

BUSINESS ANALYSIS

BCS FOUNDATION CERTIFICATE

This professional certification is not regulated by the following United Kingdom Regulators - Ofqual, Qualifications Wales, CCEA or SQA.



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INTRODUCTION AND OVERVIEW

INTRODUCTION

The role of a Business Analyst (BA) is full of variety and is broad in scope. This certificate introduces a range of concepts, approaches and techniques that are relevant in business analysis today.

This certificate provides a foundation for the range of BCS Practitioner Certificates in various Business Analysis related specialisms and may be used as the knowledge-based specialist module in the BCS Diploma in Business Analysis.

This syllabus provides details of the certification including the learning objectives and the related assessment.

Further guidance on each learning objective has been provided within each topic through the inclusion of indicative content as well as general guidance on the context and assessment expectations.

Chapter suggestions from the required reading text are included throughout the syllabus.

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LEARNING OUTCOMES

Upon completion, learners should be able to demonstrate knowledge and understanding of;

- The role and competencies of a Business Analyst.
- The strategic context for business analysis and the BA service framework.
- How to investigate the current and target business states.
- Defining a solution and preparing a business case.
- Eliciting and managing requirements.
- Delivering a solution.



CERTIFICATION SUITABILITY AND OVERVIEW

This certification is suitable for individuals looking to enter into a Business Analyst role, or for those currently working as a Business Analyst to refresh or broaden their specialist knowledge.

There are no prerequisites for candidates to be able to undertake this certification, however candidates should have a good standard of written English.

All candidates should read and understand the required reading text from the reading list provided in this syllabus.

Job roles relevant to this certification include:

- Business Analyst
- Junior Business Analyst
- Change Manager
- Project Manager

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

TOTAL QUALIFICATION TIME IS 30 HOURS, COMPRISED OF:

GUIDED LEARNING HOURS	INDEPENDENT LEARNING	ASSESSMENT TIME
18 hours	11 hours	60 minutes



TRAINER CRITERIA



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

- BCS Foundation Certificate in Business Analysis.
- Training experience or a Train the Trainer qualification.
- A minimum of 3 years of practical experience in the subject area.

SFIA LEVELS

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

LEVEL	LEVELS OF KNOWLEDGE	LEVELS OF SKILLS AND RESPONSIBILITY (SFIA)
K7		Set strategy, inspire and mobilise
K6	Evaluate	Initiate and influence
K5	Synthesise	Ensure and advise
K4	Analyse	Enable
K3	Apply	Apply
K2	Understand	Assist
K1	Remember	Follow

For further information regarding the SFIA Levels
[Chartered IT Professional \(CITP\) | BCS](#)

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SFIAPLUS

This syllabus has been linked to the SFIA knowledge, skills and behaviours required at levels 2 and 3 for an individual working in the following subject areas.

REQM3KSD04

The selection and application of information elicitation methods, tools and techniques that are appropriate to the information required and the sources available.

REQM3KSC04

Applying techniques that help investigating, analysing, modelling and recording a business area or system of interest.

REQM3KSD91

The techniques applied to the documentation, analysis, and prioritisation of stakeholder requirements; their agreement, change control, and communication.

BUSA3KSD01

Methods, tools and techniques to analyse and optimise processes in order to improve the quality of a product or service.

BSMO2KSC09

Using tools (manual or automated) to record the structure, relationships and use of information within an organisation.

FEAS3KSD16

Methods and techniques for preparing and presenting business cases, requests for proposal (RFP) invitations to tender (ITT) and statements of requirements/work both verbally and in writing.

FEAS3KSD85

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



SYLLABUS

SYLLABUS

1. WHAT IS BUSINESS ANALYSIS?

K2 (5%)



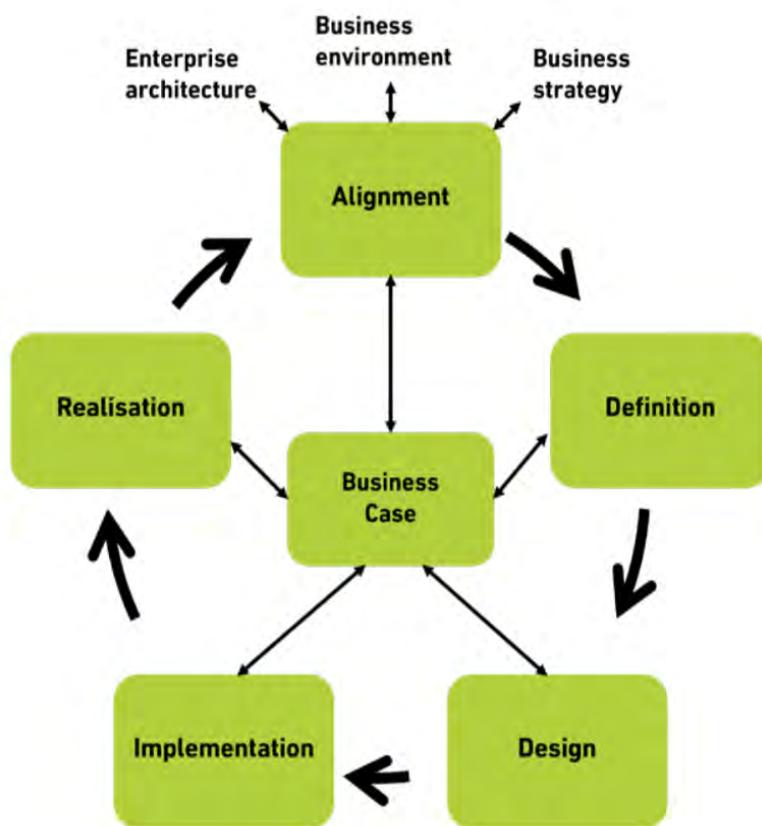
Required reading for this key topic:

Business Analysis 4th Edition Chapter1

1.1 Describe the business change lifecycle.

Indicative content

a.



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Guidance

Candidates should be familiar with the stages of the business change lifecycle and the key activities completed at each stage.

1.2 List the key principles of business analysis.

Indicative content

- a. Root causes, not symptoms.
- b. Business improvement, not IT system change.
- c. Options, not solutions.
- d. Feasible, contributing requirements, not meeting all requests.
- e. Entire business change lifecycle, not just requirements definitions.
- f. Negotiation, not avoidance.

