each topic area of an accredited course.
2. Guidance on the proportion of questions in the exam.

### Syllabus Area

<table>
<thead>
<tr>
<th>Syllabus Area</th>
<th>Question type</th>
<th>Syllabus Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Classifying Data</td>
<td>Multiple choice and Scenario based multiple response</td>
<td>4%</td>
</tr>
<tr>
<td>2. Data Structures</td>
<td></td>
<td>4%</td>
</tr>
<tr>
<td>3. The Principles of Data Analysis</td>
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<td>7%</td>
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<tr>
<td>4. Data Architecture</td>
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<tr>
<td>5. Data Preparation and Integration</td>
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<td>6. The Data Analysis Lifecycle</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

[Diagram showing percentage distribution]
Recommended Reading

The following titles are suggested reading for anyone undertaking this award. Candidates should be encouraged to explore other available sources.

| Title: Data Governance: Governing data for sustainable business |
| Author: Alison Holt, Benoit Aubert, David Sutton, Frédéric Gelissen, Alisdair McKenzie, Geoff Clarke, Rose Pan, Ming Li, Rohan Light, Beenish Saeed, Nathalie de Marcellis-Warin, Abdelaziz Khadraoui |
| Publisher: BCS |
| Publication Date: September 2021 |
| ISBN: 9781780173757 |

| Title: Managing Data Quality: A Practical Guide |
| Author: Tin Ming, Julian Schwarzenbach |
| Publisher: BCS |
| Publication Date: May 2020 |
| ISBN: 9781780174594 |

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