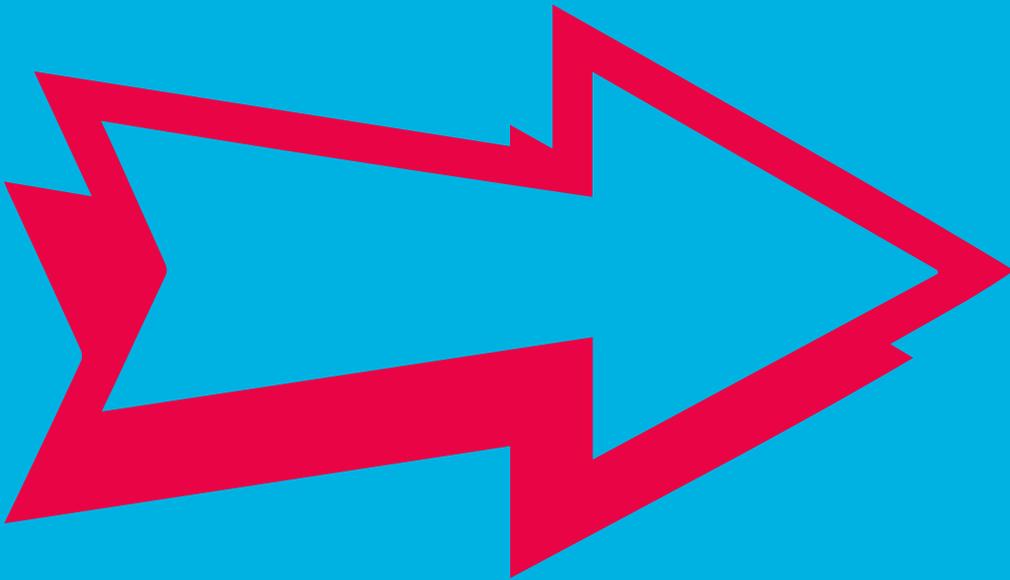


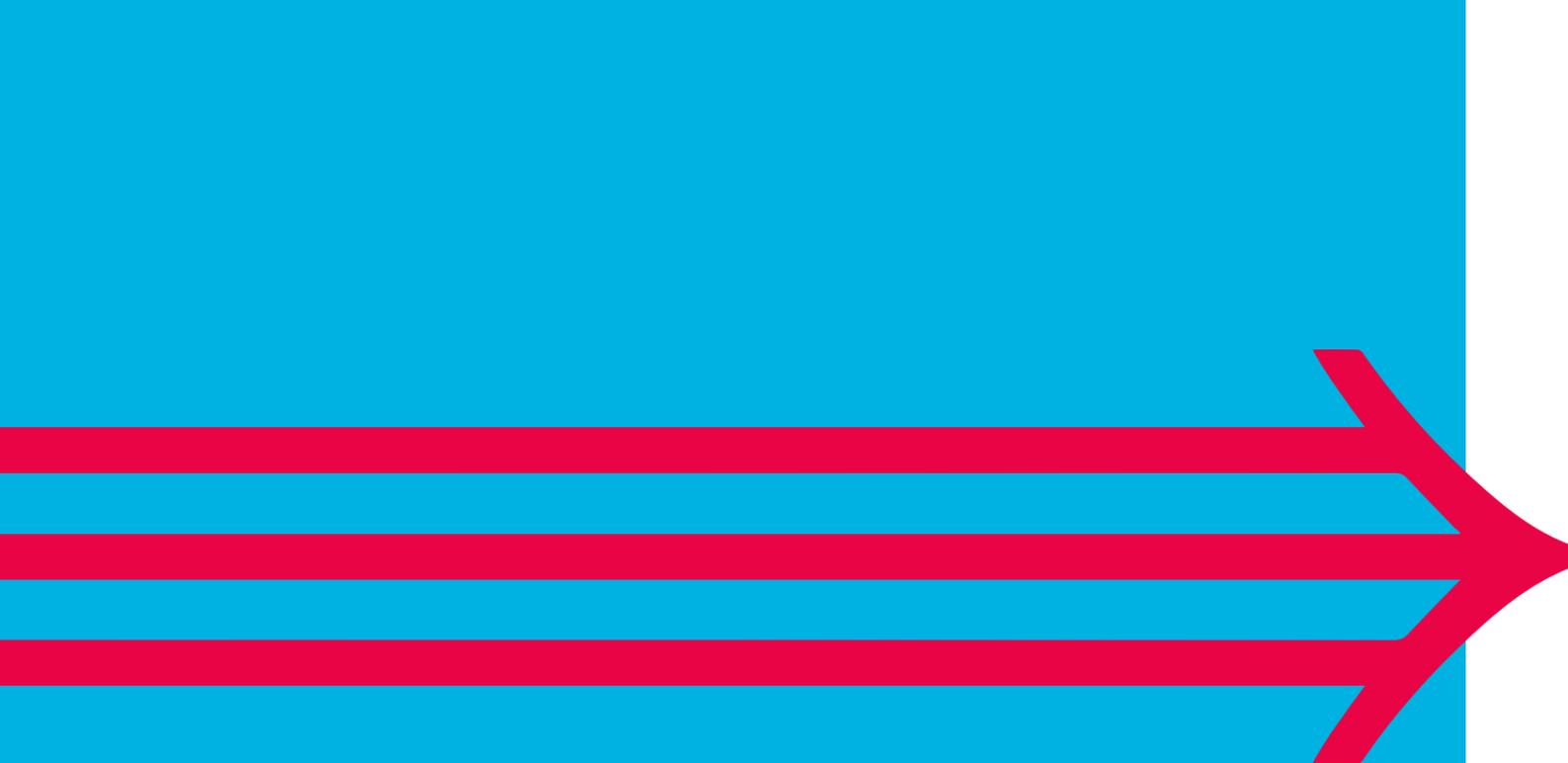


**IS Business Analyst
Apprenticeship
Level 4**

**A Digital by Design
Programme**



PROGRAMME GUIDE



CONTENTS

What does “Digital by Design” mean?

It means a greater focus on online learning together with using face-to-face interaction where it adds the most value for learners.

It means that there is a single learner journey which brings teaching, coaching, learning and assessment into a single, repeatable flow for every module.

It means that there is a clear focus from the beginning of the programme on successful completion of the End Point Assessment.

In Digital by Design, these three elements will work together:

- The Content
- The Service and Support
- The Technology

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ROLE PROFILE

IS Business Analyst

IS (Information Systems) Business Analysts advise organisations when they are changing, updating or transforming their information systems.

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They help organisations 'do the right thing' - scrutinising solutions, challenging ideas and thinking critically to make sure the best possible information system is identified before it is delivered.

The role includes early and regular investigation and analysis to ensure the solution meets business needs.

It's a recognised career path - where professionals take the lead on delivering important changes for many different types of organisations successfully.

IS Business Analysts need:

- Strong analytical skills
- Strong people skills
- A methodical, step-by-step approach
- Attention to detail
- Business skills like effective communication, teamwork and task/time management