Guidance

Candidates should understand each of the key principles of business analysis as listed. These principles clarify why business analysis is so relevant in today's business world and set out the responsibilities that business analysts should recognise and accept. The principles are underpinned by two key approaches: the holistic approach and the Agile philosophy.

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1.3 Describe the variants of the business analyst role.

Indicative content

- a. Enterprise.
- b. Technical/systems.
- c. Digital.
- d. Project.
- e. Proxy product owner.

Guidance

There are multiple variants of the BA role, and each organisation or project may have different expectations of the BA role. Candidates should be familiar with the roles listed, and aware that the scope of the BA role can vary across organisations and projects.



SYLLABUS

2. THE COMPETENCIES OF A BUSINESS ANALYST K2 (2.5%)

i

Required reading for this key topic:
Business Analysis 4th Edition Chapter 2

2.1 Explain the concept of the T-shaped Professional.

Indicative content

a.

Multi-disciplinary depth of knowledge and skill

Deep knowledge and skill of specific domain

Guidance

A T-shaped professional is considered to be highly skilled and knowledgeable in a specific discipline while also having a broad range of generic skills across other disciplines. This allows the individual to be able to adapt well to new situations.

2.2 Identify the three areas of business analysis competency.

Indicative content

- a. Personal qualities.
- b. Business knowledge.
- c. Professional techniques.

Guidance

Candidates should be aware of the three key areas of business analysis competency, and be able to recognise examples of each.

SYLLABUS

3. THE STRATEGIC CONTEXT FOR BUSINESS ANALYSIS K2 (7.5%)



Required reading for this key topic:

Business Analysis 4th Edition Chapter 3

3.1 Describe business analysis and the strategic context.

Indicative content

- a. Analyse and discuss.
- b. Build credibility.
- c. Question appropriateness.
- d. Analyse effectiveness.
- e. Provide leadership and influence.

Guidance

If the business analyst can apply knowledge of the strategic context, they are able to contribute positively to the organisation's strategic change journey, typically through the enhancement of the organisation's capabilities. This requires the analyst to understand and share the vision of the organisation's strategy.

3.2 Define the factors assessed using PESTLE to analyse an external environment.

Indicative content

- a. Political.
- b. Environmental.
- c. Socio-cultural.
- d. Technological.
- e. Legal.
- f. Economic.

Guidance

PESTLE is a framework used to analyse the external factors which impact an organisation. These are, factors outside of the organisations control which must be monitored and addressed.

3.3 Identify the elements of the VMOST technique used to analyse an internal environment.

Indicative content

- a. Vision.
- b. Mission.
- c. Objectives.
- d. Strategy.
- e. Tactics.

Guidance

VMOST provides an approach for the development and assessment of strategy. The technique provides a framework for analysing and defining the Vision, mission, objectives, strategy and tactics within an organisation.

3.4 Describe the following elements of performance measurement.

Indicative content

- a. Critical success factors (CSFs).
- b. Key performance indicators (KPIs).

Guidance

These techniques are used to measure how an organisation is performing. Critical success factors are descriptions of the critical factors that must be in place for the organisation to achieve defined objectives and KPIs are the quantitative measurements of performance that track the achievement of CSFs. Candidates should recognise examples and use of these performance measurement tools.

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3.5 Describe the structure of a SWOT analysis.

Indicative content

- a. Strengths, weaknesses, opportunities and threats.
- b. Internal and external factors.

Guidance

A SWOT analysis summarises the results of the internal and external environment analysis and highlights the key factors identified, usually in a four box model.

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3.6 Describe the following techniques used in strategy execution.

Indicative content

- a. POPIT™.
- b. Business model canvas.

Guidance

There are various aspects to consider when executing an organisational strategy. These include the results of the internal and external environment analysis and the gap between the organisation's current and desired target state. POPIT™ provides a useful model to ensure that all elements of the organisation's strategy are being considered, while the business model canvas provides a means through which to develop and execute strategy. Candidates should recognise these techniques, but shall not be tested on their implementation.

SYLLABUS

4. THE BUSINESS ANALYSIS SERVICE FRAMEWORK K2 (2.5%)

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Required reading for this key topic:

Business Analysis 4th Edition Chapter 4

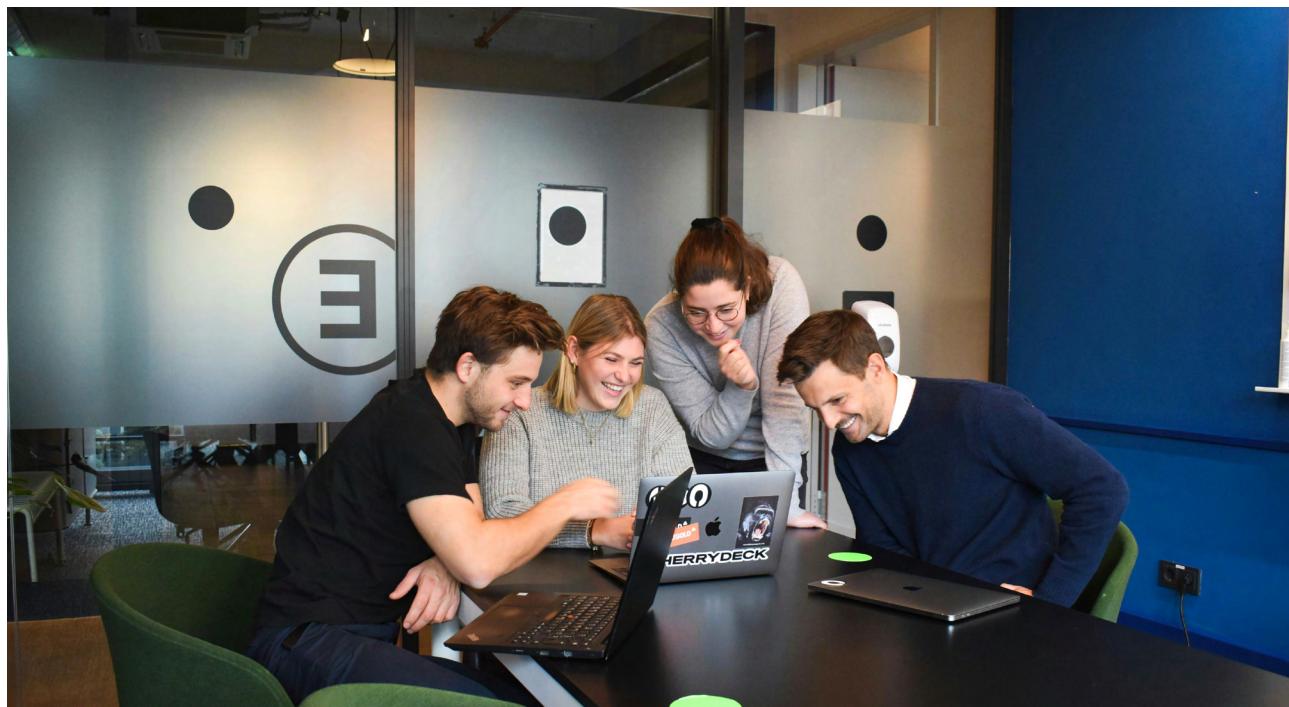
4.1 Identify the activities in the Business Analysis Service Framework (BASF).

