Highfield Level 4 End-Point Assessment for ST0117 Business Analyst

End-Point Assessment Kit

Highfield Level 4 End-Point Assessment for ST0117 Business Analyst

EPA Kit

Contents

Please click on the headings below to navigate to the associated section of the EPA Kit.

Versions:

ST0117 / v1.2

BAN v2.0

How to use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Business Analyst apprenticeship standard.

Highfield is an end-point assessment organisation that has been approved to offer and carry out end-point assessments for the Level 4 Business Analyst apprenticeship standard.

The EPA Kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful.

In this kit, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on amplification
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

Introduction

Standard overview

A business analyst plays a crucial role in both public and private sectors, helping organisations drive successful business and digital change. They work with stakeholders to understand business needs, identify problems and create solution requirements that align with best practices. Business analysts focus on improving processes, systems and technology to deliver business improvements. By managing requirements and stakeholder relationships, they ensure that proposed changes meet organisational goals and achieve successful outcomes.

Key responsibilities are likely to include investigating and analysing business processes, understanding data and business information needs, and documenting requirements for digital and business change solutions.

On completion, the apprentice will be eligible for recognition from BCS, The Chartered Institute for IT for Register of IT Technicians (RITTech) level 4.

On-programme requirements

Although learning, development and on-programme assessment is flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Business Analyst apprenticeship standard.

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including preparation for the professional discussion and collation of the portfolio of evidence (such as a provision of recordings of professional discussions or workplace evidence).

The training programme leading to end-point assessment should cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the end-point assessment. Training, development and ongoing review activities should include:

- achievement of level 2 English and maths. If the apprentice began their apprenticeship training before their 19th birthday, they will still be subject to the mandatory requirement to study towards and achieve English and maths. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- any qualifications specified by the employer.

- completion of a portfolio through which the apprentice gathers evidence of their progress.
- study days and training courses.
- mentoring/buddy support.
- regular performance reviews undertaken by the employer.
- structured one-to-one reviews of their progress with their employer and/or training provider.

Portfolio of evidence

The apprentice must compile a portfolio of evidence during their time on-programme that is mapped against the knowledge, skills and behaviours assessed in the professional discussion underpinned by portfolio.

It will typically contain at least **10 discrete pieces of evidence**. Evidence may be used to demonstrate more than **1 knowledge, skill or behaviour** as a qualitative approach is suggested as opposed to a quantitative approach. The portfolio is an opportunity for the apprentice to showcase their best work and so a selective approach is required.

Evidence sources for the portfolio may include:

- examples or screenshots of work
- workplace documentation/records
- description of work carried out
- witness statements
- annotated photographs
- video clips with a maximum total duration of 5 minutes and where the apprentice must be in view and identifiable

This is not a definitive list and other evidence sources are possible. The apprentice will select the most appropriate evidence based on the context of their practice against the relevant knowledge, skills and behaviours.

The portfolio should not include any methods of self-assessment. Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions.

The portfolio must be accompanied by a **Portfolio Matrix**. This can be downloaded from our website. The Portfolio Matrix must be fully completed including a declaration by the employer and the apprentice to confirm that the portfolio is valid and attributable to the apprentice.

The portfolio of evidence must be submitted to Highfield at gateway. It is not directly assessed but underpins the professional discussion.

The portfolio of evidence should be electronic.

Project proposal title and summary

A project proposal title and summary will be submitted to Highfield at the gateway, thereby allowing Highfield to confirm the proposal title and summary is appropriate. The project proposal title and summary must outline the stages covered by the project proposal and an overview of the tasks as well as the specific responsibilities and duties assigned, planned and undertaken by the apprentice.

The project proposal title and summary is **not** assessed and should typically be **no more than 500 words.**

This should demonstrate that the work-based project will provide sufficient opportunity for the knowledge, skills and behaviours (KSBs) to be assessed. Highfield Assessment will confirm within **2 weeks** of receipt, the suitability of the project proposal.

The project may be based on any of the following:

- an idea/opportunity to improve the business or a system by using business analysis techniques and stakeholder engagement
- a specific business problem concerning stakeholder engagement challenges to be addressed using business analysis techniques
- a recurring issue with stakeholder relationships within a business analysis context to be addressed using business analysis techniques

Highfield provide a generic specification for a range of qualifying projects, to enable the employer to select a project that will meet the requirements of the EPA. This is available to download from the Highfield Assessment website. The employer is not restricted to this selection. Typical project proposal titles could cover:

- how business improvement can be achieved through business analysis and stakeholder engagement
- application of business analysis approaches to optimise stakeholder engagement
- how business analysis techniques may be used to improve customer relationships
- how business analysis approaches to stakeholder analysis and management can be used to identify business challenges

A **project proposal title and summary document** should be completed by the apprentice, which includes a declaration from the employer that the project provides sufficient scope for the assigned knowledge, skills and behaviours (KSBs) to be assessed. This form is available to download from the Highfield Assessment website. It will also need to be indicated as completed on the Gateway Readiness Report (available from Highfield Assessment website).

Once the project proposal's title has been approved, after gateway, the apprentice will expand this into a written project proposal, which **will** be assessed.

Use of artificial intelligence (AI) in the EPA

Assessments must be carried out in accordance with the published assessment plan and all work submitted must be the apprentice's own. AI tools must not be used to generate evidence in its entirety or to replace the apprentice's own judgement, performance or competence. Any use of AI must be transparent, limited and properly referenced.

Where AI has been used by the apprentice as part of normal work activity (for example, drafting a document, worksheet or PowerPoint) this may form part of the portfolio provided that:

The apprentice has materially authored, verified and taken responsibility for the content:

- AI use is clearly declared and referenced within the work (include tool name, purpose and how outputs were verified)
- Source prompts, system settings and the portions influenced by AI are retained and available for review
- AI outputs must not substitute for authentic demonstration of competence against the standard

If an AI tool is used at any stage of an assessment method (for example, to prepare a presentation outline or to organise notes), its use must be fully referenced in the submission or assessor records, and must not compromise authenticity, validity or security. Assessors must be satisfied that decisions remain rooted in the apprentice's knowledge, skills and behaviours, and in direct evidence gathered through observation, questioning and professional discussion.

AI tools must not be used to produce assessment evidence end-to-end, to fabricate logs/records or to simulate performance.

Readiness for end-point assessment

For an apprentice to be ready for the end-point assessments:

- the apprentice must have achieved level 2 English and maths. The requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- the apprentice must have gathered a **portfolio of evidence** against the required elements to be put forward to be used as the basis for the professional discussion.
- an appropriate **project proposal** for the end-point assessment must be agreed for the apprentice, based on their current job role.
- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the

apprentice must attend a formal meeting with their employer to complete the Gateway Readiness Report.

- the apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a **mandated** end-assessment window. Further information about the gateway process is covered later in this kit.

If you have any queries regarding the gateway requirements, please contact your EPA customer engagement manager at Highfield Assessment.

Order of end-point assessments

There is no stipulated order of assessment methods. This will be discussed with the apprentice, training provider and/or employer with our scheduling team when scheduling the assessments to ensure that the learner is provided with the best opportunity to attempt the assessment.

Click here to return to contents

The Highfield approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

Specific considerations

The assessment plan does not stipulate what is required for a resit/retake of the project proposal with presentation and questioning. Highfield will allow apprentices to rework their project proposal and/or presentation rather than completing a different project.

Click here to return to contents

Gateway

How to prepare for gateway

After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have completed the following. The requirements for English and maths listed below are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths listed below are optional for apprentices aged 19+ at the start of their apprenticeship training.

- Achieved level 2 English
- Achieved level 2 maths
- Submitted a suitable portfolio of evidence to be used as the basis for the professional discussion (see the Portfolio Matrix)
- Completed a project proposal title and summary, it should typically be no more than 500 words

Therefore, apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

The gateway meeting

The gateway meeting be attended by the apprentice and a representative from the employer and training provider.

The **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed by all 3 parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield. If you require any support completing the Gateway Readiness Report, please contact your EPA customer engagement manager at Highfield Assessment.

Reasonable adjustments
Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment Reasonable Adjustments policy for further information/guidance.

ID requirements
Highfield Assessment will complete an identification check before starting any assessment and will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, such as an employee ID card or travel card

Click here to return to contents

The Business Analyst apprenticeship standard

Below are the knowledge, skills and behaviours (KSBs) from the standard and related assessment criteria from the assessment plan. On-programme learning will be based upon the KSBs and the associated assessment criteria are used to assess and grade the apprentice within each assessment method.

BA fundamentals		
Knowledge	**Skills**	**Behaviour**
K1 the definition of Business Analysis and **the range of activities that constitute it** **K2 the value of Business Analysis in enabling business improvement** and **delivering IT system changes** **K3 the role of the Business Analyst**, and **its relationship with other roles on a business change initiative**, including those with system development responsibility **K4 business change** and **system development life-cycles**, including **the use of appropriate methodologies** and the impact of **organisational culture and context** **K5** The **principles, features** and **differences of waterfall and agile methodologies** for project delivery and software development	**S1** Apply **appropriate approaches to scope, plan and perform Business Analysis** **S2 Communicate in a variety of situations with a range of stakeholders** to deliver business analysis outcomes **S30 Present information and concepts in a manner appropriate to the audience**	**B1 Act logically, analytically and objectively** in a range of situations **B2 Apply creative thinking when problem solving** **B3 Work independently and collaboratively** **B4 Use own initiative and take responsibility** appropriate to the role of Business Analyst **B5 Take a thorough and organised approach** and **plan analysis activities in line with business priorities** **B6 Build and maintain positive working relationships** with a range of people **B7 Use a range of methods of communication** appropriate to the situation

K6 The importance of effective communication and engagement with a range of stakeholders in relation to Business Analysis assignments **K7 The purpose and value of quality assurance techniques** **K26 Legislation and industry standards relevant to the organisation and sector** **K27** Data protection regulations and **the importance of managing information and data in line with legislation and organisational policies** **K28 Technology and industry trends across the digital sector**, and **the opportunities these bring** for business improvement and IT solutions		**B8 Maintain a productive, professional and secure working environment** **B9** Aware of **the wider business environment and own contribution to business objectives** **B10 Be comfortable and confident interacting with people from technical and non-technical backgrounds** **B11 Tailor manner of presentation** to be appropriate to the audience **B12 Work flexibly and effectively as part of a multidisciplinary team** throughout the full lifecycle **B13 Demonstrate commitment to continuous professional development** in relation to Business Analysis and the digital sector

Project proposal with presentation and questioning	
Pass criteria	***Distinction criteria***
BF1 Explains **the definition of Business Analysis** and the activities that constitute it including **the role of the Business Analyst** and **its relationship with other roles on a business change initiative** (K1, K3) **BF2** Explains and evaluates the value of Business Analysis in enabling business improvements and **delivering IT system changes** (K2)	***BF16*** *Justifies* ***the role of the business analyst*** *and compares the BA with other roles within a* ***business change*** *initiative (K3)* ***BF17*** *Demonstrates effective engagement utilising different communication styles aligned with stakeholder preferences and needs (K6)* ***BF18*** *Evaluates the advantages and disadvantages of a range of communication approaches, and justifies and analyses the choice of methods of communication and engagement with stakeholders (S2, S30)*

