

Level 4 Data Analyst V1.1

End-Point Assessment Specification



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1. An Introduction to AIM Assessment

Who is AIM Assessment?

AIM Assessment is part of the AIM Qualifications and Assessment Group, a leading Awarding Organisation (AO) and Access Validating Agency (AVA) offering award-winning qualifications and Access to HE Diplomas for over thirty years.

AIM Qualifications and Assessment Group is an independent, Ofqual recognised, end-point assessment organisation (EPAO) responsible for an apprentice's final assessment to ensure they can do the job for which they've trained.

AIM is regulated by Ofqual, CCEA, Qualifications Wales and the Quality Assurance Agency for Higher Education (QAA) to ensure we maintain quality standards in our delivery and provision.

Role

As an end-point assessment organisation (EPAO) we assess apprentices' knowledge, skills and behaviours learnt throughout their apprenticeship.

The assessment is taken after the training has been completed, and when the apprentice's employer and training provider are satisfied that the apprentice is ready. If the end-point assessment (EPA) is successful, an apprenticeship certificate is issued by the Department for Education (DfE). We work closely with employers and providers from the start of the apprenticeship to support apprentices and their employer/training provider on their journey towards a successful EPA.

2. Why choose AIM for your EPA?

AIM's exceptional end-point assessments are characterised by ten guiding principles.

By embodying these principles, we not only validate an apprentice's readiness for the industry but also enhance the overall quality and credibility of apprenticeships.

1. Assessments are undertaken by assessors with the **relevant skills, experience** and specific **industry knowledge**.
2. Assessments should produce **consistent results**, no matter who conducts or takes it, ensuring reliability in the evaluation process.
3. Assessments should **accurately measure** what it's intended to assess in order to guarantee that the assessment truly reflects the apprentice's capabilities.
4. The assessment process should be **fair and impartial**, avoiding bias or discrimination against any apprentice.
5. Assessments should be **accessible to all** apprentices, accommodating diverse backgrounds, abilities, and learning styles.
6. Assessments should have **clearly defined criteria and expectations** to ensure apprentices understand what they're being assessed on.
7. All parties (apprentice, employer and training provider) should know how the apprentice will be assessed; the process should be **transparent** to instil confidence in its fairness.
8. Assessment tasks and questions should mirror **real work scenarios** to help apprentices showcase their practical skills, knowledge and behaviours.
9. The assessor should provide **constructive feedback** to help apprentices understand their strengths and areas for improvement.
10. There should be a **close partnership** between the EPAO, and the training provider/employer to ensure the assessment meets everyone's needs.

3. Standard summary

Standard name	AIM Qualifications Level 3 Data Technician End-Point Assessment
ST code	ST0118 Version: 1.1
Role profile of the apprenticeship* <i>(* this outlines the purpose of the qualification)</i>	The broad purpose of the occupation is to ascertain how data can be used in order to answer questions and solve problems. Data analysis is a process of requirement-gathering, inspecting, cleansing, transforming and modelling data with the goal of discovering useful information, informing conclusions and supporting decision-making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names. In today's world, data analysis plays a crucial role in making decisions more evidence-based and helping organisations operate more effectively. For example: a data analyst may investigate social media trends and their impact on the organisation. In retail, a data analyst may break down sales figures to make recommendations on product placement and development. In HR a data analyst may investigate staff retention rates, in order to decide on recruitment strategy. In a hospital, a data analyst may investigate wait times for different departments, in order to provide a better service to its patients. Typical job titles include Data analyst, Departmental data analyst, Energy data analyst, Junior analyst, Marketing data analyst and Problem analyst. The purpose of the apprenticeship (qualification) including end-point assessment, is to ensure that the apprentice has learnt the knowledge, skills and behaviours needed to undertake the role of a Data Technician.
Duration	Typically 24 months training and three months EPA
Apprenticeship process	The apprentice will typically spend 24 months on their apprenticeship. Apprentices working 30+ hours per week will spend a minimum of 20% (ie at least six hours per week) of their time off-the-job, learning with a training provider, college, or with their employer. After their training period the apprentice will begin their end-point assessment (EPA) to check they have the knowledge, skills and behaviours (KSBs) required for this role. This assessment should be completed within three months and will be conducted by AIM's specialist end-point assessors.
Gateway*/ other requirements	Apprentices must have satisfied the following before Gateway*: ▪ Spent at least 12 months on their apprenticeship programme (for apprentices registered prior to 01.08.25) ▪ Spent at least 8 months on their apprenticeship programme (for apprentices registered on or after 01.08.25) ▪ Employer confirmation that the apprentice is ready to take EPA ▪ Achieved maths and English qualifications at Level 2 - this only applies to apprentices aged 16-18 at the start of their apprenticeship training. For apprentices aged 19+ at the start of their apprenticeship training, achieving L2 English and maths is not mandatory ▪ Submitted a portfolio of evidence and mapping grid ▪ Submitted a project proposal form. *Gateway is the point at which apprentices enter the end-point assessment period