Indicative content

- a. Situation investigation and problem analysis.
- b. Feasibility assessment and business case development.
- c. Business process improvement.
- d. Requirements definition.
- e. Business acceptance testing.
- f. Business change deployment.
- g. Stakeholder engagement.

Guidance

The BASF provides a basis from which the business analyst role may be adapted to align with any organisational or project contexts. Candidates should recognise that these activities inform the role of the business analyst.



SYLLABUS

5. INVESTIGATING THE BUSINESS SITUATION K2 (12.5%)

i

Required reading for this key topic:

Business Analysis 4th Edition Chapter 5

5.1 Define workshops.

Indicative content

- a. Advantages and disadvantages.
- b. Discovery workshop techniques.
- c. Visualisation workshop techniques.

Guidance

Workshops can be a useful way of eliciting requirements, exploring issues, reaching a consensus and developing an understanding of a situation. A possible disadvantage is the potential to go off-topic or miss some perspectives. Workshops are often used as a starting point to gather stakeholders and then implement other techniques. Candidates should be aware of the types of workshops that can be conducted as listed.

5.2 Define observation.

Indicative content

- a. Advantages and disadvantages.
- b. Formal observation.
- c. Shadowing.

Guidance

Observation can create a better understanding of a task or problem, as seeing it being performed in real time allows for valuable questioning to take place, however, there is a risk of the task being performed differently than normal due to the pressures of being observed.

Formal observation is used to observe a specific task or action, whereas shadowing is completed over a period of time and is used to find out what a given job entails.

5.3 Define interviews.

Indicative content

- a. Advantages and disadvantages.

Guidance

Interviews allow for relationship building and create an environment suitable for gathering lots of information such as viewpoints, documents and other areas for investigation. However, the information gathered can be opinion based and may not reflect the true thoughts or attitudes of others, which may create a need for more interviews and the costs associated can become significant.

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5.4 Define scenarios.

Indicative content

- a. Advantages and disadvantages.

Guidance

Scenarios are useful in eliciting tacit knowledge and help to ensure compliance with existing organisational culture and practices. However, they can be both time consuming and complex to deliver.

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5.5 Define prototyping.

Indicative content

- a. Advantages and disadvantages.

Guidance

Through demonstrating the look and feel of a solution, prototyping can help business staff to understand the proposed solution and identify any new requirements or errors. However, prototyping can lead to unreasonably high expectations, or too many iterations taking place.

5.6 Define user role analysis.

Indicative content

- a. Advantages and disadvantages.
- b. Personas.

Guidance

Personas are created to represent a specific customer, and are used within user role analysis to understand a system or solution from a specific perspective. User role analysis identifies where stakeholders have common interests or requirements and can be used as a basis for user stories and use cases.

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5.7 Define quantitative approaches.

Indicative content

- a. Surveys or questionnaires.
- b. Activity sampling.
- c. Document analysis.

Guidance

With a wide range of quantitative investigation techniques available, candidates should understand the importance of selecting a technique which is appropriate for the situation, business and audience. Every technique has advantages and disadvantages which inform its suitability.

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5.8 Describe two diagrammatic techniques used to record a business situation.

Indicative content

- a. Rich pictures.
- b. Mind maps.

Guidance

Diagrammatic techniques such as rich pictures and mind maps help the BA to visualise and record their findings while investigating a business situation. Candidates should recognise examples of these techniques and their uses.

SYLLABUS

6. ANALYSING AND MANAGING STAKEHOLDERS K2 (10%)

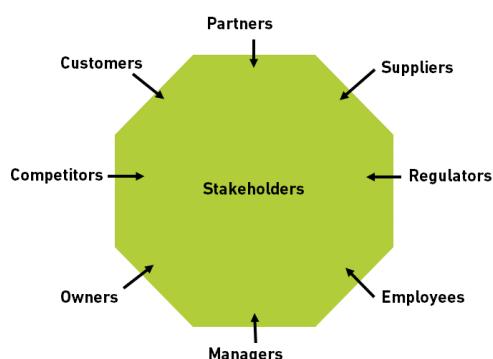


Required reading for this key topic:

Business Analysis 4th Edition Chapter 6

6.1 Identify stakeholder categories using the stakeholder wheel.

Indicative content



Guidance

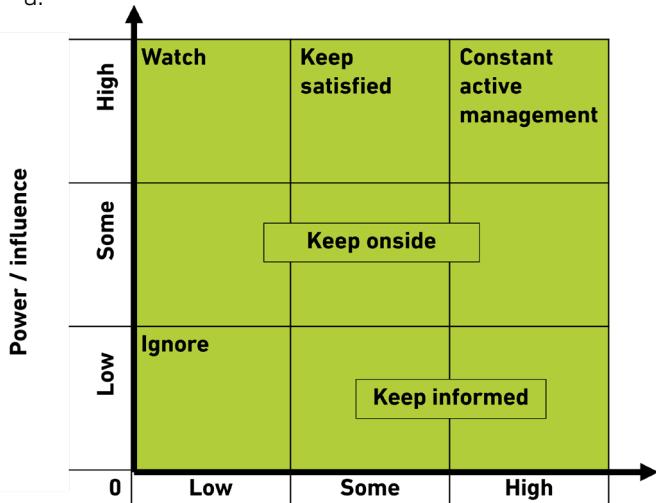
Identifying stakeholders is a key first step in stakeholder management, and the stakeholder wheel can be used to appropriately categorise them. Candidates should be able to recognise descriptions of stakeholders and the relevant categories.



6.2 Describe the use of the Power/Interest grid technique to analyse stakeholders.

Indicative content

a.



