BTEC Assignment Brief

Qualification	Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology
Component number and title	**2:** Collecting, Presenting and Interpreting Data
Learning aim	**C:** Draw conclusions and review data presentation methods
Assignment title	**Conclusion and Recommendations Based on the Analysis of the Data**
Assessor	
Issue date	
Hand in deadline	

Vocational Scenario or Context	Many organisations collect data to help them improve their products or services.
	In the last assignment, 'The Dashboard', you imported a large data set into spreadsheet software and applied data manipulation methods to manipulate data in order to provide appropriate summaries of the data.
	You also produced a dashboard to display the summaries of the data, using appropriate presentation features and presentation methods.
	In this task you will be using your dashboard to draw conclusions and make recommendations based on your analysis of the data.

Task 1	In this task you will assess the effectiveness of your dashboard's presentation of data, draw conclusions and review the data presentation methods used.
	Use the dashboard to:
	• identify trends, patterns and possible errors in the data
	• draw conclusions on patterns and trends in the data

	• make a wide range of recommendations based on your analysis. Produce a document using screenshots from your dashboard that: • includes a wide range of relevant examples to support your conclusions • makes appropriate recommendations • assesses how the presentation features of the dashboard influences its effectiveness.
Checklist of evidence required	A word-processed document that uses screenshots from your dashboard to: • identify patterns and trends in the data • make appropriate recommendations • support your conclusions • assess how effective the presentation of the data on the dashboard is.

Criteria covered by this task:	
Criteria reference	To achieve the criteria you must show that you are able to:
C.2D3	Assess the effectiveness of the dashboard's presentation of data and how it affects the conclusions drawn and the recommendations made, using justified examples.
C.2M3	Analyse how the dashboard's presentation of data influences the conclusions drawn and the recommendations made, using relevant examples.
C.2P5	Use the dashboard to draw conclusions, with some appropriate recommendations.
C.2P6	Explain the methods used to present data so that it can be clearly understood, with detailed examples.
C.1M5	Use the dashboard to outline some trends in the data.
C.1M6	Describe the methods used to present data so that it can be understood, with brief examples.
C.1P5	Use the dashboard to identify trends in the data.

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C.1P6	Identify the methods used to present data.

Sources of information to support you with this Assignment	Software manuals and guidance on how to use Excel tools and features.
	YouTube videos https://www.youtube.com/
	How to Use Excel - Excel Tutorials for Beginners
	How to create a dashboard in Excel
	https://www.youtube.com/watch?v=RM8T1eYBjQY
	Excel 2016 For Dummies – free pdf version
	http://www.gcflearnfree.org – for training on any software topic including Excel and Google sheets
Other assessment materials attached to this Assignment Brief	Data Files:
	Holiday_data
	Supermarket_data

Notes to the assessor *(to be removed before distribution to learners):*

Approach to teaching and learning to support learners to 'get it right first time'	Pearson expects that before this assignment brief is distributed to learners they should have already:
	• Attempted formative assessment tasks that replicate important elements of the activities to be carried out in this assessment.
	• Received feedback from their teacher on the completion of formative assessment activities including what they did well and how they can further improve including both the quality of their work and the way they went about their work.
	It would be beneficial for learners to explore the individual elements of the assignment task before attempting to put them all together in a mock assessment.
	The above will help learners to do their best first submission of this assessment and reduce the likelihood of the need for a resubmission opportunity.
The scenario	The scenario can be adapted to any situation that would allow the learner to carry out the task.
	Care should be taken to ensure that the requirements of the task will allow the learner to meet the assessment criteria without under or over-assessing the learner.
	The assignment provides a realistic vocational context for the learning aims. It would not be good practice to artificially force this assignment into a 'vocational role' that is either:

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	a) not realistic to the level of the learner/qualification
	b) not directly relevant to the qualification.
The task	Ensure that the task set is holistic and allows the learner to be assessed against what is a continuum of effectiveness. Learners should not be asked to complete separate tasks for each criterion.
	Evidence submitted must be produced by the individual learner, and **not** as a contribution as part of a team. This means the learners must produce a presentation or written report of their own.
	Centres are free to adapt the task providing the requirements of the assessment is maintained and are encouraged to use the Pearson Assignment Checking Service if they do so. Assignment checking service link: https://qualifications.pearson.com/en/support/Services/assignment-checking-service.html
Evidence checklist	It is important that the evidence provided can be independently authenticated by both an Internal Verifier (IV) and a Standards Verifier (SV). It is, therefore, required that if a verbal presentation takes place then it is supported with learner presentation notes and an observation record which details information given by the learner to support the award of identified and clearly referenced criteria which is not evident in the written report.
Sources of information to support you with this Assignment	Sources of information should directly support the learner to complete the assignment. Sources of information are not intended to form additional teaching and learning. It is advisable that a mixture of sources will give learners the best opportunity to achieve their best.
Other materials	Data Files: Holiday_data Supermarket_data
Your assessment decision	You will notice that the assessment criteria form a 'continuum of effectiveness'.
	Therefore, when assessing learners' work rather than assessing the achievement of each criterion separately you should start at the distinction criteria and work backwards to find the point at which the learner meets the targeted criteria.

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