BF3 Explains **business change** and system development life-cycle methodologies, and evaluates the impact of **organisational culture and context** (K4) **BF4** Explains importance of the ability to communicate in multiple ways and to multiple stakeholders or stakeholder groups (K6) **BF5** Explains **the purpose and value of quality assurance techniques** (K7) **BF6** Identifies relevant legislation and industry standards, and describes their impact on business improvement and IT solutions within the organisation (K26) **BF7** Describes the selection and application of business analysis approaches to scope, plan and perform Business Analysis (S1) **BF8** Communicates effectively in a variety of situations with a range of stakeholders to deliver the specified business analysis outcomes (S2) **BF9** Identifies and demonstrates methods of communication and engagement with stakeholders based on an evaluation of the needs of audience (S30) **BF10** Demonstrates the application of creative thinking when problem solving by exploring ideas, possibilities and connections between different aspects and contributing to the generation of possible solutions (B2) **BF11** Demonstrates working both alone and collaboratively to carry out business analysis activities (B3) **BF12** Demonstrates use of own initiative and takes responsibility appropriate to the role of a Business Analyst (B4)	***BF19*** *Demonstrates the scope and appropriateness of approach, takes responsibility and works independently and collaboratively with a range of internal and external people (customers, suppliers or partners) (B3)* ***BF20*** *Demonstrates an ability to extend or enhance their approach to work and the quality of outcomes (B4)* ***BF21*** *Drives solutions, has a strong goal focus and appropriate level of urgency. Shows management skills in defining problems and identifying solutions (B5)*

BF13 Demonstrates a thorough and organisation approach. Plans, schedules and monitors own work competently within deadlines and according to relevant legislation, standards, procedures and business priorities (B5) **BF14** Describes working with a range of technical and non-technical stakeholders and adapting the approach successfully to meet their diverse needs (B10) **BF15** Tailors manner of presentation of information to be appropriate to the audience, taking account of the potential barriers to understanding (B11)	
Professional discussion underpinned by portfolio	
Pass criteria	***Distinction criteria***
BF22 Describes the **principles, features** and **differences of waterfall and agile methodologies** for project delivery and software development (K5) **BF23** Explains relevance of data protection regulations to role and organisation, and manages information and data in line with legislation and organisational policies (K27) **BF24** Explains own approach to building and maintaining knowledge of **technology and industry trends across the digital sector**, and the opportunities these bring for business improvement and IT solutions (K28) **BF25** Acts logically, analytically and objectively in a range of situations by proceeding by rational steps; evaluating information, judging its relevance and value; and supporting conclusions, using reasoned arguments and evidence (B1)	***BF32*** *Discusses and analyses* ***technology and industry trends across the digital sector****, and the opportunities these bring for business improvement and IT solutions (K28)* ***BF33*** *Actively works with others, takes others with them, leads by example. Delivers reliably, performs and behaves professionally, manages and delivers against expectations, proactively updates colleagues and behaves appropriately for the situation and in line with organisational values (B6)*

BF26 Establishes and maintains productive working relationships and can use a range of different techniques for doing so. Manages relationships with work colleagues, including those in more senior roles, customers/clients and other stakeholders, so as to gain their confidence, keep them involved and maintain their support for the task/project in hand (B6) **BF27** Describes the selection and application of methods of communication appropriate to the situation. Identifies the advantages and disadvantages associated with each method (B7) **BF28** Demonstrates maintaining a productive, professional and secure working environment in line with organisational guidelines (B8) **BF29** Describes the wider business environment, and explains how own role contributes to the wider business objectives (B9) **BF30** Demonstrates working flexibly and effectively throughout the full lifecycle, contributing fully to the work of teams (B12) **BF31** Describes taking initiative in identifying and undertaking appropriate personal and professional development opportunities (B13)	

Amplification and guidance

- **The definition of Business Analysis:**
  - the practice of enabling change in an organisation, by identifying business needs and recommending solutions to solve business problems

- **The range of activities that constitute it** may include:
  - requirement gathering:
    - consisting of requirement management, elicitation and documentation to understand stakeholders' needs and expectations

- stakeholder analysis:
  - identifying and analysing stakeholders to understand their interests and impact on the given project
- business project modelling:
  - creating visual representations of the company's processes to understand current workflows and identify the future state of the business for potential improvements
- data analysis:
  - analysing data to identify trends, make business decisions and provide solutions to aid recommendations
- business case development:
  - outlining the rationale, benefits, costs and risks which are associated with a potential change
- gap analysis:
  - identifying the difference between the current state and desired future state to determine changes that are needed
- requirements prioritisation:
  - determine the priority of requirements based on their importance and urgency to ensure that the most critical needs are addressed first
- risk analysis:
  - identifying and assessing risks linked with proposed changes to aid with the development of strategies to mitigate or manage these risks
- user acceptance testing (UAT):
  - ensuring that the final solution meets the requirements and expectations of the end users using testing and validation
- solution evaluation/performance review:
  - evaluating the performance of a solution, analysing performance metrics, and suggesting strategies to enhance the value of a solution
- implementing techniques:
  - using different techniques such as strengths, weaknesses, opportunities and threats (SWOT) analysis, stakeholder mapping, root cause analysis and benchmarking
- documentation:
  - recording and organising information gathered during the analysis process to aid recommendation and implementation of a solution

- **The value of Business Analysis in enabling business improvement:**
  - business analysis helps pinpoint and articulate the exact requirements and problems needed to be addressed, to ensure that IT solutions are aligned with business solutions
  - it helps enhance project team efficiency by providing timely information, clarifying questions, removing roadblocks and ensuring functional development progress towards a successful conclusion
  - it helps with decision-making through data analysis, stakeholders' feedback, and process modelling and recommendations supporting informed decision-making and strategic planning
  - it involves defining documenting and managing requirements throughout the project lifecycle, helping to control scope and prevent misunderstandings or scope creep

- **Delivering IT system changes:**
  - business analysts oversee user acceptance testing and validation to ensure that the implemented IT systems meet business requirements and deliver the expected benefits
  - they promote an understanding of business objectives and technical solutions, providing valuable insight to define critical features and eliminate unnecessary ones for time and cost savings
  - they identify opportunities for process optimisation and enhancements, promoting ongoing improvements and adapting IT solutions to evolving business needs
  - they act as a bridge between stakeholders (business users) and technical teams (IT), to facilitate clear communication and ensure that both sides understand each other's needs and limits, enabling the organisation to make valid recommendations and make the best possible progress

- **The role of the Business Analyst:**
  - a key liaison between technical and non-technical stakeholders
  - responsible for analysing, communicating and validating changes in policies, processes or information systems
  - monitors the implementation of changes to ensure successful project delivery

- **Its relationship with other roles on a business change initiative:**
  - business stakeholders:
    - collaborates with stakeholders at all organisational levels to accurately elicit, document and interpret business requirements
    - defines and validates solutions in the aim to meet what the business and stakeholders need
    - conducts workshops, interviews and collaborates to assess and validate solutions and the implementation
    - ensures clear and continuous communication between business and relevant stakeholders
  - quality assurance (QA) teams:
    - works with QA teams to guarantee that the developed solution meets the specified requirements and is of high quality
  - technical teams:
    - acts as a bridge between business stakeholders and technical teams
    - translates business requirements into technical specifications, managing backlogs and clarifying requirements, allowing developers to focus on development of the solution
  - project managers:
    - collaborates with project managers to define project scope, identify risks and manage resources
    - contributes to planning and providing detailed business needs
    - ensures they are integrated into the project plan, monitoring and control activities
  - end users:
    - interacts with end users to gather feedback and ensure the proposed solution is in alignment with their needs

- **Business change:**
  - involves comprehending the needs of stakeholders and devising strategies to fulfil these needs through business change.
  - developing a change management plan and communicating it to stakeholders.
  - executing the change - includes new processes, technologies or strategies. Tracking progress, measuring impact and adjusting as needed. Reviewing the change's effectiveness and documenting lessons learnt.

- **System development life-cycles:**
  - system development life cycle (SDLC) is a process that focuses on designing, developing and testing high-quality software that meets customer expectations
  - the phases include:
    - planning – project scope, objectives and resource
    - analysis – gathering and analysing requirements
    - design – creating system architecture and design specifications
    - development – building and coding the system based on design
    - testing – verifying that the system meets business needs and functions correctly
    - implementation – deploying the system in the operational environment
    - maintenance – performing ongoing support and updates

- **The use of appropriate methodologies:**
  - the choice of methodologies for business change and system development depends on project nature, team expertise and organisational culture
  - examples include:
    - waterfall - a linear and sequential approach where each phase must be completed before the next begins. This methodology is used in more conservative cultures that prefer predictable structures.
    - agile - an iterative approach that emphasises flexibility, collaboration and customer satisfaction by breaking down projects into manageable units. This methodology is more successfully used by organisations promoting innovation.
    - scrum - an agile framework emphasising iterative development and regular feedback through sprints.

- **Organisational culture and context** significantly influence business change and system development initiatives. It influences employee attitudes, behaviours and acceptance.

- **Principles, features** of waterfall methodology:
  - principles:

        - each project phase must be completed before moving on to the next
        - emphasis on thorough documentation at every stage
        - requirements are defined upfront and remain largely unchanged throughout the project
    - features:
        - progress flows in one direction - downwards like a waterfall
        - typically includes phases like requirements, design, implementation, verification and maintenance
        - easier to predict timelines and budgets due to fixed requirements

- **Principles, features** of agile methodology:
    - principles:
        - work is done in cycles (sprints) allowing for continuous improvement
        - regular feedback and collaboration with stakeholders are prioritised
        - adaptable to changing requirements even late in the development process
    - features:
        - short development cycles, typically 2-4 weeks long
        - requirements are often expressed as user stories, focusing on user needs
        - regular check-ins to assess progress and address obstacles

- **Differences of waterfall and agile methodologies:**
    - waterfall methodology:
        - clear project milestones
        - easy to manage due to structured approach
        - inflexible to changes
        - potential for late discovery of issues
    - agile methodology:
        - high adaptability to change
        - improved customer satisfaction due to frequent feedback
        - less predictability regarding timelines and budgets
        - requires more involvement from stakeholders

- **The importance of effective communication and engagement with a range of stakeholders:**
  - helps gather clear requirements, ensuring that solutions align with business goals and reducing the risk of misalignment
  - ensures clear business needs, ongoing dialogue helps define and refine requirements, minimising ambiguities and ensuring the delivered solution meets actual needs
  - providing regular updates keeps stakeholders informed, helping to manage expectations and adapt to changes in an efficient manner, to prevent scope creep and dissatisfaction
  - early and regular engagement helps identify and address potential failures proactively, which reduces the likelihood of project failures
  - fosters relationships, ownership and problem resolution by building trust
  - facilitates the creation of customised engagement strategies
  - helps to secure stakeholder buy-in for proposed solutions
  - helps to identify the definition of success and influence the overall outcome of an initiative
  - enables the company to anticipate risks and leverage opportunities
  - enhances decision-making by providing clear and concise information