Guidance

The power/interest grid is a stakeholder analysis technique, used to map stakeholders according to their level of interest in a project and the amount of power or influence they have to support or block a project. Based on the Power and Interest grid, stakeholders require various different management strategies which candidates should be able to recognise.

b. Resulting stakeholder management strategies:

- Watch.
 - Keep satisfied.
 - Constant active management.
 - Keep onside.
 - Keep informed.
 - Ignore.
-

6.3 Describe stakeholder responsibilities using a RACI chart.

Indicative content

- Responsible.
- Accountable.
- Consulted.
- Informed.

Guidance

RACI charts may be used to understand how the level of involvement from a stakeholder differs at each project stage or for different project deliverables by categorising a stakeholder as responsible, accountable, consulted or informed during each activity.

SYLLABUS

7. IMPROVING BUSINESS SERVICES AND PROCESSES K2 (12.5%)

i

Required reading for this key topic:

Business Analysis 4th Edition Chapter 7

7.1 Explain the business process hierarchy.

Indicative content

- a. Enterprise level.
- b. Event-response level.
- c. Actor-task level.

Guidance

Business processes are the means by which an organisation carries out its work and delivers its products and services to customers. Business process models provide an organised hierarchy of the value stream and the business processes and tasks. The business process hierarchy is the set of business process models – from enterprise level to event-response level to actor-task level – providing an organised, clear hierarchy of the value stream and the business processes and tasks.

7.2 List the following techniques used to model the enterprise level processes.

Indicative content

- a. SIPOC.
 - Supplier.
 - Input.
 - Process.
 - Output.
 - Customer.
- b. Value chain analysis.
 - Primary activities.
 - Support activities.
- c. Value propositions.
 - Product/service.
 - Image.
 - Customer relationship.

Guidance

Candidates should be able to recognise the activities, elements and areas of models used at the enterprise level as listed. It is recognised that other techniques may be used, but candidates will be examined only on those listed.

7.3 Describe the following aspects of the event-response level.

Indicative content	Guidance
a. Business events. <ul style="list-style-type: none">• Internal.• External.• Time-based. b. Creating business process models. c. UML activity models with partitions (swimlane diagrams).	A business process is triggered by a business event and provides the organisation's response to the event. Business process models can be created to represent or document a current process, for training purposes or for process improvement. Candidates should recognise business events and the purpose of business process models.

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7.4 Describe the following aspects of the actor-task level.

Indicative content	Guidance
a. Analysis considerations at actor-task level: <ul style="list-style-type: none">• Actor.• Event.• Input.• Output(s).• Costs.• Performance measures.• Steps.	Candidates should be familiar with the analysis considerations at actor-task level, as these provide an opportunity for detailed analysis of a task and help to identify aspects that are problematic or would benefit from improvement.

.....

7.5 Describe the following aspects of the as-is process model.

Indicative content	Guidance
a. Identifying problems. b. Analysing the handoffs. c. Analysing the tasks and procedures.	As-is process models are usually created in response to change or planned change. This is to understand and model the current reality of a process. Candidates should understand how to identify problems using an as-is process model, while considering how to address performance gaps.

7.6 Identify generic approaches to improving business processes.

Indicative content

- a. Simplification.
- b. Redesign.
- c. Bottleneck removal.
- d. Change task sequence.
- e. Redefine boundary.
- f. Automate processing.

Guidance

Generic business process improvement strategies may be applied individually or in combination for the best outcome. Candidates should understand and recognise these approaches.

7.7 Define the purpose of customer journey maps.

Indicative content

- a. Provides an external perspective.
- b. Customer-focused.

Guidance

Candidates should understand the purpose and use of customer journey maps, as a tool to examine a process from the a customer's perspective. This allows for focus to be placed on the customer, and to provide a balance between organisational needs and customer experience.



SYLLABUS

8. DEFINING THE SOLUTION

K2 (7.5%)



Required reading for this key topic:
Business Analysis 4th Edition Chapter 8

8.1 Describe the gap analysis process.

Indicative content

- a. Comparing current to target state.
- b. Identify gaps to be addressed.

Guidance

Gap analysis is a systematic process, whereby the existing situation is compared with the desired or target system in order to identify where there are differences and where changes need to be made.

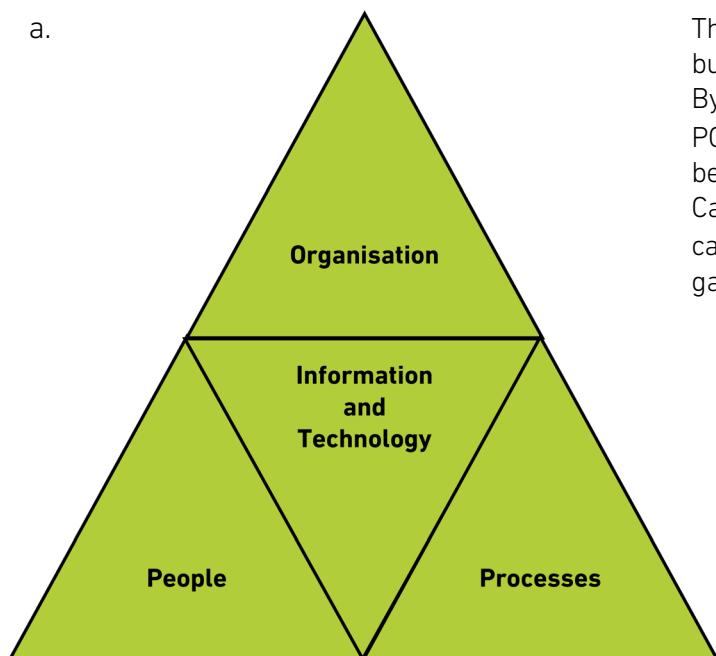
8.2 Explain the use of POPIT™ in gap analysis.

Indicative content

- a.

Guidance

The POPIT™ model supports a number of business analysis activities, including gap analysis. By considering the different categories within POPIT,™ a BA can make direct comparisons between current and target states in each area. Candidates should be able to recognise the categories within POPIT™ and how these support gap analysis.



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8.3 Describe the process for developing options.

Indicative content

- a. Identify, shortlist, evaluate, produce business case.

Guidance

Identifying options is best achieved through discussion, typically in a meeting or workshop, where brainstorming and other creative thinking approaches can be employed. The process for development may result in producing basic, extended or exhaustive options.