Assessment methods	▪ Assessment method one: Project with presentation and questioning ▪ Assessment method two: Professional discussion with portfolio																					
Overall grading	Grading that is achievable for this standard: <table><tr><th>Assessment method one: Project with presentation and questioning</th><th>Assessment method two: Professional discussion with portfolio</th><th>Overall grading</th></tr><tr><td>Fail</td><td>Any grade</td><td>Fail</td></tr><tr><td>Any grade</td><td>Fail</td><td>Fail</td></tr><tr><td>Pass</td><td>Pass</td><td>Pass</td></tr><tr><td>Pass</td><td>Distinction</td><td>Merit</td></tr><tr><td>Distinction</td><td>Pass</td><td>Merit</td></tr><tr><td>Distinction</td><td>Distinction</td><td>Distinction</td></tr></table>	Assessment method one: Project with presentation and questioning	Assessment method two: Professional discussion with portfolio	Overall grading	Fail	Any grade	Fail	Any grade	Fail	Fail	Pass	Pass	Pass	Pass	Distinction	Merit	Distinction	Pass	Merit	Distinction	Distinction	Distinction
Assessment method one: Project with presentation and questioning	Assessment method two: Professional discussion with portfolio	Overall grading																				
Fail	Any grade	Fail																				
Any grade	Fail	Fail																				
Pass	Pass	Pass																				
Pass	Distinction	Merit																				
Distinction	Pass	Merit																				
Distinction	Distinction	Distinction																				
Appeals	The AIM Results and Appeals Policy can be viewed on the AIM website here: AIM Policies and Procedures																					
Reasonable adjustments	AIM can make reasonable adjustments to the way that an apprentice is assessed during their EPA, according to individual circumstances. For example, they may require practical arrangements be put in place to support them in an in-person assessment due to a diagnosed condition. For further information on applying for reasonable adjustments please visit: AIM Policies and Procedures																					
Results	AIM anticipates the release of results within 15 working days after the apprentice’s final assessment.																					
Preparation and support	Before Gateway, AIM will run online clinics to support the employer and apprentice. For the assessments, AIM will provide guidance and preparation documents.																					

4. Assessment methods

Assessment method one: Project with presentation and questioning

Summary of the assessment:

The apprentice is observed completing two scenarios in a consecutive manner whereby one scenario will apply to both demonstrations in the form of 2 different sets of questions. The first set relates to data gathering and approach to work and the second to data analysis and validation and approach to work.

Components	Component one: Data analysis project Component two: Presentation with questioning
Timings/duration	Project - completed within six to eight weeks from the start of the EPA period Project report – submitted a maximum of eight weeks from the start of the EPA period Presentation materials - submitted a maximum of eight weeks from the start of the EPA period Presentation delivery with questions – 40 minutes
Submission requirements	Project proposal form, submitted at least two weeks before Gateway is scheduled
Grading for this assessment method	Fail Pass Distinction
Assessment preparation and support from AIM	For the assessment, AIM will provide detailed guidance and preparation documents, including sample questions, which are available upon contracting with AIM. AIM also runs apprentice clinics to support the employer and apprentice.

Assessment method two: Professional discussion with portfolio

Summary of the assessment:

A structured discussion with an assessor, supported by a portfolio of evidence

Components	Component one: Professional discussion
Timings/duration	Portfolio of evidence completed on-programme and submitted at Gateway Professional discussion: 60 minutes
Submission requirements	Typically 10 pieces of portfolio evidence, which is submitted at Gateway along with a portfolio mapping grid
Grading for this assessment method	Fail Pass Distinction
Assessment preparation and support from AIM	For the assessment, AIM will provide detailed guidance and preparation documents. AIM also runs apprentice clinics to support the employer and apprentice.

5. Grading criteria/KSBs

During their end-point assessment (EPA), apprentices are assessed against the grading criteria which is underpinned by the knowledge, skills and behaviours (KSBs) which have been attained during the on-programme period. These have been listed below and are sourced from

<https://skillsengland.education.gov.uk/apprenticeships/st0118-v1-1> the EPA assessment plan for this standard [accessed: 26/01/2026].

