



Qualification specification

NCFE Level 2 Certificate in Data Analysis
QN: 603/3916/0

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Summary of changes

This document summarises the changes to this qualification specification. Please check the qualification page on our website for the most recent version.

Version	Publication date	Summary of amendments
v1.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to Section 1.
v1.2	June 2022	Updates made regarding: <ul style="list-style-type: none">• English language statement• Entry requirements statement• Support handbook reference

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Certificate in Data Analysis (603/3916/0).

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification, please check the version date in the page headers against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

Things you need to know

Qualification number (QN)	603/3916/0
Aim reference	60339160
Total Qualification Time (TQT)	135
Guided Learning Hours (GLH)	120
Level	2
Assessment requirements	internally assessed and externally quality assured portfolio of evidence

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 603/3916/0.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

This qualification is suitable for use within a Study Programme.

Qualification purpose

This qualification is designed for learners who want to improve their knowledge and skills in data analysis. It will support learners in a number of sectors and job roles where an understanding of data analysis is required. Learners may also progress to further study.

This qualification will:

- focus on the study of data analysis
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

Qualification objectives

The objectives of this qualification are to provide learners with the knowledge and skills to perform some basic data analysis to help make informed, data driven decisions.

Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Achieving this qualification

To be awarded the NCFE Level 2 Certificate in Data Analysis (603/3916/0), learners are required to successfully complete 5 mandatory units.

Mandatory units

Unit number	Unit title
Unit 01	Introduction to data analysis
Unit 02	The role of a data analyst
Unit 03	Collection, processing and preparation of data
Unit 04	Interpretation of data
Unit 05	Communication and presentation of data

The learning outcomes for each unit are provided in Section 2.

The units above may be available as stand-alone unit programmes. Please visit www.ncfe.org.uk/units for further information.

To achieve the Level 2 Certificate in Data Analysis, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification. **Grades are not awarded.**

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A partial certificate can be requested for learners who don't achieve their full qualification but have achieved at least one whole unit.

Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills', such as team working, independent learning and problem solving, to more tricky-to-measure skills, such as:

- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- understanding work practices and how different roles and departments function within an organisation.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Direct Claim Status

Direct Claim Status will not be transferred for this qualification. This is a new qualification, the content of which is not covered in any existing single NCFE qualification.

This qualification is eligible for Direct Claim Status.

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

Work placement/experience requirements

There is no requirement for a learner to undertake any work experience or placement to meet the requirements of this qualification. Those who are in work can provide evidence from real-life situations.

Entry guidance

This qualification is designed for learners who want to improve their knowledge and skills in data analysis.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've achieved an Entry Level 3 qualification in Maths and Entry Level 3 qualification in ICT.

This qualification is suitable for learners aged pre-16 and above.

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Progression opportunities

This qualification is for those learners who want to improve their knowledge and skills in data analysis. It will support learners in a number of sectors and job roles where an understanding of data analysis is required. For example, many public service jobs require an element of data analysis (although this may not be the main aspect of the role).

Learners who achieve this qualification could also progress to further learning, for example:

- NCFE Level 2 Certificate in Digital Skills for Work (603/3114/8)
- NCFE Level 2 Certificate in Understanding Data Protection and Data Security (603/3639/0)
- Level 2 and 3 qualifications in Data Analytics/Programming.

It may also be useful to learners studying qualifications in the following sectors/areas:

- Business/Admin
 - IT
 - Retail
 - Marketing
 - Media
 - Engineering
 - Accounting/Finance
 - HR
 - Recruitment.
-

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date, we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date, we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and internal quality assurance

Staff involved in the assessment and internal quality assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

Resource requirements

To assist in the delivery of this qualification, centres/learners should have access to:

- a digital device – either desktop, laptop or tablet
- a storage medium
- web browser software/applications
- generic spreadsheet software capable of performing data analysis functions (eg Microsoft Excel, Google Sheets, Open Office, etc)
- a printer
- Internet connectivity
- suitable data sets.

There is no requirement to use any specific software/applications.

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence tracking document instead.

Support for centres

There are a number of documents available on the NCFE website that centres might find useful.

Customer Support team

Our award-winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact your Customer Support Assistant on 0191 239 8000 or email customersupport@ncfe.org.uk.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels, from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current Fees and Pricing Guide is available on the NCFE website.

Useful websites

Centres may find the following websites helpful for materials and resources to assist with the delivery of this qualification:

- www.mockaroo.com/
- datasets.imdbws.com/
- ukdataservice.ac.uk/

Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information, please contact our Quality Assurance team on 0191 239 8000.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The unit overview includes:

- unit title and number
- unit summary
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary, there's detailed information for each unit containing:

- learning outcomes
- delivery and assessment information (including types of evidence for internal assessment/assessment guidance).