- **The purpose and value of quality assurance techniques:**
  - purpose:
    - ensure a product or service meets the necessary industry standards, legal requirements and organisational policies
    - ensure a product or service meets the specified requirements and functions as intended
    - detect and rectify defects or errors early in the development or production phase, reducing the cost and effort needed to fix future issues
    - provide valuable feedback to the development team, enabling them to enhance the processes and methodologies used to create the product or service
  - value:
    - delivery of high-quality products and services to customers can build trust and improve customer loyalty
    - minimises the risk of defects in processes and products
    - provides insights about the quality and performance of products and services by identifying trends and patterns

        - helps a business avoid spending on costly rework, legal battles with customers, and saving on resources and time

- **Legislation and industry standards relevant to the organisation and sector** may include:
    - ISO 9001 (Quality management) – this standard outlines criteria for a quality management system, emphasising customer satisfaction and continuous improvement
    - The General Data Protection Regulations - a comprehensive data protection law that governs how organisations collect, store and handle personal data

- **The importance of managing information and data in line with legislation and organisational policies:**
    - it is crucial organisations follow data protection regulations, such as GDPR to ensure the organisation follows legal requirements and protects sensitive information
    - proper data management safeguards against breaches, keeps customer trust and upholds the organisation's reputation
    - adhering to both legislation and internal policies helps prevent legal penalties and enhances data security

- **Technology and industry trends across the digital sector** may include:
    - Artificial Intelligence (AI)
    - Blockchain
    - Cloud computing

- **The opportunities these bring** could include:
    - enhanced operational efficiency
    - a competitive advantage
    - increased drive of innovation
    - streamlined processes
    - improved customer experiences
    - ensures organisations stay agile, forward-thinking and well-positioned to capitalise on digital advancements

- **Appropriate approaches to scope, plan and perform Business Analysis:**
  - identify the business problem or opportunity that needs to be addressed
  - collaborate with key stakeholders to establish their needs and expectations
  - determine what is in and out of scope for the analysis
  - set a milestone or deadline to ensure timely delivery and track project progress
  - develop a detailed work plan outlining the tasks, resources and timelines
  - collect relevant data through methods such as interviews, surveys and document analysis
  - use techniques like data modelling, process mapping and root cause analysis to understand the information collected
  - ensure recommendations are feasible, cost-effective and aligned with the business goals
  - present your findings and recommendations to stakeholders in a clear and understandable way
  - monitor the implementation of the recommendations and evaluate their impact on the business

- **Communicate in a variety of situations with a range of stakeholders:**
  - identify the stakeholders involved in the project
  - understand the stakeholder's level of expertise, interests, communication preferences and styles
  - pay attention to stakeholders' concerns, questions and feedback
  - use structured techniques and visual aids to collect detailed requirements such as visual aids like charts, graphs and diagrams to make complex information easier to understand
  - present findings with well-organised documentation and clear visuals to ensure easy comprehension
  - foster open communication and encourage feedback to create a collaborative environment as well as ensuring stakeholders are kept informed throughout the project cycle
  - ensure stakeholders are informed of any changes or developments that may impact the project
  - address any conflicts or disagreements among stakeholders diplomatically
  - demonstrate how the final solution meets requirements and addresses needs, highlighting benefits and implementation steps

- **Present information and concepts in a manner appropriate to the audience:**
  - assess the audience's knowledge level and interests
  - adjust the detail and complexity based on the audience's familiarity with the topic
  - avoid jargon, use simple and straightforward language
  - utilise charts, graphs and diagrams to enhance understanding
  - use practical, relatable examples to illustrate key points
  - emphasise the most valuable information relevant to the audience
  - invite questions and feedback to ensure clarity and engagement

- **Act logically, analytically and objectively:**
  - analyse information before making decisions
  - pay close attention to key details
  - consider multiple perspectives to evaluate the problem
  - develop practical solutions based on data and evidence
  - remain impartial in assessing situations
  - use data-driven insights to guide actions and decisions
  - listen to feedback and different viewpoints

- **Apply creative thinking when problem solving:**
  - be open-minded, and embrace innovative ideas and perspectives
  - look at the issue from different angles to uncover new perspectives and insights
  - collaborate with others to build on each other's ideas without judgement
  - allow for multiple, unconventional ideas and approaches

- **Work independently and collaboratively:**
  - seek resources and information independently
  - take responsibility for your work and decisions
  - be proactive in contributing to shared goals
  - inspire and motivate team members
  - address conflicts calmly and constructively
  - listen actively and express ideas clearly

- **Use own initiative and take responsibility:**
  - identify areas for improvement in business processes or systems
  - stay updated on industry trends, best practices and emerging technologies
  - actively engage with stakeholders to understand their needs and expectations
  - address any quality issues promptly and take corrective actions as needed
  - communicate risks effectively to stakeholders and proactively manage them to minimise negative impacts

- **Take a thorough and organised approach:**
  - create a plan that outlines when and how activities will take place
  - adhere to consistent documentation practices
  - identify potential risks related to scope, time and resources early

- **Plan analysis activities in line with business priorities:**
  - collaborate with project managers, developers and testers to ensure alignment.
  - organise work systematically.
  - assess the importance of different requirements and prioritise them based on business impact. This ensures that critical needs are addressed first.

- **Build and maintain positive working relationships:**
  - actively network within and outside the organisation
  - adapt communication styles to suit the stakeholders
  - provide respectful, clear and concise communication
  - address conflicts constructively

- **Use a range of methods of communication** including:
  - verbal communication – meetings, interviews and presentations
  - non-verbal communication – body language, visual aids and collaboration tools
  - written communication – documentation, emails and reports
  - listening skills – active listening and empathy

- **Maintain a productive, professional and secure working environment:**
  - manage sensitive information confidentially and with care
  - follow organisational policies related to data security, privacy and professional conduct
  - document and maintain accurate records
  - work in a time efficient, organised way, meet deadlines and fully contribute to the productivity of the team

- **The wider business environment and own contribution to business objectives:**
  - stay informed on industry trends, market dynamics and competitor activities
  - use key performance indicators (KPIs) to evaluate progress
  - use techniques such as a SWOT and political, economic, social, technological, environmental, legal (PESTEL) analysis to understand different factors that influence the business and its environment

- **Be comfortable and confident interacting with people from technical and non-technical backgrounds:**
  - technical backgrounds:

        - use active listening
        - ask clarifying questions
        - show interest and seek common ground
    - non-technical backgrounds:
        - use plain language
        - encourage questions
        - avoid jargon
        - focus on practical implications and benefits

- **Tailor manner of presentation:**
    - understand the audience
    - tailor the presentation by customising the content
    - adjust the delivery such as tone and language

- **Work flexibly and effectively as part of a multidisciplinary team:**
    - be open to changing roles and responsibilities as project needs evolve
    - maintain clear and consistent communication with all team members
    - actively contribute to team discussions and value diverse perspectives to enhance problem-solving
    - be prepared to adjust working methods and schedules to meet project demands and deadlines

- **Demonstrate commitment to continuous professional development:**
    - attend workshops and conferences to learn about the latest trends and network with other professionals
    - pursue relevant certifications such as BCS (British Computer Society), CBAP (Certified Business Analysis Professional) or PMI-PBA (Professional in Business Analysis)
    - become a member of professional associations

Investigation techniques	
Knowledge	**Skills**
K8 Approaches to conducting internal and external environmental analysis of an industry domain **K9 The advantages and disadvantages of a range of investigative techniques**	**S3 Apply a range of structured investigation techniques** to a business situation **S4 Produce an outline definition of a business situation using an appropriate business analysis technique** **S5** Apply **appropriate techniques to identify problems and opportunities** within a business situation **S6** Support the **identification and presentation of proposed actions to stakeholders in order to gain agreement** for further analysis activity **S7** Apply appropriate **business analysis techniques to analyse and document options and recommendations** for change
Project proposal with presentation and questioning	
Pass criteria	***Distinction criteria***
IT1 Applies and justifies appropriate selection and application of techniques to identify problems and opportunities within a business situation (S5) **IT2** Applies and justifies approach to presenting proposed actions to stakeholders in order to gain agreement for further analysis activity (S6) **IT3** Applies **business analysis techniques to analyse and document options and recommendations** for change (S7)	*No distinction criteria*

Professional discussion underpinned by portfolio	
Pass criteria	***Distinction criteria***
IT4 Describes **approaches to conducting internal and external environmental analysis** of an industry domain (K8) **IT5** Identifies the advantages and disadvantages of investigative techniques and applies structured investigation techniques to a business situation (K9, S3) **IT6** Produces an outline definition of a business situation using a business analysis technique (S4)	***IT7*** *Applies structured investigation techniques to a complex business situation. Evaluates the advantages and disadvantages of investigation techniques, and explains the situations appropriate for their selection and application (S3)*

Amplification and guidance

- **Approaches to conducting internal and external environmental analysis** may include:
  - internal analysis:
    - SWOT analysis – evaluates a company's strengths, weaknesses, opportunities and threats
  - external analysis:
    - PESTLE analysis – offers a wide external coverage as the model considers 6 categories of external environmental factors, political, economic, social, technological, legal and environmental

- **The advantages and disadvantages of a range of investigative techniques** may include:
  - Data analysis:
    - advantage – empowers understanding of complex business problems, identifies patterns and provides actionable solutions, and enhances decision-making by uncovering valuable insights
    - disadvantage – requires clean, accurate data for meaningful results, which can be a challenge and may not capture qualitative aspects or context
  - Business process modelling:

        - advantage – aligns operations with strategy, improves stakeholder communication and enhances operational efficiency
        - disadvantage – risks overanalysing what may be simple processes
    - Requirements elicitation techniques:
        - advantage – helps gather stakeholder needs effectively and facilitates clear documentation of requirements
        - disadvantage – often a time-consuming process and may miss hidden or implicit requirements
    - SWOT analysis:
        - advantage – provides a holistic view of the organisation and helps in strategic planning
        - disadvantage – open to subjective interpretation and limited to internal factors
    - Interviews and surveys:
        - advantage – provides direct interaction with stakeholders, giving rich and qualitative insights
        - disadvantage – can be biased due to interviewee perspectives and are resources intensive
    - Observations and job shadowing:
        - advantage – provides insight into actual work practices, giving important contextual understanding
        - disadvantage – limited to observable activities and may miss underlying motivations

- **Apply a range of structured investigation techniques:**
    - clearly define the business problem or opportunity that requires investigation
    - identify key stakeholders and their roles in the investigation process
    - conduct one-on-one or group interviews with stakeholders to document detailed information and perspectives, using open-ended questions to explore needs and challenges
    - choose appropriate investigation techniques based on the nature of the problem and the information needed
    - use structured analysis techniques to make sense of the data collected
    - review existing documentation, such as reports and process maps, to understand current practices, identify gaps and pinpoint opportunities for improvement
    - create visual process maps or flowcharts to document and analyse current processes and design potential improvements
    - identify implications, risks and opportunities associated with the business situation

- present the results using visuals, charts, graphs and narratives for better understanding
- validate the findings with stakeholders to ensure accuracy and relevance
- monitor the progress of the implementation and adjust strategies as needed

- **Produce an outline definition of a business situation using an appropriate business analysis technique**, for example, using a SWOT analysis:
  - clearly define the problem or opportunity that the business is facing.
  - collect data related to the business situation from various sources.
  - identify key stakeholders involved in or affected by the business situation and analyse their interests, influence and concerns.
  - conduct a SWOT analysis to assess internal and external (weaknesses, strengths, opportunities and threats) factors influencing the business situation.
  - identify the root causes of the business situation by using techniques like a Fishbone Diagram or the 5 Whys.
  - based on the analysis, develop strategies and action plans to address the business situation effectively.
  - summarise the implications of the SWOT findings on the business situation. Discuss how strengths can be leveraged, weaknesses addressed, opportunities seized and threats mitigated.
  - evaluate potential risks and uncertainties associated with the strategies and develop mitigation plans.