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8.4 Describe the purpose of design thinking.

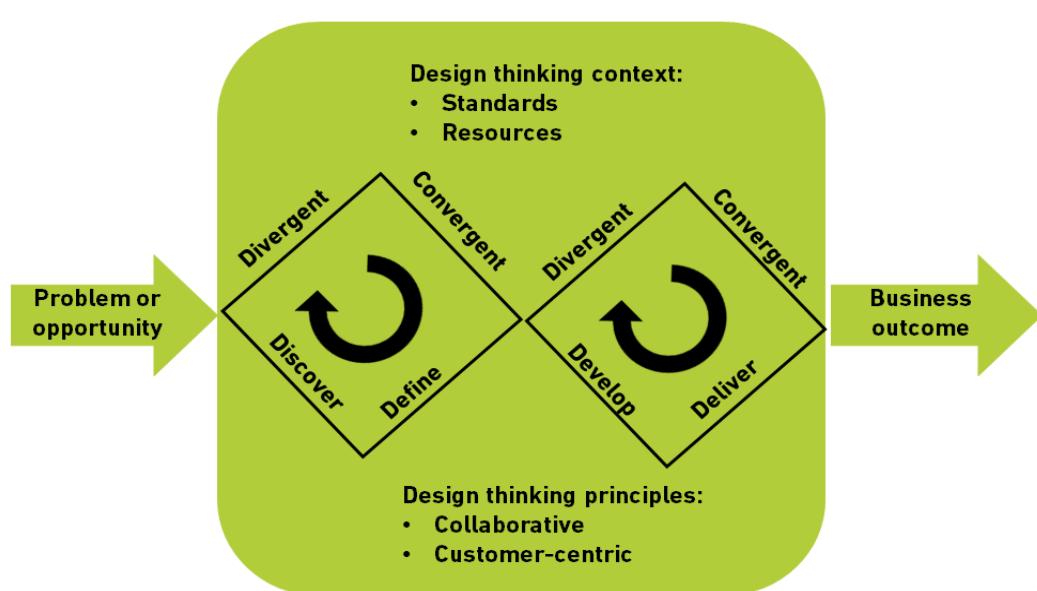
Indicative content

- a. Stages of design thinking.
 - Empathise.
 - Define.
 - Ideate.
 - Prototype.
 - Evaluate.
 - Create

b.

Guidance

Design thinking encourages the use of product design concepts and techniques such as prototyping, learning from trying out ideas, divergent and convergent thinking and, most importantly, keeping a customer focus in mind. This approach is used to identify and develop solutions to business problems.



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SYLLABUS

9. MAKING THE BUSINESS CASE

K2 (5%)



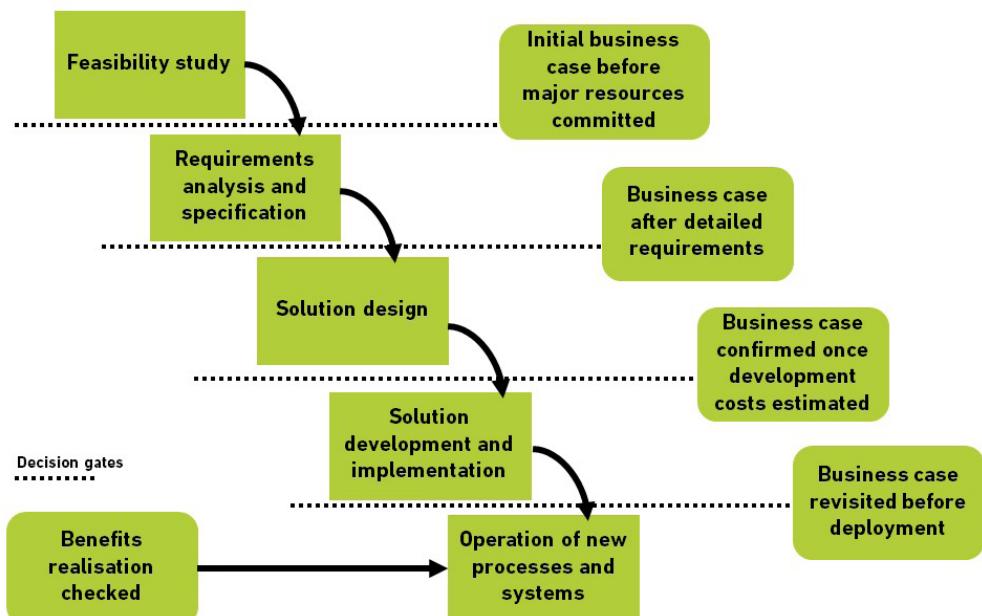
Required reading for this key topic:

Business Analysis 4th Edition Chapter 9

9.1 Describe the lifecycle for a business case in business case development.

Indicative content

a.



Guidance

Candidates should recognise how a business case develops and changes throughout the lifecycle of a project, considering each stage, from the initial idea to pre-deployment checks.

9.2 Identify the areas of feasibility assessment.

Indicative content

- a. Business.
- b. Technical.
- c. Financial.

Guidance

A feasibility assessment is conducted to see if – and how easily – a business change initiative can be implemented. The three key areas of feasibility as listed encompass many different areas, from availability of funds to cultural fit. Candidates should recognise these three areas and examples of them.

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9.3 Define the structure and contents of a business case.

Indicative content

- a. Introduction.
- b. Management or executive summary.
- c. Description of current state.
- d. Options considered.
 - Option described.
 - Analysis of costs and benefits.
 - Impact assessment.
 - Risk assessment.
- e. Recommendations.
- f. Appendices/supporting information.

Guidance

A business case should contain each of these elements, providing decision makers with enough detail to evaluate the proposed recommendations. Candidates should be familiar with this structure and the type of information which would be included in each section.

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9.4 List the key features relevant to the production of a business case within an Agile environment.

Indicative content

- a. Shorter time.
- b. Smaller budgets.
- c. Reduced risk.
- d. Partial ROI throughout.

Guidance

While Agile offers principles and values of developing and delivering solutions, it is still necessary to define the business needs and identify – at a high level – the main business requirements at an early stage. There may be a series of iterations during which the requirements are refined and the solution is analysed, designed, developed and tested, with the business case being revisited and updated with each iteration.

9.5 Identify the elements of a CARDI log.

Indicative content

- a. Constraints.
- b. Assumptions.
- c. Risk.
- d. Dependencies.
- e. Issues.