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about this qualification, please contact our Product Development team on 0191 239 8000.

Unit 01 Introduction to data analysis (L/617/3890)

Unit summary	This unit introduces the learner to the concept of data as well as the basic principles of data analysis.
Guided learning hours	15
Level	2
Mandatory/optional	Mandatory
NOS mapping	ESKITP4022

Learning outcome 1**The learner will:**

- 1 Understand what data is

The learner can:

- 1.1 Describe what data is
 - 1.2 Explain the difference between data and information
 - 1.3 Identify units used to measure the size of data
 - 1.4 Describe what is meant by big data
-

Learning outcome 2**The learner will:**

- 2 Understand what data analysis is

The learner can:

- 2.1 Explain what data analysis is
- 2.2 Explain why businesses or individuals might use data analysis
- 2.3 Define the following types of data analytics:
 - diagnostic
 - descriptive
 - predictive
 - prescriptive.
- 2.4 Give examples of the following types of data analytics:
 - diagnostic
 - descriptive
 - predictive
 - prescriptive.

- 2.5 Explain what qualitative data is
 2.6 Explain what quantitative data is
 2.7 Explain what is meant by ethical data analysis

Assessment guidance

Delivery and assessment
<p>1.1 In the learner's description, they should also include real world examples of data that's recorded about individuals every day (eg card payments, mobile phone GPS, etc).</p> <p>1.2 Eg raw data is not information, information is gained from analysing data.</p> <p>1.3 Units used to measure the size of data, eg Kilobyte (KB), Megabyte (MB), Terabyte (TB), etc. Learners could look at real world examples, eg how many videos are uploaded to video streaming sites daily, what the size of these videos are compared to a text or direct message, online gaming, etc.</p> <p>1.4 Centres should cover the 5 Vs: Velocity, Volume, Value, Variety and Veracity, and highlight that big data sets are not necessarily single sets of large volumes of data but can be the combination of various data sources.</p> <p>2.1 Eg process of inspecting, cleansing, transforming and modelling data with the goal of discovering useful information.</p> <p>2.2 Learners to provide real world examples of data analysis in action. As above, data should not just be used to look at the history of a business/individual but can also be used to forecast and predict trends. An individual may use the data to look at spending in a previous month to forecast spending in the coming month.</p> <p>2.4 Centres can provide a data set to learners to provide context.</p> <p>2.5 Learners to provide at least one real world example of qualitative data.</p> <p>2.6 Learners to provide at least one real world example of quantitative data.</p> <p>2.7 Ensuring that each component of the data analysis process is conducted ethically – moral and legal points of view.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • report, presentation, evidence of research.

Unit 02 The role of a data analyst (R/617/3891)

Unit summary	This unit introduces the learner to job skills and competencies required within the role of a data analyst.
Guided learning hours	20
Level	2
Mandatory/optional	Mandatory
NOS mapping	ESKITP4022

Learning outcome 1**The learner will:**

1 Understand the role of a data analyst

The learner can:

1.1 Explain the role of a data analyst

1.2 Identify the technical skills required by a data analyst

1.3 Identify some of the career progression routes a data analyst can follow

1.4 Explain why the following skills are important for a data analyst:

- communication skills
- critical thinking skills
- a journalistic approach.

1.5 Explain exploratory data analysis

1.6 Explain the importance of developing and testing a hypothesis

1.7 Give examples of questions a data analyst might ask when presented with a brief

Learning outcome 2**The learner will:**

2 Understand current data protection legislation

The learner can:

2.1 Define what is meant by personal data

2.2 Describe the purpose of the General Data Protection Regulation (GDPR)

2.3 Describe the following key principles of the general data protection regime:

- lawfulness, fairness and transparency
- purpose limitation
- data minimisation
- accuracy
- storage limitation
- integrity and confidentiality
- accountability.

2.4 Explain what is meant by a lawful basis for processing personal data

2.5 Explain the purpose of the Data Protection Act

2.6 Describe the following elements of the Data Protection Act:

- general data processing
- law enforcement processing
- intelligence services processing
- regulation and enforcement.