- **Appropriate techniques to identify problems and opportunities:**
  - conduct a SWOT analysis to identify the strengths, weaknesses, opportunities and threats of the business
  - use a PESTLE analysis to examine the political, economic, social, technological, legal and environmental factors that may impact the business
  - conduct market research to understand customer needs, preferences and market trends
  - engage with stakeholders in mind mapping sessions to gather diverse perspectives on the business situation
  - use techniques like the 5 Whys to get to the root causes of problems, rather than just addressing symptoms
  - develop scenarios or hypothetical situations to anticipate future challenges or opportunities
  - establish feedback mechanisms with customers, employees and other stakeholders to gather insights on areas that require improvement or potential areas for growth

- **Identification and presentation of proposed actions to stakeholders in order to gain agreement:**
  - identify the key stakeholders who will be impacted by the proposed actions
  - clearly outline the identified problems, opportunities and proposed actions in a concise and structured manner
  - present compelling evidence to demonstrate the rationale behind the proposed actions
  - use visual aids such as charts, graphs and diagrams to help stakeholders easily grasp complex information
  - use language that is clear, concise and tailored to the audience's level of understanding
  - clearly articulate the benefits of implementing the proposed actions and how they align with the organisational goals
  - work towards gaining consensus and agreement from stakeholders on the proposed actions
  - encourage active participation from stakeholders during the presentation by soliciting feedback and input

- **Business analysis techniques to analyse and document options and recommendations:**
  - clearly define the scope of the analysis, outlining the specific areas or processes that require change
  - use a combination of qualitative and quantitative data to gain a comprehensive understanding of the current state
  - utilise techniques such as SWOT analysis, PESTLE analysis, process mapping, root cause analysis and gap analysis to identify areas for improvement
  - understand the needs, concerns and expectations of stakeholders to tailor recommendations accordingly
  - conduct mind mapping sessions with cross-functional teams to generate a range of potential options for change
  - use decision-making tools like decision matrices or cost-benefit analysis to evaluate and prioritise options
  - ensure the recommendations are specific, measurable, achievable, relevant and time-bound (SMART)
  - document the analysis process, findings, options considered, rationale for recommendations and potential risks or challenges
  - develop a change management plan that outlines how the proposed recommendations will be implemented, communicated and monitored

Stakeholder analysis and management	
Knowledge	**Skills**
K22 The importance and the principles of engaging internal and external stakeholders **K23 Techniques to support the identification and analysis of internal and external stakeholders**	**S26** Apply relevant business analysis **techniques to research and identify stakeholders** **S27 Analyse and document stakeholders' areas of interest and influence**
Project proposal with presentation and questioning	
Pass criteria	***Distinction criteria***
SA1 Explains the relevance and importance of the principles of engaging internal and external stakeholders (K22) **SA2** Explains and applies **techniques to support the identification and analysis of internal and external stakeholders** (K23) **SA3** Identifies and applies business analysis **techniques to research and identify stakeholders** (S26) **SA4** Analyses and documents stakeholders' areas of interest and influence and devises appropriate strategies for interactions with stakeholders (S27)	***SA5** Evaluates the advantages and disadvantages of a range of stakeholder identification and analysis techniques, and explains the situations appropriate for their selection and application (K23)*
Amplification and guidance	

• **The importance** of engaging internal and external stakeholders:
  ○ enhanced communication:
  ▪ regular engagement fosters open lines of communication, ensuring everyone is informed and aligned with project expectations
  ○ increased buy-in:
  ▪ carrying stakeholders along in decision-making processes can lead to greater acceptance and commitment
  ○ improved decision-making:	

        - diverse perspectives can lead to more informed and balanced decisions
    - risk management:
        - engaged stakeholders can help identify potential risks early, allowing for proactive mitigation
    - resource allocation:
        - understanding stakeholder needs can help in effectively allocating resources
    - feedback and improvement:
        - stakeholders provide valuable feedback that can enhance the project and its outcomes
    - stronger relationships:
        - building trust with stakeholders can lead to long-term partnerships and collaboration

- **Techniques to support the identification and analysis of internal and external stakeholders:**
    - mind mapping sessions
    - surveys and questionnaires
    - interviews and focus groups
    - review existing documentation

- **Techniques to research and identify stakeholders:**
    - stakeholder mapping – identify and visualise all potential stakeholders using diagrams to show their relationships and influence
    - interviews and surveys - conduct interviews and surveys to gather detailed information about stakeholder needs and expectations
    - document analysis - review existing documents such as project plans, reports and organisational charts to identify stakeholders
    - workshops - facilitate workshops with key stakeholders to collaboratively identify and categorise stakeholders

- **Analyse and document stakeholders' areas of interest and influence:**
    - conduct stakeholder analysis
    - categorise stakeholders
    - gather detailed information
    - map interests and influence

- document findings
- develop engagement strategies

Business impact assessment	
Knowledge	**Skills**
K24 The purpose and importance of **business change impact assessment** **K25** The **concepts of benefits realisation** and **management**	**S28** Support the **development of cost/benefit analysis for proposed business changes** **S29 Evaluate and document the key impacts** on people, process, organisation, technology and information
Project proposal with presentation and questioning	
Pass criteria	***Distinction criteria***
BI1 Explains the purpose and relevance of **business change impact assessment** (K24) **BI2** Supports the **development of cost/benefit analysis for proposed business changes** (S28) **BI3** Evaluates and documents the key impacts of change on people, process, organisation, technology and information (S29)	*No distinction criteria*
Professional discussion underpinned by portfolio	
Pass criteria	***Distinction criteria***
BI4 Explains the **concepts of benefits realisation** and **management** (K25)	*No distinction criteria*

Amplification and guidance

• A **business change impact assessment** is a systematic process designed to evaluate the effects of proposed changes within an organisation
  ○ The main purposes include:
  ▪ understanding impacts
  ▪ informed decision-making
  ▪ risk identification
  ▪ resource allocation
  ▪ change readiness assessment
  ▪ facilitate communication
  ○ The importance includes:
  ▪ minimising disruption
  ▪ enhancing stakeholder buy-in
  ▪ improving project success rates
  ▪ resource optimisation
  ▪ facilitating training and support
  ▪ strengthening organisational agility
  ▪ compliance and risk management
 	
• **Concepts of benefits realisation:**
  ○ identification of benefits – clearly define what benefits are expected from the project, including both tangible and intangible benefits
  ○ benefits measurement – establish metrics and key performance indicators (KPIs) to quantify and assess the realised benefits
  ○ alignment with goals – ensure that the identified benefits align with the organisation's strategic objectives and stakeholder expectations
  ○ change management – facilitate the necessary changes within the organisation to support the realisation of benefits, including process adjustments and cultural shifts
 	
• Concepts of benefits **management**:

- benefits planning – develop a benefits management plan that outlines how benefits will be identified, measured and realised throughout the project.
- stakeholder engagement – involve stakeholders in the benefits management process to ensure their needs and expectations are met.
- monitoring and reporting – continuously track progress towards achieving benefits, using established metrics to report on performance and make necessary adjustments.
- benefits review – conduct regular reviews to assess whether the anticipated benefits are being realised and to identify any barriers to success. Adjust strategies as needed.
- sustainability of benefits – ensure that benefits are maintained over time, considering any changes in the organisational environment that may impact ongoing value.

- **Development of cost/benefit analysis for proposed business changes:**
  - step 1: define the business change:
    - clearly outline the proposed change
    - identify the goals you want to achieve with this change
  - step 2: identify costs:
    - direct costs, such as labour and materials
    - indirect costs, such as overheads and training
    - one-time costs, such as software installations
  - step 3: identify benefits:
    - tangible benefits, such as increased revenue and cost savings
    - intangible benefits, such as improved customer satisfaction and brand reputation
  - step 4: quantify costs and benefits:
    - monetary values: assign monetary values to each cost and benefit identified
    - time frame: define the time-period for the analysis
  - step 5: calculate Net Present Value (NPV):
    - NPV is the difference between the present value of cash inflows and the present value of cash outflows over a time-period

- Formula NPV = $R_t/(1+i)^t$

- **Evaluate and document the key impacts:**
  - people:
    - assess changes in roles, workload and morale
    - note required training and communication plans
  - process:
    - identify changes to current processes
    - update process flow diagrams and highlight improvements
  - organisation:
    - figure out effects on structure and culture
    - outline changes in organisational charts and reporting lines
  - technology:
    - assess impacts on IT systems and infrastructure
    - provide technical specifications and integration plans
  - information:
    - examine data management and security impacts
    - detail updated data handling procedures and compliance measures

Business process modelling	
Knowledge	**Skills**
K10 The **purpose of process modelling** and the **importance of an organisational view of business processes** **K11 Different approaches to document business processes** including when it is most appropriate to use each	**S8 Elicit process information from stakeholders** **S9 Model business processes using relevant techniques**, standards, notation and software tools **S10 Analyse business process models to identify opportunities for improvement** **S11 Produce models of redesigned business processes**
Professional discussion underpinned by portfolio	
Pass criteria	***Distinction criteria***
BP1 Explains the **purpose of process modelling** and describes the purpose of an organisational view of business processes (K10) **BP2** Identifies and explains different approaches to documenting business processes and explains the situations appropriate for their selection and application (K11) **BP3** Demonstrates elicitation of process information from stakeholders and explains approach (S8) **BP4** Creates business processes models, using appropriate techniques, standards notation and software tools (S9) **BP5** Analyses business process models to identify opportunities for improvement (S10)	***BP7** Creates models of complex business processes. Evaluates the advantages and disadvantages of business process modelling techniques and standards, and explains the situations appropriate for their selection and application (S9)*

BP6 Creates models of redesigned business processes (S11)	
Amplification and guidance	

- **Purpose of process modelling:**
  - facilitates understanding of alignment between business processes and the overall organisational strategy
  - provides a unified language for communicating business processes, facilitating training and knowledge transfer
  - identifies efficiency bottlenecks providing opportunity for improvements

- **Importance of an organisational view of business processes:**
  - when processes and strategies are not aligned, execution fails, even if tasks are performed correctly
  - the risk of losing business process knowledge due to staff turnover is minimised
  - well-designed processes consistently applied enhance control and ensure predictable outcomes, leading to success

- **Different approaches to document business processes:**
  - a business analyst must understand the range and choice of techniques depends on the context, audience and purpose of the process documentation, as such the following may be considered depending on the circumstances:
    - business process mapping – supports the visualisation of processes using flowcharts or diagrams, which is ideal for capturing the sequence of steps, decision points and interactions within a process
    - checklists and templates – creates standardised documents for specific processes, which is useful for repetitive tasks like employee onboarding, equipment maintenance or content publishing
    - process narratives or tutorials – describes processes step-by-step in written form, which is helpful for documenting complex procedures or providing detailed instructions
    - videos - demonstrates processes visually, which is effective for training or sharing knowledge in an engaging format

- **Elicit process information from stakeholders** successfully by:
  - actively listening to what stakeholders say, asking relevant follow-up questions and developing a shared understanding
  - using well-structured, open-ended questions to explore different perspectives and uncover hidden insights

- recognising the role of each stakeholder, their motivations and communication styles to tailor your approach to each stakeholder, building trust and effective communication
- planning to allow sufficient time to facilitate in-depth conversations leads to better understanding and more accurate requirements

- **Model business processes using relevant techniques:**
  - Business Process Modelling Notation (BPMN) - provides a graphical representation of a business process using standard objects. It includes flow objects, connecting objects, swim lanes and artifacts. It is widely used because the collaboration-friendly nature.
  - Unified Modelling Language (UML) diagrams – have become a powerful business process modelling technique that allows you to visualise detailed logic in a business process.
  - Flowcharts – uses shapes and arrows to represent processes, decisions, and data flows and are effective for visualising workflows.
  - Data flow diagrams – focuses on data movement within a system. They help understand how data flows through processes, stores and external entities.
  - Role activity diagrams – emphasises roles and their interactions. They are useful for modelling complex business processes involving multiple stakeholders.
  - Role interaction diagrams – focuses on role interactions but provide a distinct perspective, so they help you analyse communication patterns among roles.
  - Gantt charts – often used in projects, can also represent business processes over time showing tasks, dependencies and durations.