Grading criteria

Assessment method one: Project with presentation and questioning	
PASS – apprentices must demonstrate all the pass grading criteria	DISTINCTION – apprentices must demonstrate all the distinction grading criteria
Operates data systems in compliance with all organisational and legislative requirements including principles of Privacy by Design S1 Outlines and applies the principles of data analysis lifecycle to the steps of data analysis K3 S2 Describe the principles of data including open, public, administrative and research data and how they relate to the data used within the project K4 Demonstrates a reasoned application of the principles of data classification. Explains where any flexibilities in application have been applied and their purpose S3 Identifies quality risks in data analysis and outlines methods to mitigate, escalate and/or resolve them K8 S6 Outlines and applies the principles for defining customer requirements and implements findings in data analytics planning and outputs K9 S7 Demonstrates how data from different sources is combined and prepared for data analysis setting out how they identified the risks and challenges inherent in combining data within the project. S8 Describes the tools and methods used by their organisation for data analysis and identifies which were used within the project with reasoning for the choices made to achieve the best outcome K11 S15 Analyses data sets taking account of different data structures and database designs S4 Outlines the choice of organisational data architecture K12 Communicates and collaborates with all relevant stakeholders and adapts communication style to meet audience and situational requirements S12 Describes how they work independently and collaboratively detailing their impact on the work of others B3 Acts independently to establish logical and analytical solutions such as exploring new data sets or resolving issues within the data B4	Evaluates the outcomes of data analysis and suggests alternative tools/methods which would be of benefit to all stakeholders. K8 K11 B4 Analyses the requirements of the customer to produce a data analysis plan which provides an optimum solution. S7 Demonstrates the use of data sets with different data structures and database designs to solve problems or improve the accuracy or efficiency of data analysis. S4

Assessment method two: Professional discussion with portfolio

PASS – apprentices must demonstrate all the pass grading criteria

DISTINCTION – apprentices must demonstrate all the distinction grading criteria

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

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

Describes how they have ensured the true root cause of any problem is found and a solution is identified which prevents recurrence. B5	
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Knowledge, skills and behaviours (KSBs)

Knowledge
K1: current relevant legislation and its application to the safe use of data
K2: organisational data and information security standards, policies and procedures relevant to data management activities
K3: principles of the data life cycle and the steps involved in carrying out routine data analysis tasks
K4: principles of data, including open and public data, administrative data, and research data
K5: the differences between structured and unstructured data
K6: the fundamentals of data structures, database system design, implementation and maintenance
K7: principles of user experience and domain context for data analytics
K8: quality risks inherent in data and how to mitigate or resolve these
K9: principal approaches to defining customer requirements for data analysis
K10: approaches to combining data from different sources
K11: approaches to organisational tools and methods for data analysis
K12: organisational data architecture
K13: principles of statistics for analysing datasets
K14: the principles of descriptive, predictive and prescriptive analytics
K15: the ethical aspects associated with the use and collation of data

Skills
S1: Use data systems securely to meet requirements and in line with organisational procedures and legislation including principles of Privacy by Design
S2: implement the stages of the data analysis lifecycle
S3: apply principles of data classification within data analysis activity
S4: analyse data sets taking account of different data structures and database designs
S5: assess the impact on user experience and domain context on data analysis activity
S6: identify and escalate quality risks in data analysis with suggested mitigation or resolutions as appropriate
S7: undertake customer requirements analysis and implement findings in data analytics planning and outputs
S8: identify data sources and the risks and challenges to combination within data analysis activity
S9: apply organizational architecture requirements to data analysis activities
S10: apply statistical methodologies to data analysis tasks

S11: apply predictive analytics in the collation and use of data
S12: collaborate and communicate with a range of internal and external stakeholders using appropriate styles and behaviours to suit the audience
S13: use a range of analytical techniques such as data mining, time series forecasting and modelling techniques to identify and predict trends and patterns in data
S14: collate and interpret qualitative and quantitative data and convert into infographics, reports, tables, dashboards and graphs
S15: select and apply the most appropriate data tools to achieve the optimum outcome

Behaviours

B1: maintain a productive, professional and secure working environment
B2: show initiative, being resourceful when faced with a problem and taking responsibility for solving problems within their own remit
B3: work independently and collaboratively
B4: logical and analytical
B5: identifies issues quickly, enjoys investigating and solving complex problems and applies appropriate solutions. Has a strong desire to push to ensure the true root cause of any problem is found and a solution is identified which prevents recurrence.
B6: demonstrates resilience by viewing obstacles as challenges and learning from failure.
B7: demonstrates an ability to adapt to changing contexts within the scope of a project, direction of the organisation or Data Analyst role.

6. Regulatory references (internal use)

Ofqual General Conditions of recognition

Design and development of qualifications

Condition E3 Publication of a qualification specification

Contact information

If you need help/assistance from the Apprenticeship team, please contact us using the details below.

Tel: +44 (0)1332 224654

Enquiries: assessment@aimgroup.org.uk

More information can be found on: www.aimgroup.org.uk/epa