2.7 Explain what is meant by ethical use of data

Assessment guidance

Delivery and assessment
<p>1.1 The exact role and job title of a data analyst will differ from industry to industry and business to business. Learners will be aware of the data science 'Venn diagram' of core skills for data analysis roles (domain knowledge, mathematics and computer skills).</p> <p>1.2 The technical skills required should include data analysis software skills, eg Excel, SPSS, etc, and programming skills, eg language.</p> <p>1.3 Learners to identify and compare real world examples of available data analyst jobs.</p> <p>1.4 These are personal rather than technical skills, eg understanding of cognitive bias.</p> <p>1.5 Learners to address the need to form a hypothesis following exploratory process.</p> <p>1.6, 1.7 Centres may provide a brief to learners to demonstrate interrogation. The brief can be as simple as a question relating to the data or as complex as an assignment for the learner to explore various data patterns.</p> <p>1.7 Example questions a learner may ask include: Date range required? How to present the data? etc. For Learning outcome 2, data protection may not be the sole responsibility of the individual; however, this depends on factors such as the size of the business. An appreciation of data protection principles is important for learners looking to progress into employment.</p> <p>2.1-2.6 It is important that learners focus on the latest version of the above regulations/legislation/acts to give the qualification currency.</p> <p>2.7 When discussing GDPR, learners must discuss the requirements of businesses to employ a Data Protection Officer and the basic duties of this job role.</p> <p>2.8 Learners must understand that in order to process data, they need to have a legal justification to do so. Legal justifications include:</p> <ul style="list-style-type: none"> • consent • legitimate interest • public interest • contractual • legal obligations • vital interest. <p>2.5 The Data Protection Act 2018 was brought in to make GDPR legally enforced in the UK.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • report, presentation, evidence of research.

Unit 03 Collection, processing and preparation of data (Y/617/3892)

Unit summary	The learner will be able to source and prepare data for the purpose of data analysis.
Guided learning hours	25
Level	2
Mandatory/optional	Mandatory
NOS mapping	ESKITP4022

Learning outcome 1**The learner will:**

- 1 Be able to identify sources of data

The learner can:

- 1.1 Identify internal sources of data
- 1.2 Identify external sources of data
- 1.3 Assess the reliability of different sources of data
- 1.4 Assess the quality of a chosen source of data
- 1.5 Use data validation checks to ensure source data is accurate
- 1.6 Identify the characteristics of good data

Learning outcome 2**The learner will:**

- 2 Understand different research methods for collecting data

The learner can:

- 2.1 Describe each of the following research methods for collecting data:
 - interviews
 - questionnaires
 - surveys
 - observations
 - focus groups
 - case studies
 - documents and records
 - physical measurements.
- 2.2 Explain the importance of using both qualitative and quantitative methods
- 2.3 Explain what is meant by the ethical collection of data

Learning outcome 3**The learner will:**

3 Be able to structure and prepare data

The learner can:

3.1 Describe the process of data preparation

3.2 Perform a data transfer from a suitable external source to a spreadsheet

3.3 Perform the following data cleansing measures:

- remove duplicates
- length checks
- type checks
- sense checks.

3.4 Identify methods of storing data

Assessment guidance**Delivery and assessment**

Learners should appreciate the importance of the data collection, processing and preparation stage in relation to further data analysis actions.

1.1, 1.2 Could include free sources of data. Internal and external sources of data should relate to those used in business decision making.

1.3 To include an internal and external source. Learners must identify differences between the different sources of data, eg social media data, academic data, etc.

1.3, 1.4 Eg yes/no answers may be reliable but not quality; interview may provide a greater amount of detail, etc. Learners will acknowledge that data reliability and quality checks require domain knowledge (knowledge of the sector in which they are operating).

1.5 Eg making sure hypothesis and action taken is focused to ensure only the required data is collected. Data validation checks – eg peer assessed (from source) author and their qualifications, corroboration with other results, metadata checks, etc.

1.6 Characteristics of good data, eg:

- accuracy and precision
- legitimacy and validity
- reliability and consistency
- timeliness and relevance
- completeness and comprehensiveness
- availability and accessibility
- granularity and uniqueness.

2.1 Learners should include in their description whether it is qualitative or quantitative.

2.2 Learners should understand how this improves the quality and reliability of the data collected.

2.3 Eg unethical practice – collecting data without personal knowledge. Learners should describe a scenario of unethical collection of data.

3.1 Learners may refer to the data pipeline referring to the extraction, transformation and loading of data.

3.3 Learners will need access to a data set containing deliberate errors; these must correspond to the bullet list above to allow learners to perform corrections – type checks, eg date checks, and sense checks, eg to ensure the right data is in the correct cell. Learners should use spreadsheet functionality and avoid manual correction of errors.

Types of evidence

Evidence could include:

- report, presentation, evidence of research.