- **Analyse business process models to identify opportunities for improvement:**
  - analyse existing processes thoroughly while identifying bottlenecks, inefficiencies and pain points
  - create visual representation of processes that map and model the actual business processes using recognised tools
  - define relevant metrics and key performance indicators (KPIs) to measure the current and target process effectiveness
  - collaborate closely with stakeholders, including process owners, users and IT teams
  - enable decision-making by using data and analysis effectively and visualising alternative solutions for more informed decisions
  - implement regular reviews of process performance to identify deviations and highlight improvement opportunities

- **Produce models of redesigned business processes:**
  - discover and thoroughly understand existing processes creating hierarchical process models and visual representations for the relevant purpose and audience using established visual representations and tools such as BPMN and flowcharts.
  - define critical process metrics using visualisation tools to analyse and assess process performance and evaluate emerging technologies and tools that streamline processes.
  - collaborate, identify inefficiencies, making informed decisions based on data and analysis. Apply best practice principles to redesign processes and develop solutions.
  - foster close working relationships with stakeholders, process owners and IT teams and communicate change effectively.

Requirements engineering and management	
Knowledge	**Skills**
K12 Techniques to elicit requirements, including when it is most appropriate to use each **K13 The importance of eliciting requirements rather than gathering solution descriptions** **K14 Approaches to categorise, validate and prioritise requirements** **K15** The **importance of requirements management** including change control **K16 A broad range of non-functional requirement areas,** and the importance of including these within requirements engineering **K17** The importance of considering **user experience, accessibility and usability requirements in the design of digital solutions**	**S12 Elicit requirements from stakeholders to identify** business and user needs **S13 Document clear functional** and **non-functional requirements** in line with local standards **S14 Analyse documented requirements to remove duplication, conflict and overlap** **S15 Prioritise requirements** using an appropriate prioritisation approach **S16 Validate requirements with stakeholders** **S17** Support **the establishment of requirements traceability**

Professional discussion underpinned by portfolio	
Pass criteria	***Distinction criteria***
RE1 Describes **techniques to elicit requirements**, including when it is most appropriate to use each and their importance (K12) **RE2** Explains the relevance and importance of eliciting requirements rather than gathering solution descriptions (K13) **RE3** Explains **approaches to categorise, validate and prioritise requirements** and documents functional and **non-functional requirements** in line with local standards (K14, S13) **RE4** Describes approaches to requirements management including change control and explains the relevance and importance of managing requirements (K15) **RE5** Identifies non-functional requirement areas, and justifies their inclusion within requirements engineering (K16) **RE6** Explains the relevance and importance of considering **user experience, accessibility and usability requirements in the design of digital solutions** (K17) **RE7** Demonstrates elicitation of requirements from stakeholders to identify business and user needs and explains approach (S12) **RE8** Analyses documented requirements to remove duplication, conflict and overlap (S14)	***RE12** Evaluates the advantages and disadvantages of requirements documentation approaches and explains the situations appropriate for their selection and application. Contributes to the enhancement, maintenance or adoption of local documentation standards (S13)*

RE9 Demonstrates and justifies prioritising requirements using an appropriate prioritisation approach (S15) **RE10** Demonstrates validating requirements with stakeholders and explains approach (S16) **RE11** Supports **the establishment of requirements traceability** (S17)	

Amplification and guidance

- **Techniques to elicit requirements:**
  - interviews – one-on-one discussions with stakeholders, helps to gather insights and understand personalised in-depth needs.
  - surveys/questionnaires - collects structured feedback and provides efficiency when gathering requirements from a larger number of diverse stakeholders.
  - observation – user is observed completing tasks in their natural environment reveals actual behaviours, pain points and opportunities for improvement.
  - workshops - collaborative sessions with stakeholders to discuss and gain a unified agreement of requirements. This encourages mind mapping, consensus-building and shared understanding.
  - mind mapping - ignites thinking, generates ideas and enables the exploration of different perspectives which promotes creativity and can uncover hidden requirements.
  - prototyping – using mock-ups for visualising the result based on requirements and provides a sense check and refinement of what is needed.
  - use case – helps describe interactions between users and system to identify scenarios and functional requirements.
  - role playing – helps to understand user roles and system behaviour as it provides insight into disparity between user expectation and system responses.

- **The importance of eliciting requirements rather than gathering solution descriptions:**
  - focuses on understanding stakeholder needs to solve actual problems, avoiding premature solutions. Gathering solution descriptions may limit creativity and often overlook alternative approaches.

- promotes flexibility to adapt as new insights and requirements emerge and evolve. Gathering solution descriptions prematurely can lock you into a fixed path, hindering progression and innovation.
- encourages active stakeholder participation to capture crucial details. Gathering solution descriptions without their input risks missing crucial details.
- maintains neutrality and keeps the focus on understanding and meeting the needs and goals, not preconceived ideas. Gathering solution descriptions may introduce bias, assumptions or premature constraints.

- **Approaches to categorise, validate and prioritise requirements** could include:
  - MoSCoW prioritisation – prioritises requirements based on their importance by dividing requirements into 4 categories: Must-Have, Should-Have, Could-Have, Won't-Have.
  - Needs-based analysis – distinguishes between essential needs and nice-to-have features. Requirements are prioritised based on their alignment with core business objectives to provide focus on what truly matters to stakeholders.
  - Crowd sourcing – involves a much wider group of stakeholders collecting and aggregating input from various team members, users and subject matter experts helping to determine priorities.
  - Voting – facilitates group decision-making through stakeholders voting for the requirements each considers most important. The requirements with the most votes receive higher priority.
  - Buy a feature technique - gamifies the process with a level of realism as stakeholders can use a fictional budget to spend against the requirements. High demand is correlated from high spend providing a priority for delivery.

- **Importance of requirements management:**
  - ensures clarity and understanding among stakeholders
  - controls project scope and prevents scope creep through formal change control
  - identifies and mitigates risks related to timelines, budget and resources
  - enhances quality assurance by evaluating the impact of changes
  - manages costs by assessing financial implications of changes
  - facilitates effective communication and collaboration among team members

- ensures regulatory compliance in relevant industries
- improves customer satisfaction by aligning deliverables with expectations

- **A broad range of non-functional requirement areas** may include:
  - performance – how the system should perform in terms of response times, throughput and resource utilisation
  - reliability – ensure the system operates consistently without failures
  - scalability – how the system should handle an increase in workload or data volume
  - security - to protect the system from unauthorised access, data breaches and cyber threats
  - usability – focuses on the user experience and how easy it is to use
  - maintainability – how easy it is to maintain and update the system

- **User experience, accessibility and usability requirements in the design of digital solutions:**
  - user experience:
    - focuses on how users interact with and perceive a digital solution
    - a positive user experience can lead to increased user satisfaction, engagement and loyalty
  - accessibility:
    - ensures that digital solutions are usable by individuals with disabilities, such as visual, auditory, motor or cognitive impairments
    - it promotes inclusivity and equal access to information and services
  - usability:
    - focuses on how easy and efficient it is for users to achieve their goals with a digital solution
    - a usable product is intuitive, efficient and error-free

- **Elicit requirements from stakeholders to identify** needs:
  - use effective communication and listening skills when engaging in conversations with stakeholders, which involves actively listening, and asking the right questions to draw out relevant information

- facilitate creative mind mapping type sessions where stakeholders bounce off each other, generating ideas and exploring innovative solutions
- recruit stakeholder specific focus groups and to gather specific insights and perspectives
- be able to construct and conduct in-depth interviews with subject matter experts (SMEs) to gain a deeper understanding of their needs
- observe stakeholders in their work environment to identify and clarify implicit requirements
- create prototypes or mock-ups to visualise requirements and gather feedback
- host requirement workshops providing collaboration for refinement of requirements
- construct appropriate questions and distribute surveys that will encourage the collection of input from a broader, sometimes less vocal audience

- **Document clear functional** requirements:
  - functional requirements specify what the system or solution must do, to capture these requirements approaches include:
  - decomposition:
    - break down broad stakeholder needs into granular, specific requirements
    - this helps identify the essential functionalities the system must deliver
  - user stories and use cases:
    - collaborate with stakeholders to create user stories and use cases
    - these capture functional requirements from an end-user perspective
  - prototyping:
    - create prototypes or mock-ups to visualise how the system will function
    - this helps stakeholders provide feedback and refine requirements
  - interviews and surveys:
    - conduct interviews and surveys with stakeholders to understand their needs and expectations
    - document the functional aspects they express
  - observations:
    - observe stakeholders in their work environment to identify implicit functional requirements

- Document **non-functional requirements:**
  - non-functional requirements specify how the system should perform under various conditions, to capture these requirements approaches include:
  - derivation:
    - draw out implicit needs that may not have been explicitly stated but are essential for system functionality or compliance
    - consider aspects like performance, security, usability and scalability
  - industry standards and best practices:
    - analyse relevant industry standards and best practices
    - these often provide insights into common non-functional requirements
  - usability testing:
    - test the system's usability with stakeholders to uncover non-functional requirements related to user experience, accessibility and responsiveness
  - collaboration with experts:
    - engage domain experts or specialists who can identify specific non-functional requirements based on their expertise

- To **analyse documented requirements to remove duplication, conflict and overlap** skills may include:
  - critical thinking:
    - assessing requirements with a discerning eye, looking for inconsistencies, redundancies and contradictions
  - requirement traceability:
    - tracing requirements back to their sources (stakeholders, use cases, business processes) to help identify overlaps and gaps
  - cross-referencing:
    - comparing requirements across different sections of the documentation to check if similar needs are expressed differently or if conflicting statements exist
  - prioritisation:
    - prioritising requirements based on business value, urgency and feasibility to help resolve conflicts when resources are limited