Guidance

A business case documents the risks of a proposed project and it may also set out any constraints, assumptions, dependencies or issues on which it has been based. A CARDI log is used to record these items.

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9.6 Explain the purpose of the following investment appraisal techniques.

Indicative content

- a. Payback.
- b. Discounted cash flow and net present value.

Guidance

In a business case, the financial impact of paying for a solution (or not taking any action at all) must be considered.

A payback calculation can be completed to show the costs of the solution, and the financial benefits over time. Discounted cash flow addresses the time value of money and how the costs and benefits may vary due to external economic factors.

Net present value uses discounted cash flow to discount future monies back to today's values.

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SYLLABUS

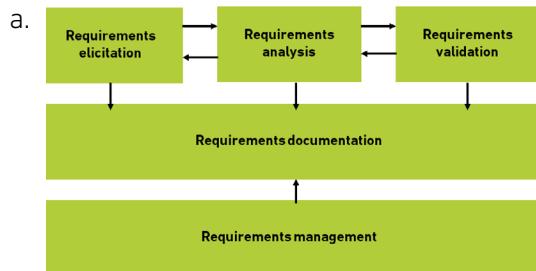
10. ESTABLISHING THE REQUIREMENTS K2 (10%)



Required reading for this key topic:
Business Analysis 4th Edition Chapter 10

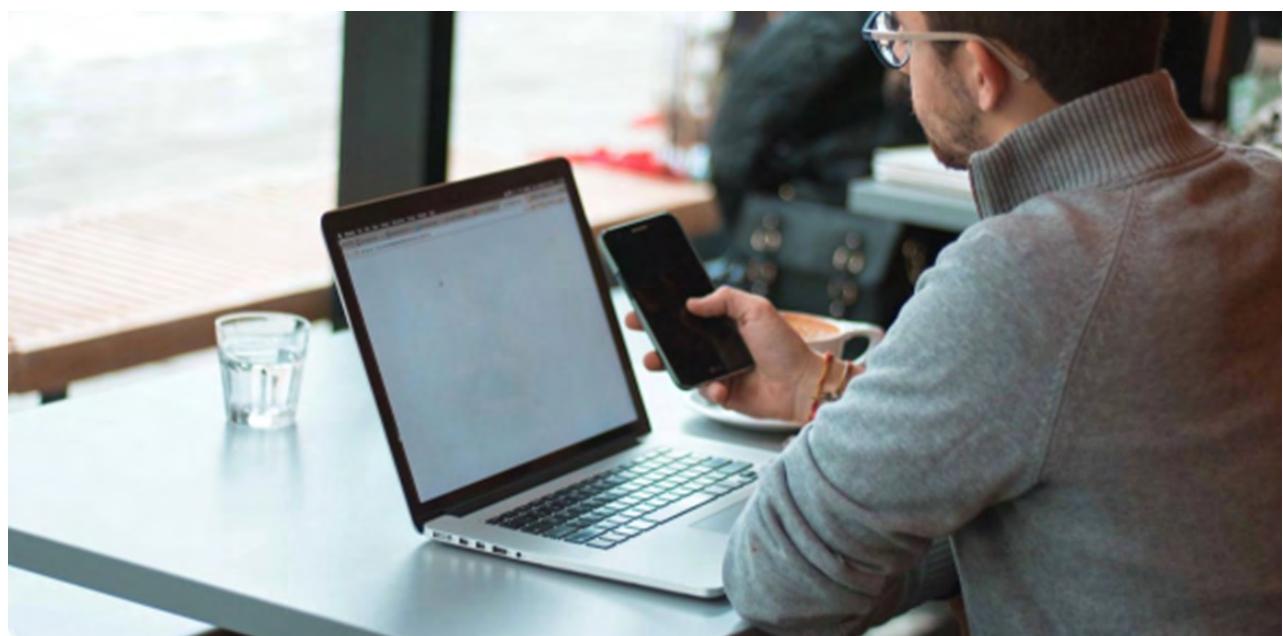
10.1 Explain the requirements engineering (RE) framework.

Indicative content



Guidance

The RE framework is used to help improve the quality of requirements by clarifying the activities to be carried out when defining requirements. Candidates should be able to explain each of the activities undertaken and their impact/dependencies on one another.



10.2 Identify the following actors in requirements engineering.**Indicative content**

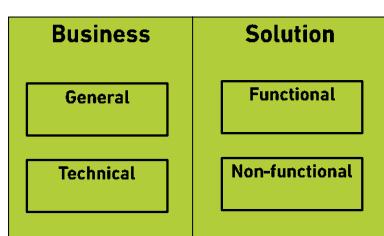
- a. The business representatives.
 - Project sponsor.
 - Product owner.
 - Subject matter expert.
 - Business staff.
- b. The project team.
 - Project manager.
 - Business analyst.
 - Developer.
 - Software tester.

Guidance

Candidates should be able to recognise the roles of the various actors within requirements engineering as listed.

10.3 Identify the types of requirement.**Indicative content**

a.

**Guidance**

All requirements can be categorised as either business (general or technical) or solution (functional or non-functional). Candidates should be able to identify and correctly categorise examples of each type of requirement.

10.4 Describe the hierarchy of requirements.

Indicative content

- a. Link to strategy and legal obligations.

Guidance

Requirements do not stand alone but are linked through a hierarchy. They are all driven by the organisation's values, strategy, objectives and performance measures. The hierarchy of requirements, linking functional and non-functional requirements back to the general and technical business requirements, provides a means of tracing the original business driver for the requirements and ensures alignment with business objectives and strategy.

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10.5 Describe the requirements elicitation techniques.

Indicative content

- a. Tacit and explicit knowledge.
- b. Elicitation techniques.
 - Workshops.
 - Scenario analysis.
 - Prototyping.
 - Interviews.
 - Document analysis.

Guidance

Tacit knowledge refers to knowledge that a stakeholder holds, but is unable to articulate or explain, often due to a level of unconscious competence. Candidates should be familiar with each of the elicitation techniques listed, and their suitability in eliciting tacit and explicit knowledge from stakeholders.

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10.6 Explain the following elements of requirements analysis.

Indicative content

- a. Requirements filters.
 - Clear.
 - Concise.
 - Consistent.
 - Relevant.
- b. Prioritising requirements using MoSCoW.
- c. Business rules
 - Constraints.
 - Operational guidance.