Unit 04 Interpretation of data (D/617/3893)

Unit summary	The learner will be able to assess and manipulate the collected data.
Guided learning hours	30
Level	2
Mandatory/optional	Mandatory
NOS mapping	ESKITP4022

Learning outcome 1**The learner will:**

- 1 Understand how to assess different forms of data

The learner can:

- 1.1 Explain the different forms of data available
 - 1.2 Explain what is meant by data outliers
 - 1.3 Describe what is meant by:
 - identifying relationship
 - non-identifying relationship
 - primary key.
 - 1.4 Describe different text analytics techniques
-

Learning outcome 2**The learner will:**

- 2 Understand statistical terms used in data analysis

The learner can:

- 2.1 Describe what is meant by the following:
 - sum
 - count
 - mean
 - mode
 - median
 - range.
 - 2.2 Explain what is meant by the 'variance' of a data set
 - 2.3 Explain what is meant by the 'skew' of a data set
-

Learning outcome 3**The learner will:**

3 Be able to manipulate data in a spreadsheet

The learner can:

3.1 Perform filtering of data

3.2 Perform anonymisation of data

3.3 Perform the following:

- VLOOKUP
- HLOOKUP.

3.4 Perform the following spreadsheet functions:

- count
- sum
- mean
- mode
- median
- range.

3.5 Discuss actions which can be taken relating to outliers

3.6 Demonstrate the use of a pivot table

Assessment guidance**Delivery and assessment**

1.1 Forms of data, eg text, numbers, strings (text or text and numbers). Learners must also understand concept of metadata and digital data. Learners must address discrete and continuous data and be able to place the different forms into these categories.

1.4 Learners to include 2 or more techniques from the following:

- reading text and finding meaning
- spellchecking
- text translation (not always reliable from Internet, eg issues with language translation)
- categorising text strings.

3.3 VLOOKUP to join one table to another.

3.4 Learners must identify what format of data each function can be applied to.

3.5 Eg deletion of outliers if an anomalous result.

Types of evidence

Evidence could include:

- report, presentation, evidence of research.

Unit 05 Communication and presentation of data (H/617/3894)

Unit summary	The learner will be able to communicate and present the selected data.
Guided learning hours	30
Level	2
Mandatory/optional	Mandatory
NOS mapping	ESKITP4022

Learning outcome 1**The learner will:**

- 1 Understand the importance of communication

The learner can:

- 1.1 Explain the importance of clear communication
 - 1.2 Explain the importance of understanding the intended audience
 - 1.3 Explain how the following factors will have an impact on how you present your data:
 - level of detail (granularity)
 - time
 - level of knowledge
 - familiarity with the dataset.
 - 1.4 Explain why it is important to encrypt data
 - 1.5 Identify methods of encrypting data
-

Learning outcome 2**The learner will:**

- 2 Be able to design effective data visualisations

The learner can:

- 2.1 Demonstrate the following types of data visualisation:
 - bar graph
 - line graph
 - dual axis chart
 - stacked bar graph
 - pie chart
 - scatter plot chart
 - histogram.

2.2 Explain how the following factors impact data visualisations:

- layout
- use of colour
- labelling
- ordering
- scaling.

2.3 Use appropriate visualisations to display data

2.4 Explain what the data visualisations show

Assessment guidance

Delivery and assessment

- 1.1 Communications should include what data learners have and how they got it.
- 1.5 To include the basic methods of data encryption, eg encryption keys, etc, private and public, asymmetric and symmetric encryption.
- 2.1 Learners must produce one of each data visualisation type listed using the same data set.
- 2.2 Learners could include in their explanation a positive/negative example for each factor.
- 2.3 Learners must create correct visualisation for the data (axis labelling, etc included)
- 2.4 This could be done in the form of a report. The report could address the following:
- Were there problems with the data set?
 - What were the findings?

Types of evidence

Evidence could include:

- report, presentation, evidence of research.

Section 3

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The assessment for the Level 2 Certificate in Data Analysis is internally assessed and externally quality assured.

All the evidence generated by the learner will be assessed against the standards expected of a Level 2 learner.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the qualification specification.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged.

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly, but should only show work relevant to what is being assessed. For example, if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating, we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good-quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

Test High School

Recorded evidence: starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds

Venue: school hall

Audience: Assessors, parents and friends

Band 1:

Lead singer – Joe Bloggs (brown hair, front of stage)

Drummer – Tom Smith

Guitar 1 – Dan Brown (blonde hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left hand side)

Performance of XXX:

Lead male – John Smith

Lead female – Ann Jones

Choir:

Kay Bell (brown hair, back row 3rd from left)

Jane Pattison (blonde hair, back row 5th from left)

Michael Davies (brown hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

Quality assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Section 4

Explanation of terms

Explanation of terms

Not all verbs are used in this qualification.

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points...)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points (some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Provide	Give relevant information about a subject.

Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Section 5

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations Policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations Policy, please see the NCFE website.

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