- collaboration:
  - engage stakeholders to clarify ambiguous requirements, facilitating discussions to resolve conflicts and achieve consensus
- root cause analysis:
  - when duplication or overlap occurs, investigating the underlying causes
- requirement decomposition:
  - breaking down complex requirements into smaller, manageable parts helps identify redundancies and overlaps
- tools and techniques:
  - using tools like matrices, tables and diagrams to visualise relationships between requirements, for example, requirements matrix and use case diagrams
- change management:
  - when requirements evolve, business analysts ensure that updates are consistent and do not reintroduce conflicts
- document review:
  - regularly reviewing requirement documents helps catch discrepancies early

- **Prioritise requirements:**
  - gather and document requirements from all stakeholders
  - understand business objectives to prioritise features that align with project goals
  - identify key stakeholders and their needs
  - use an appropriate prioritisation technique such as MoSCoW prioritisation to categorise the requirements
  - facilitate stakeholder discussions to prioritise based on business value and strategic goals
  - use weighted scoring to rank requirements by factors like return on investment (ROI) and risk
  - consider constraints like budget, time and resources
  - review and adjust priorities as the project evolves
  - document prioritisation decisions for transparency
  - communicate priorities clearly to ensure team alignment

- **Validate requirements with stakeholders:**
  - arrange meetings with stakeholders to discuss the gathered requirements. Ensure that all key stakeholders are involved in the validation process.
  - present requirements to stakeholders in a structured manner using visual aids like diagrams, prototypes or mock-ups to enhance their understanding.
  - encourage stakeholders to provide feedback on the requirements. Ask open-ended questions to delve deeper into their needs and preferences.
  - address any ambiguity or uncertainty in the requirements by seeking clarification from stakeholders. Ensure that all requirements are clearly understood by all parties.
  - work with stakeholders to prioritise requirements based on their importance and impact on the project. This helps in focusing on essential features.
  - validate any assumptions made during the requirement gathering and ensure the assumptions are in line with stakeholders' expectations.
  - document changes to requirements based on stakeholder feedback and maintain a record of discussions and decisions made during the validation process.
  - once the requirements have been validated and finalised, seek formal sign-off from stakeholders. This indicates their approval and commitment to the requirements.
  - after validation, ensure no further changes or concerns are raised with stakeholders and maintain open communication channels for further feedback.

- **The establishment of requirements traceability:**
  - establish a baseline of requirements for all stakeholders and document them using requirement management tools
  - assign unique identifiers to each requirement and create a traceability matrix linking requirements to project artifacts such as design documents and test cases
  - ensure forward and backward traceability for comprehensive coverage, keeping information up to date throughout the project
  - periodically review and verify traceability links, and communicate their status to stakeholders

Data modelling	
Knowledge	**Skills**
K18 The value of data to an organisation, and how data needs are considered in business improvement	**S18 Elicit business data needs** from relevant sources **S19** Support **the development of simple data models** using relevant techniques, standards, notation and software tools
Professional discussion underpinned by portfolio	
Pass criteria	***Distinction criteria***
DM1 Explains **the value of data to an organisation**, and summarises how data needs are considered in business improvement (K18) **DM2** Demonstrates elicitation of business data needs from relevant sources (S18) **DM3** Supports **the development of simple data models** and demonstrates the use of relevant data modelling techniques, standards, notation and software tools (S19)	***DM4*** *Considers data needs and constraints in relation to business improvement. Explains business analysis techniques for documenting and modelling data (K18)*
Amplification and guidance	
• **The value of data to an organisation:** ○ offers crucial insights for organisations, enabling informed decision-making by identifying trends, patterns and opportunities, thereby driving growth and profitability ○ allows organisations to gain a deep understanding of their customers' preferences, behaviours and needs ○ plays a crucial role in optimising business processes and improving operational efficiency by identifying bottlenecks, streamlining workflows and reducing costs ○ helps businesses to make informed decisions to protect their interests	

- helps to drive product development, introduce new services and stay ahead of the competition
- enables organisations to track and measure their performance against key metrics and goals over time

- **Elicit business data needs:**
  - identify key stakeholders with a vested interest in data needs
  - conduct interviews and workshops to gather insights and collaborate
  - review existing documentation to understand current data usage and gaps
  - analyse business processes to see where data is generated or consumed
  - use surveys for broader input on data needs
  - create prototype visualisations to demonstrate data usage
  - use data profiling tools to identify patterns and quality issues
  - document and validate data needs with stakeholders
  - continuously refine data requirements based on feedback

- **The development of simple data models:**
  - understand the basics
  - choose the right technique
  - follow standards and best practices
  - utilise software tools
  - document your data models
  - iterate and validate
  - collaborate and seek feedback

Gap analysis	
Knowledge	**Skills**
K19 The purpose and **activities of the gap analysis process**	**S20 Document current business situations** to enable gap analysis and decision making **S21** Support the **development of models of future state business situations** **S22** Identify **key differences between current and future business situations** **S23** Identify **actions required to move from the current to future business situation**
Professional discussion underpinned by portfolio	
Pass criteria	***Distinction criteria***
GA1 Identifies **the purpose** and **activities of the gap analysis process** and is able to document business situations to enable gap analysis and decision making (K19, S20) **GA2** Supports the **development of models of future state business situations** (S21) **GA3** Identifies and documents differences between current and future business situations (S22) **GA4** Identifies and documents **actions required to move from the current to future business situation** (S23)	***GA5*** *Justifies and analyses the key between current and future business situations. Applies a holistic approach to gap analysis (S22)*

Amplification and guidance

• **The purpose** of the gap analysis process is to identify discrepancies between the current state of an organisation (where it is now) and the desired future state (where it wants to be)
 	
• **Activities of the gap analysis process:**
  ○ clearly define the current state of the organisation in terms of processes, performance, resources and capabilities
  ○ establish the desired future state or goals that the organisation aims to achieve within a specified period
  ○ conduct a thorough analysis to identify the gaps between the current state and the future state in various areas such as processes, skills, technology, resources and performance
  ○ prioritise the identified gaps based on their impact on organisational objectives, feasibility of closing the gaps and resource requirements
  ○ develop action plans or strategies to address the prioritised gaps, outlining specific steps, timelines, responsibilities and resources needed
  ○ implement the action plans by executing the identified strategies, allocating resources and monitoring progress towards closing the gaps
  ○ continuously monitor and evaluate progress towards closing the identified gaps, adjusting strategies as needed and measuring the effectiveness of the implemented actions
  ○ regularly review the gap analysis process to ensure that it remains aligned with organisational goals and objectives, adjusting as necessary
 	
• **Document current business situations:**
  ○ define the purpose - clearly identify what you aim to analyse and improve through gap analysis
  ○ gather data - collect relevant data from various sources, such as financial reports, market research and customer feedback
  ○ conduct SWOT and PESTEL analyses - analyse internal strengths, weaknesses, opportunities, threats, and external political, economic, social, and other factors
  ○ perform market, financial, operational and customer analyses - evaluate market trends, financial health, operational processes and customer behaviour
  ○ assess employee skills – analyse workforce capabilities and training needs
  ○ document findings - compile the results into a report or presentation to present the business's current situation
  ○ identity and prioritise gaps – highlight the gaps between the current state and desired outcomes, prioritising by impact

- make decisions and monitor progress – use findings for decision-making and continuously review progress toward bridging gaps

- **Development of models of future state business situations:**
  - understand the current state of the business before developing future models
  - gather relevant data such as market trends, feedback and financial reports to inform accurate models
  - identify key drivers of change that will impact the future
  - develop future state scenarios based on different key drivers using modelling tools
  - involve stakeholders in the model development and ensure effective communication
  - continuously iterate and refine models, while monitoring progress and evaluating their effectiveness

- **Key differences between current and future business situations:**
  - perform a gap analysis to compare the current state of the business with the envisioned future state
  - assess external factors such as market trends, technological advancements, regulatory changes, competitive landscape and customer preferences
  - evaluate internal factors including organisational structure, workforce skills, operational processes, financial health and innovation capabilities
  - involve key stakeholders, including senior management, department heads, employees, customers and industry experts in discussions about the differences between the current and future business situations

- **Actions required to move from the current to future business situation:**
  - conduct a gap analysis:
    - assess the current state (As Is) and define the future state (To be)
    - identify gaps between the current and future state
  - define requirements:
    - gather and document detailed requirements needed to achieve future state
    - engage stakeholders to ensure all needs are captured

- develop a transition plan:
  - create a roadmap outlining the steps and actions needed to move from the current to the future state
  - prioritise actions based on impact, feasibility and resources
- identify resources and responsibilities:
  - determine the resources required to execute the transition plan
  - assign responsibilities to ensure accountability and clarity in execution
- mitigate risks:
  - identify potential risk and obstacles
  - develop mitigation strategies to address the risks proactively
- implement changes:
  - execute the transition plan
  - communicate regularly with stakeholders to provide updates and gather feedback
- evaluate and adjust:
  - continuously evaluate the effectiveness of the actions taken
  - make necessary adjustments to stay on track

Business acceptance	
Knowledge	**Skills**
K20 The **role of the business analyst in facilitating business acceptance of changes** **K21** The **different phases of testing of business and system changes**	**S24** Define **acceptance criteria for business and system changes** **S25 Support business acceptance of business and system changes**

Professional discussion underpinned by portfolio	
Pass criteria	***Distinction criteria***
BA1 Explains the **role of the business analyst in facilitating business acceptance of changes** and is able to define and document acceptance criteria for business and system changes (K20, S24) **BA2** Describes the **different phases of testing of business and system changes** (K21) **BA3** Supports business acceptance of business and system changes and explains approach (S25)	***BA4*** *Justifies the rationale for Business Acceptance and Business Analysis involvement and responsibilities in facilitating acceptance (K20)* ***BA5*** *Enables business acceptance of business and system changes, taking responsibility for an aspect of transition and adoption (S25)*

Amplification and guidance

- **Role of the business analyst in facilitating business acceptance of changes:**
  - work closely with stakeholders to understand their business needs, goals and challenges
  - responsible for eliciting, analysing and documenting requirements for proposed changes
  - facilitate communication, manage expectations and ensure that all parties are aligned throughout the change process
  - conduct impact analysis to assess how proposed changes will affect various aspects of the business, including processes, systems, resources and stakeholders
  - assist in developing change management plans that outline how the changes will be implemented, communicated and monitored
  - validate requirements with stakeholders to ensure that the proposed changes meet their needs and expectations
  - collaborate with testing teams to ensure that the changes are thoroughly tested before implementation
  - develop training materials and provide support to users during the transition period
  - monitor the implementation of changes, gathering feedback and identifying areas for continuous improvement

- **Different phases of testing of business and system changes:**
  - unit testing:

        - ensures that each unit of the system functions as intended and to identify any defects at the component level
    - integration testing:
        - validates that the integrated components function correctly as a whole and to detect any interface issues or integration errors
    - system testing:
        - assesses the entire system's compliance with business requirements, its overall functionality and its performance under various conditions
    - user acceptance testing (UAT):
        - validates that the system meets business requirements, is user-friendly and functions as expected in a real-world environment
    - regression testing:
        - verifies that modifications or enhancements do not introduce new defects or issues in the system
    - performance testing:
        - identifies and addresses performance bottlenecks, ensures the system can handle expected user loads and optimises its performance
    - security testing:
        - identifies security weaknesses, prevents unauthorised access, protects data integrity, and maintains the confidentiality of information
    - compliance testing:
        - ensures that the system meets relevant compliance standards, such as data protection regulations or industry-specific guidelines

- **Acceptance criteria for business and system changes** should:
    - be clearly defined and unambiguous to avoid misinterpretations
    - include measurable outcomes that can be objectively assessed
    - define the specific functionalities that the change will deliver
    - address non-functional aspects, such as performance, security and usability
    - specify which stakeholders must approve the change
    - ensure that the change complies with relevant regulations, standards and best practices
    - outline the testing methods that will be used to verify that the change meets the requirements
    - include requirements for user documentation and training materials

- specify procedures for rolling back changes if issues arise
- include the requirements for user acceptance testing to validate that the change meets end-user needs

- **Support business acceptance of business and system changes:**
  - involve key stakeholders throughout the change process to gather input and build buy-in.
  - keep stakeholders informed about the changes, benefits and impacts regularly.
  - create and deliver training sessions to ensure users understand how to use new systems or processes effectively.
  - co-ordinate UAT sessions where users can test the changes and provide feedback. Address any issues or concerns raised during testing.
  - provide resources such as user manuals, FAQs and helpdesk support to assist users in adapting to the changes.
  - collect feedback from users' post-implementation to identify any ongoing issues and ensure continuous improvement.
    highlight and celebrate successful adoption and benefits realised from the changes to reinforce positive outcomes.