Guidance

Requirements should be quality checked to minimise errors such as duplication, multiple requirements or inconsistencies. The MoSCoW technique is used to categorise requirements by priority level. Business rules must be considered to ensure that the requirements – and therefore the solution – align with the business objectives, ways of working and any legal or regulatory conditions which must be adhered to.

SYLLABUS

11. DOCUMENTING AND MODELLING REQUIREMENTS.

K2 (10%)



Required reading for this key topic:

Business Analysis 4th Edition Chapters 10 and 11

11.1 Identify the following documentation styles.

Indicative content

- a. Text-based.
 - Requirements catalogue.
 - User stories.
- b. Diagrammatic.
 - Data model.
 - Use-case model.
 - Business process model.

Guidance

There are various ways in which requirements may be recorded. Some are narrative (text-based) techniques while others are diagrammatic. Diagrammatic techniques are often used to supplement text-based descriptions in order to identify gaps in understanding, to ensure consistency, to clarify business rules or provide additional information.

11.2 List the elements of a requirements catalogue.

Indicative content

- a. Requirement identifier.
- b. Stakeholders.
- c. Requirement name.
- d. Associated non-functional requirements.
- e. Requirement description.
- f. Acceptance criteria.
- g. Source.
- h. Related requirements.
- i. Owner.
- j. Related documents.
- k. Author.
- l. Comments.
- m. Type of requirement.
- n. Rationale.
- o. Priority.
- p. Resolution.
- q. Business area.
- r. Version history.

Guidance

A requirements catalogue is created when requirements have been elicited and is used to provide structure and organisation to the requirements, as well as house descriptions and key characteristics of each.

11.3 Describe the format of user stories.**Indicative content**

- a. "As a {user role} I want {feature} so that {reason}".

Guidance

User stories simply define the features actors require from a system. They are written from an actor, or user role, perspective and set out what is required by an individual or group. User stories provide an informal description of the requirement and are considered quick to develop.

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11.4 Describe the elements of the use case diagram used to model functional requirements.**Indicative content**

- a. Actor.
- b. Use case.
- c. System boundary.
- d. Associations.

Guidance

Use case diagrams provide a diagrammatic representation of the actors who will engage with the system and the features the actors need to access. Candidates should be able to identify and describe the different elements of a use case diagram.

.....

11.5 Describe the elements of a class model used to model data.**Indicative content**

- a. Classes.
- b. Attributes.
- c. Associations.
- d. Multiplicities.

Guidance

Class diagrams are used to model data and show the associations between "classes" – items of interest – in a system. Candidates should be able to correctly identify and describe the different elements listed.

11.6 Describe the product backlog in modelling and documentation in an Agile environment.

Indicative content

- a. Backlog of user stories.
- b. Primarily made up of functional requirements.
- c. Prioritisation.

Guidance

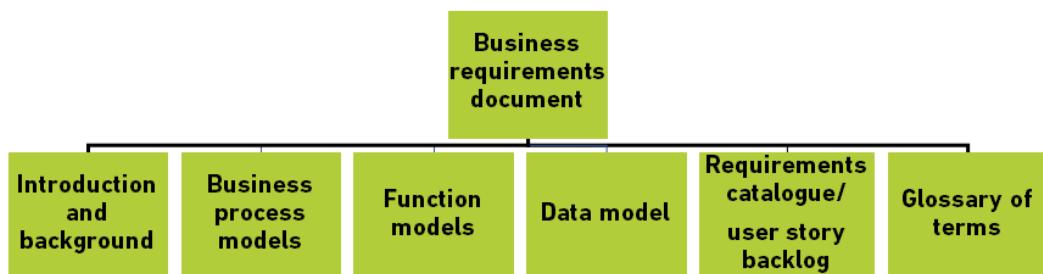
Product backlog documentation is suited to an Agile environment as it allows for requirements and user stories to be documented easily and can assist with prioritisation during each iteration.

.....

11.7 Define the structure of the business requirements document.

Indicative content

- a.



Guidance

A business requirements document (BRD) is required to define what should be delivered, typically in Waterfall/Linear deployments. It should follow a clear structure to allow the content to be useable, and for errors or omissions to be easily identified. The content of a BRD can vary, however, candidates can expect to be examined only on the items shown on the diagram.

SYLLABUS

12. VALIDATING AND MANAGING REQUIREMENTS

K2 (5%)



Required reading for this key topic:

Business Analysis 4th Edition Chapters 11 and 12

12.1 Describe the following types of requirements validation.

Indicative content

- a. Formal.
- b. Agile (less formal, iterative).

Guidance

When a linear project approach is in use, the documented requirements are reviewed to determine if they may be confirmed as accurate. When accuracy is confirmed, these requirements are "baselined" – suitable for design and development. Alternatively, when using an Agile approach, the validation is less formal but there remains a need for the requirements to be expressed with sufficient clarity to be accepted into the backlog. The requirements within the backlog are subject to ongoing refinement until they achieve 'ready' status and are fit to be allocated to an iteration.

12.2 Describe the following aspects of requirements management.

Indicative content

- a. Traceability.
 - Horizontal.
 - Vertical.
- b. Change control.

Guidance

Traceability is the means of being able to track the origin and ownership of a requirement – either forwards or backwards throughout the development cycle (why does it exist, or what became of it?), or vertically, to confirm alignment with overall business strategy.

The purpose of change control is to create a robust audit trail of any changes made to requirements and ensure that any changes made are justified.

SYLLABUS

13. DELIVERING THE REQUIREMENTS

K2 (5%)



Required reading for this key topic:

Business Analysis 4th Edition Chapter 13

13.1 Describe the following types of delivery lifecycle.

Indicative content

- a. The waterfall lifecycle (Linear).
- b. The "V" model.
- c. The incremental lifecycle.
- d. The stages of the iterative lifecycle (Agile).

Guidance

A feature common to the waterfall, 'V' and incremental models is that a complete set of requirements is gathered at the start of the project and these form the basis for all subsequent work. With the advent of Agile methods, iterative development has increasingly used prototyping and related techniques in order to evolve the detailed requirements and the corresponding software features. Candidates should be familiar with the key stages of each lifecycle as described within the *Business Analysis 4th Edition* text.

13.2 Explain advantages and disadvantages of the lifecycles.

Indicative content

- a. The four lifecycles listed in 13.1.
- b. Control.
- c. Definition.
- d. Pace.
- e. Clarity.

Guidance

Candidates should be able to explain and recognise the common advantages and disadvantages of the four lifecycles listed such as; varying levels of control, the need for documentation or detailed requirements throughout or the pace of change.

SYLLABUS

14. DELIVERING THE BUSINESS SOLUTION

K2 (5%)



Required reading for this key topic:
Business Analysis 4th Edition Chapter 14

14.1 Explain the role of the business analyst in the business change lifecycle.

Indicative content

- Stages of the business change lifecycle.

Guidance

Business analysis helps organisations to understand where changes are needed and to develop and implement these changes successfully; the role of the business analyst is therefore relevant across the entire change lifecycle. Candidates should be aware of the role of the BA being relevant throughout the business change lifecycle and the different techniques and tools they may use throughout.

14.2 Describe the role of the business analyst during the design, development and test stages.

Indicative content

- Design.
 - Communication.
 - Modelling.
 - Provide clarity.
 - Collaboration.
- Development.
 - Advice and queries.
 - Problem solving.
- Test.
 - Acceptance testing.
 - Test criteria.

Guidance

The role of the business analyst evolves throughout each stage of the design, development and testing stages. Candidates should be able to describe and recognise the role of the BA during each of these stages as listed.

14.3 Describe the following approaches used in the implementation stage.**Indicative content**

- a. Business readiness assessment.
 - McKinsey 7S Framework.
 - CPPOLDAT.
 - b. Transition and migration.
 - Direct changeover (big bang).
 - Parallel.
 - Pilot.
 - Phased.
 - c. People's response to change.
 - SARAH.
-

Guidance

During the implementation stage of the lifecycle, there are three major aspects for the business analyst to consider and support, as listed above. Within each of these stages, there are various techniques and models which the BA can apply to assess and monitor implementation.

14.4 Describe how the benefits plan is used in the realisation stage.**Indicative content**

- a. Context/vision
- b. Benefits profiles
- c. Benefits dependency network
- d. Responsibilities
- e. Tracking procedures

Guidance

Benefits are most likely to be realised when they are managed carefully throughout the business change lifecycle. A comprehensive benefits plan that supplements the business case should be developed to provide a firm basis for tracking the business benefits and managing their realisation.



EXAMINATION FORMAT

This certification is assessed by completing an invigilated online exam that candidates will only be able to access at the date and time they are registered to attend.

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

TYPE

40 MULTIPLE CHOICE QUESTIONS

DURATION

60 MINUTES

SUPERVISED

YES

THIS EXAM WILL BE SUPERVISED

OPEN BOOK

NO

(NO MATERIALS CAN BE TAKEN INTO THE EXAMINATION ROOM)

PASSMARK

(65%)

26/40

DELIVERY

DIGITAL FORMAT ONLY

QUESTION WEIGHTING

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

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

Syllabus Area	Question Type
1 What is Business Analysis?	5%
2 The Competencies of a Business Analyst	2.5%
3 The Strategic Context for Business Analysis	7.5%
4 The Business Analysis Service Framework	2.5%
5 Investigating the Business Situation	12.5%
6 Analysing and Managing Stakeholders	10%
7 Improving Business Services and Processes	12.5%
8 Defining the Solution	7.5%
9 Making the Business Case	5%
10 Establishing the Requirements	10%
11 Documenting and Modelling Requirements	10%
12 Validating and Managing Requirements	5%
13 Delivering the Requirements	5%
14 Delivering the Business Solution	5%

All questions
are multiple
choice.

REQUIRED READING

The following title is required reading for anyone undertaking this certification.

TITLE: Business Analysis, 4th Edition

AUTHOR: Debra Paul and James Cadle, *et al*

PUBLISHER: BCS

PUBLICATION DATE: 2020

ISBN: 978-1-78017-5102

RECOMMENDED READING

The following title is suggested reading for anyone undertaking this certification.
Candidates should be encouraged to explore other available sources.

TITLE: Business Analysis Techniques, 3rd Edition

AUTHOR: James Cadle, Debra Paul, Jonathan Hunsley, Adrian Reed, David Beckham, Paul Turner

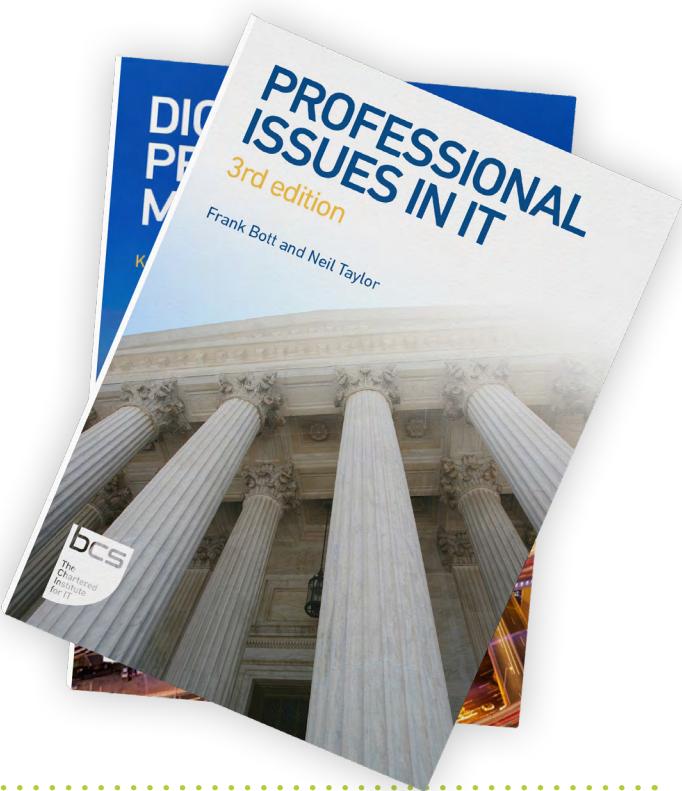
PUBLISHER: BCS

PUBLICATION DATE: 2021

ISBN: 978-1-78017-5690

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DOCUMENT CHANGE HISTORY

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

VERSION NUMBER	CHANGES MADE
Version 4.1	Document created.
Version 4.1 April 2024	Typo in LO3.3 corrected.
Version 4.1 January 2025	Guidance in LO 8.4 updated.

For further information please contact:

BCS

The Chartered Institute for IT

3 Newbridge Square

Swindon

SN1 1BY

T +44 (0)1793 417 417

www.bcs.org

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