Click here to return to contents

Assessment summary

The end-point assessment for the Business Analyst apprenticeship standard is made up of 2 assessment methods:

1. A **5,000-word (+/- 10%)** project proposal and a **45-minute** presentation and questioning (The presentation will typically last for 15 minutes, and the questioning will typically last for 30 minutes)
2. A **60-minute** professional discussion underpinned by a portfolio

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit, which will be used to determine a grade for each individual. The grade will be determined using the combined grades.

Project proposal with presentation and questioning

All assessment methods are weighted equally. Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

The presentation and questioning should be conducted in a suitable location such as an employer's or training provider's premises. It may also be conducted using technology.

Professional discussion underpinned by portfolio

All assessment methods are weighted equally. Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

The professional discussion may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

Grading

The apprenticeship includes pass, merit and distinction grades, with the final grade based on the apprentice's combined performance in each assessment method.

To achieve a pass, the apprentice is required to pass each of the 2 assessment methods.

To achieve a merit, the apprentice must achieve a distinction in either the project proposal with presentation and questioning or the professional discussion underpinned by a portfolio.

To achieve a distinction, the apprentice must achieve a distinction in both assessment methods.

The overall grade for the apprentice is determined using the matrix below:

Project proposal with presentation and questioning	Professional discussion underpinned by a portfolio	Overall grade awarded
Fail	Any grade	**Fail**
Any grade	Fail	**Fail**
Pass	Pass	**Pass**
Pass	Distinction	**Merit**
Distinction	Pass	**Merit**
Distinction	Distinction	**Distinction**

Retake and resit information

Apprentices who fail one or more assessment method will be offered the opportunity to take a resit or a retake at the employer's discretion. The apprentice's employer will need to agree that either a resit or retake is an appropriate course of action. A resit does not require further learning, whereas a retake does. If a resit is chosen, please call the Highfield scheduling team to arrange the resit. If a retake is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist. Once this is completed, please call the Highfield scheduling team to arrange the retake.

A resit is typically taken within 6 months of the EPA outcome notification. The timescale for a retake will be dependent on how much retraining is required but is typically taken within 6 months of the EPA outcome notification.

When undertaking a resit or retake, the assessment method(s) will need to be reattempted in full, regardless of any individual assessment criteria that were passed on any prior attempt. The EPA Report will contain feedback on areas for development and resit or retake guidance.

Apprentices will not need to complete a different project where a resit/retake is required but will need to rework their project proposal and/or presentation.

Apprentices will be asked different questions in the case of a resit or retake.

Any EPA component resit/retake must be taken within a 6-month period, otherwise the entire EPA must be retaken in full. Apprentices should have a supportive action plan to prepare for the resit/retake.

Apprentices who achieve a pass grade cannot resit or retake the EPA to achieve a higher grade.

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum EPA grade of distinction.

Click here to return to contents

Assessing the project proposal with presentation and questioning

This end-point assessment method consists of 2 components:

- project proposal
- presentation and questioning

Component 1: Project proposal

A project proposal involves the apprentice completing a relevant and defined piece of work that has a real business benefit. The proposal will be a detailed project implementation proposal that will enable the project to be fully implemented. The project does not need to be fully implemented during the EPA period. The implementation of the project proposal must begin during the EPA period and ensure that S1, S5, S6 and S7 can be assessed and progress against these skills must be discussed during the presentation.

The project proposal starts after the apprentice has gone through gateway. The apprentice will have 6 weeks to complete their project proposal and submit this to Highfield, starting from when Highfield has signed off the project proposal title. The employer should ensure that the apprentice has sufficient time and the necessary resources, within this period to plan and undertake the work associated with the project proposal.

The project proposal should be in the form of electronic files only.

The project proposal may be based on any of the following:

- an idea/opportunity to improve the business or a system by using business analysis techniques and stakeholder engagement
- a specific business problem concerning stakeholder engagement challenges to be addressed using business analysis techniques
- a recurring issue with stakeholder relationships within a business analysis context to be addressed using business analysis techniques

The project proposal should contain the following:

- an introduction
- scope and proposed aims of the project
- plan of activities
- how the proposed aims will be achieved
- proposed approach including communications and stakeholder engagement
- research, analysis and findings

- recommendations

The project proposal will be **5,000 words** (+/- 10% at the apprentice's discretion) including tables, graphs, figures, though excluding references and annexes. The project proposal must include, in addition to the word count, annexes showing:

- how the project proposal maps to all of the KSBs that are being assessed by this method
- evidence of management/leadership support of the project proposal detailing what has been implemented to date, which must be included as an appendix so that this can be discussed during the presentation (this could be either an email, letter or similar written confirmation)

The apprentice must produce and include a mapping of KSBs in an appendix, showing how the project proposal evidences the KSBs mapped to this assessment method. The **project mapping document** is available to download from the Highfield Assessment website.

The project proposal should be completed by the apprentice unaided. The project proposal must be uploaded in PDF format and must be accompanied by the **written submission sheet**, which is available to download from the Highfield Assessment website. On the written submission sheet, the apprentice and their employer must verify that the submitted project proposal is the apprentice's own work.

Component 2: Presentation and questioning

The apprentice must prepare and deliver a presentation to an assessor. After the presentation, the assessor must ask the apprentice questions about their project proposal and presentation.

The apprentice will be given at least 2 weeks' notice of the presentation with questions.

The presentation will focus on the project proposal and on the following themes, drawing on the KSBs mapped to this method:

- BA fundamentals, including the purpose and value of Business Analysis in this proposal.
- Investigation techniques, including the selection of appropriate Business Analysis techniques.
- Stakeholder analysis and management, including effective communication with stakeholders.
- Business impact assessment, including consideration of impacts, costs and benefits of the proposal

A copy of the presentation should be submitted at the same time as the project proposal (a maximum of 6 weeks after Highfield signed off the project proposal). The apprentice must notify Highfield, at that point, of any technical requirements for the presentation. The presentation will be presented to an end-point assessor, either face-to-face in a suitable controlled environment or via online video conferencing. The way in which the content of the presentation is delivered is not prescriptive.

The presentation and questioning will last **45 minutes**, typically including a **15 minute** presentation followed by **30 minutes** of questioning, where the end-point assessor will ask a minimum of **10 questions**. Follow-up questions are allowed where clarification is required. The end-point assessor has the discretion to increase the time of the presentation and questioning by up to 10% to allow the apprentice to complete their last point or respond to a question.

To deliver the presentation, the apprentice should have access to:

- audio-visual presentation equipment
- a flip chart and writing and drawing materials
- a computer
- any other requirements as notified to Highfield on submission of the project proposal and presentation

This is a creative opportunity for the business analyst apprentice to display their presentation ability and ideas, so this list is not exhaustive.

Before the assessment

Employers/training providers should:

- give the apprentice time to work on their project proposal during the end-point assessment window
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which business analyst criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard and identify real-life examples
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the project proposal with presentation and questioning

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under project report and presentation with questioning criteria).

- To achieve a **pass**, apprentices must meet all of the pass criteria
- To achieve a **distinction**, apprentices must meet all of the pass **and** distinction criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

Project proposal with presentation and questioning mock assessment

It is suggested that a mock assessment is carried out by the apprentice in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement. It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment and Highfield recommend that the apprentice experiences a mock presentation and questioning in preparation for the real thing. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time.

When planning a mock assessment, the employer/training provider should include the following elements:

- mock presentations and questioning should be **45 minutes**, typically with the presentation lasting **15 minutes** followed by **30 minutes** of questioning
- consider a recording of the mock assessment and allow it to be played back to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience
- mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose
- structured, 'open' questions should be used as part of the questioning that do not lead the candidate but allow them to express their knowledge in a calm and comfortable manner. Some examples of this may include the following:
    - BA fundamentals
        - What factors do you consider when choosing communication methods for various stakeholders?
        - Tell me about a time when you have worked independently to complete business analysis tasks.
        - How do you improve or enhance the way you approach your work to achieve better outcomes?
    - Investigation techniques

        - Tell me about a time when you have presented proposed actions to stakeholders to gain their agreement for further analysis.
        - How do you document and present your recommendations for change based on your analysis?
    - Stakeholder analysis and management
        - Why is it important to engage both internal and external stakeholders in a business?
        - What techniques do you use to identify and analyse stakeholders in a business?
        - How do you decide which stakeholder identification technique to use in a particular situation?
    - Business impact assessment
        - Tell me about a time when you have identified and documented the impact of a significant change in your workplace.
        - Why is a cost/benefit analysis important when proposing business changes?

Project proposal with presentation and questioning criteria

Throughout the project proposal with presentation and questioning, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the project proposal with presentation and questioning by considering how the criteria can be met and reflecting on their past experiences.

BA fundamentals
To pass, the following must be evidenced.
BF1 Explains the definition of Business Analysis and the activities that constitute it including the role of the Business Analyst and its relationship with other roles on a business change initiative (K1, K3) **BF2** Explains and evaluates the value of Business Analysis in enabling business improvements and delivering IT system changes (K2) **BF3** Explains business change and system development life-cycle methodologies, and evaluates the impact of organisational culture and context (K4) **BF4** Explains importance of the ability to communicate in multiple ways and to multiple stakeholders or stakeholder groups (K6) **BF5** Explains the purpose and value of quality assurance techniques (K7) **BF6** Identifies relevant legislation and industry standards, and describes their impact on business improvement and IT solutions within the organisation (K26)

BF7 Describes the selection and application of business analysis approaches to scope, plan and perform Business Analysis (S1)

BF8 Communicates effectively in a variety of situations with a range of stakeholders to deliver the specified business analysis outcomes (S2)

BF9 Identifies and demonstrates methods of communication and engagement with stakeholders based on an evaluation of the needs of audience (S30)

BF10 Demonstrates the application of creative thinking when problem solving by exploring ideas, possibilities and connections between different aspects and contributing to the generation of possible solutions (B2)

BF11 Demonstrates working both alone and collaboratively to carry out business analysis activities (B3)

BF12 Demonstrates use of own initiative and takes responsibility appropriate to the role of a Business Analyst (B4)

BF13 Demonstrates a thorough and organisation approach. Plans, schedules and monitors own work competently within deadlines and according to relevant legislation, standards, procedures and business priorities (B5)

BF14 Describes working with a range of technical and non-technical stakeholders and adapting the approach successfully to meet their diverse needs (B10)

BF15 Tailors manner of presentation of information to be appropriate to the audience, taking account of the potential barriers to understanding (B11)

To gain a distinction, the following must be evidenced

BF16 *Justifies the role of the business analyst and compares the BA with other roles within a business change initiative (K3)*

BF17 *Demonstrates effective engagement utilising different communication styles aligned with stakeholder preferences and needs (K6)*

BF18 *Evaluates the advantages and disadvantages of a range of communication approaches, and justifies and analyses the choice of methods of communication and engagement with stakeholders (S2, S30)*

BF19 *Demonstrates the scope and appropriateness of approach, takes responsibility and works independently and collaboratively with a range of internal and external people (customers, suppliers or partners) (B3)*

BF20 *Demonstrates an ability to extend or enhance their approach to work and the quality of outcomes (B4)*

BF21 *Drives solutions, has a strong goal focus and appropriate level of urgency. Shows management skills in defining problems and identifying solutions (B5)*

Investigation techniques
To pass, the following must be evidenced.
IT1 Applies and justifies appropriate selection and application of techniques to identify problems and opportunities within a business situation (S5) **IT2** Applies and justifies approach to presenting proposed actions to stakeholders in order to gain agreement for further analysis activity (S6) **IT3** Applies business analysis techniques to analyse and document options and recommendations for change (S7)
To gain a distinction, the following must be evidenced
No distinction criteria

Stakeholder analysis and management
To pass, the following must be evidenced.
SA1 Explains the relevance and importance of the principles of engaging internal and external stakeholders (K22) **SA2** Explains and applies techniques to support the identification and analysis of internal and external stakeholders (K23) **SA3** Identifies and applies business analysis techniques to research and identify stakeholders (S26) **SA4** Analyses and documents stakeholders' areas of interest and influence and devises appropriate strategies for interactions with stakeholders (S27)
To gain a distinction, the following must be evidenced
SA5 *Evaluates the advantages and disadvantages of a range of stakeholder identification and analysis techniques, and explains the situations appropriate for their selection and application (K23)*

Business impact assessment
To pass, the following must be evidenced.
BI1 Explains the purpose and relevance of business change impact assessment (K24) **BI2** Supports the development of cost/benefit analysis for proposed business changes (S28) **BI3** Evaluates and documents the key impacts of change on people, process, organisation, technology and information (S29)
To gain a distinction, the following must be evidenced

No distinction criteria

Click here to return to contents

Assessing the professional discussion underpinned by portfolio

In the professional discussion underpinned by a portfolio of evidence, the assessor and the apprentice will have a formal two-way conversation. It will consist of the independent assessor asking the apprentice questions to assess their competence against the relevant criteria outlined in this kit.

A copy of the portfolio can be retained by the apprentice and brought by them to the professional discussion. The apprentice may use their portfolio of evidence to exemplify a point they are discussing. The portfolio is not directly assessed.

Highfield must give an apprentice 2 weeks' notice of the date and time of the professional discussion. It will take place in a suitable environment and can be conducted by video conferencing. It must last for **60 minutes**. The independent assessor can increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer.

The assessor will ask **at least 10 open questions**. Follow-up questions may then be used to draw out further evidence.

Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the professional discussion underpinned by portfolio

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'Professional discussion underpinned by a portfolio of evidence criteria').

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will have not achieved all of the pass criteria

Professional discussion underpinned by portfolio mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock professional discussion underpinned by portfolio in preparation for the real thing. The most appropriate form of mock professional discussion underpinned by portfolio will depend on the apprentice's setting and the resources available at the time.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock professional discussion underpinned by portfolio should take place in a suitable location.
- a **60-minute** time slot should be available to complete the professional discussion underpinned by portfolio, if it is intended to be a complete professional discussion covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock professional discussion underpinned by portfolio and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use structured, 'open' questions that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:
    - BA fundamentals
        - How do you ensure that you are following data protection regulations and managing data in line with these?
        - How does your role contribute to the business's wider objectives?
    - Investigation techniques
        - What approach do you typically use to conduct external environmental analysis?
        - Tell me about a time you have applied an investigation technique to a business situation.
        - Tell me about a time you have identified non-functional requirement areas. What areas were these?
    - Data modelling

        - Tell me about a time when you have elicited business data. What sources did you use?
    - Gap analysis
        - How do you identify the differences between the current state of a business and the future state?
    - Business acceptance
        - How do you contribute and take responsibility for business change acceptance?
    - Business impact assessment
        - What are the concepts of benefit realisation?

Professional discussion underpinned by portfolio criteria

Throughout the **60-minute** professional discussion underpinned by portfolio, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the professional discussion underpinned by portfolio by considering how the criteria can be met.

BA fundamentals
To pass, the following must be evidenced.
BF22 Describes the principles, features and differences of waterfall and agile methodologies for project delivery and software development (K5)
BF23 Explains relevance of data protection regulations to role and organisation, and manages information and data in line with legislation and organisational policies (K27)
BF24 Explains own approach to building and maintaining knowledge of technology and industry trends across the digital sector, and the opportunities these bring for business improvement and IT solutions (K28)
BF25 Acts logically, analytically and objectively in a range of situations by proceeding by rational steps; evaluating information, judging its relevance and value; and supporting conclusions, using reasoned arguments and evidence (B1)
BF26 Establishes and maintains productive working relationships and can use a range of different techniques for doing so. Manages relationships with work colleagues, including those in more senior roles, customers/clients and other stakeholders, so as to gain their confidence, keep them involved and maintain their support for the task/project in hand (B6)
BF27 Describes the selection and application of methods of communication appropriate to the situation. Identifies the advantages and disadvantages associated with each method (B7)
BF28 Demonstrates maintaining a productive, professional and secure working environment in line with organisational guidelines (B8)
BF29 Describes the wider business environment, and explains how own role contributes to the wider business objectives (B9)
BF30 Demonstrates working flexibly and effectively throughout the full lifecycle, contributing fully to the work of teams (B12)
BF31 Describes taking initiative in identifying and undertaking appropriate personal and professional development opportunities (B13)

To gain a distinction, the following must be evidenced
BF32 *Discusses and analyses technology and industry trends across the digital sector, and the opportunities these bring for business improvement and IT solutions (K28)*
BF33 *Actively works with others, takes others with them, leads by example. Delivers reliably, performs and behaves professionally, manages and delivers against expectations, proactively updates colleagues and behaves appropriately for the situation and in line with organisational values (B6)*

Investigation techniques
To pass, the following must be evidenced.
IT4 Describes approaches to conducting internal and external environmental analysis of an industry domain (K8)
IT5 Identifies the advantages and disadvantages of investigative techniques and applies structured investigation techniques to a business situation (K9, S3)
IT6 Produces an outline definition of a business situation using a business analysis technique (S4)
To gain a distinction, the following must be evidenced
IT7 *Applies structured investigation techniques to a complex business situation. Evaluates the advantages and disadvantages of investigation techniques, and explains the situations appropriate for their selection and application (S3)*

Business process modelling
To pass, the following must be evidenced.
BP1 Explains the purpose of process modelling and describes the purpose of an organisational view of business processes (K10)
BP2 Identifies and explains different approaches to documenting business processes and explains the situations appropriate for their selection and application (K11)
BP3 Demonstrates elicitation of process information from stakeholders and explains approach (S8)
BP4 Creates business processes models, using appropriate techniques, standards notation and software tools (S9)
BP5 Analyses business process models to identify opportunities for improvement (S10)
BP6 Creates models of redesigned business processes (S11)

To gain a distinction, the following must be evidenced
***BP7** Creates models of complex business processes. Evaluates the advantages and disadvantages of business process modelling techniques and standards, and explains the situations appropriate for their selection and application (S9)*

Requirements engineering and management
To pass, the following must be evidenced.
RE1 Describes techniques to elicit requirements, including when it is most appropriate to use each and their importance (K12)
RE2 Explains the relevance and importance of eliciting requirements rather than gathering solution descriptions (K13)
RE3 Explains approaches to categorise, validate and prioritise requirements and documents functional and nonfunctional requirements in line with local standards (K14, S13)
RE4 Describes approaches to requirements management including change control and explains the relevance and importance of managing requirements (K15)
RE5 Identifies non-functional requirement areas, and justifies their inclusion within requirements engineering (K16)
RE6 Explains the relevance and importance of considering user experience, accessibility and usability requirements in the design of digital solutions (K17)
RE7 Demonstrates elicitation of requirements from stakeholders to identify business and user needs and explains approach (S12)
RE8 Analyses documented requirements to remove duplication, conflict and overlap (S14)
RE9 Demonstrates and justifies prioritising requirements using an appropriate prioritisation approach (S15)
RE10 Demonstrates validating requirements with stakeholders and explains approach (S16)
RE11 Supports the establishment of requirements traceability (S17)
To gain a distinction, the following must be evidenced
***RE12** Evaluates the advantages and disadvantages of requirements documentation approaches and explains the situations appropriate for their selection and application. Contributes to the enhancement, maintenance or adoption of local documentation standards (S13)*

Data modelling
To pass, the following must be evidenced.
DM1 Explains the value of data to an organisation, and summarises how data needs are considered in business improvement (K18) **DM2** Demonstrates elicitation of business data needs from relevant sources (S18) **DM3** Supports the development of simple data models and demonstrates the use of relevant data modelling techniques, standards, notation and software tools (S19)
To gain a distinction, the following must be evidenced
DM4 *Considers data needs and constraints in relation to business improvement. Explains business analysis techniques for documenting and modelling data (K18)*

Gap analysis
To pass, the following must be evidenced.
GA1 Identifies the purpose and activities of the gap analysis process and is able to document business situations to enable gap analysis and decision making (K19, S20) **GA2** Supports the development of models of future state business situations (S21) **GA3** Identifies and documents differences between current and future business situations (S22) **GA4** Identifies and documents actions required to move from the current to future business situation (S23)
To gain a distinction, the following must be evidenced
GA5 *Justifies and analyses the key between current and future business situations. Applies a holistic approach to gap analysis (S22)*

Business acceptance
To pass, the following must be evidenced.
BA1 Explains the role of the business analyst in facilitating business acceptance of changes and is able to define and document acceptance criteria for business and system changes (K20, S24) **BA2** Describes the different phases of testing of business and system changes (K21) **BA3** Supports business acceptance of business and system changes and explains approach (S25)

To gain a distinction, the following must be evidenced
BA4 *Justifies the rationale for Business Acceptance and Business Analysis involvement and responsibilities in facilitating acceptance (K20)* ***BA5*** *Enables business acceptance of business and system changes, taking responsibility for an aspect of transition and adoption (S25)*

Business impact assessment
To pass, the following must be evidenced.
BI4 Explains the concepts of benefits realisation and management (K25)
To gain a distinction, the following must be evidenced
No distinction criteria

Click here to return to contents