- The ability to decipher requirements and document solutions

JOB ROLE SUITABILITY

To help you determine whether a candidate (a new hire or existing employee) will be working in a suitable job role to successfully complete this programme, you must be able to answer "yes" to the following questions.

Will they work on Information Technology (IT) or Information Systems (IS) business analysis projects as their core role (i.e. not people and/or process)?

(Suitable candidates must be working on analysis of IT and IS to be able to complete this programme)

Do they have business experience (i.e. experience working within an organisation), or if not, will they be supported by their employer to build this understanding initially?

Do they have IT experience?

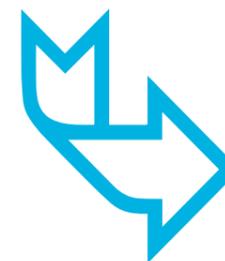
Will they work on significant, large projects focused on IT/IS solutions on a regular basis?

Do they have strong English skills?

Are they involved in and actively working on the whole business analysis cycle, including:

- Investing and scoping requirements?
- Business process modelling?
- Data modelling?
- Analysis and impact assessment?
- Stakeholder management?
- Presenting solutions?
- Testing?

Are they comfortable looking at detailed and complex information?



Speak to your Account Manager for more advice on eligibility and job role/existing staff suitability for this programme.

QUALIFICATIONS EARNED

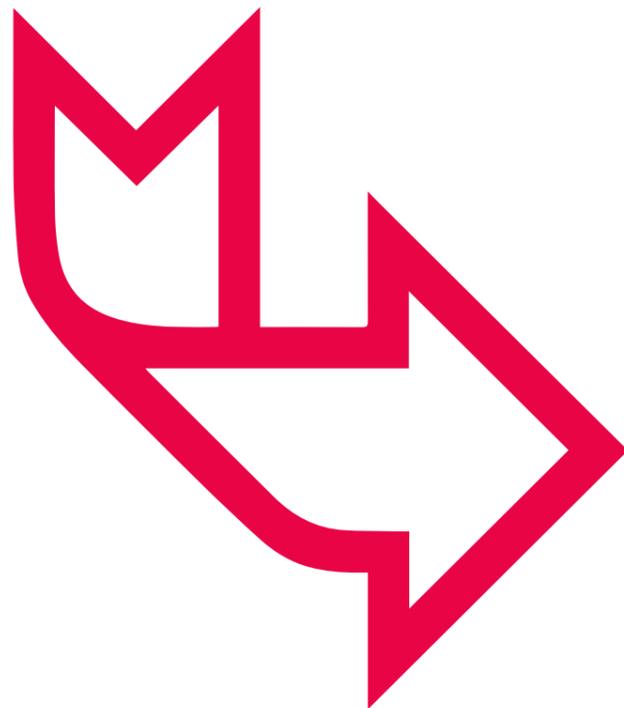
When they achieve this apprenticeship, learners will earn the following qualifications:

- **Level 4 IS Business Analyst Apprenticeship Certificate**
- **BCS Certificate in Requirements Engineering**
- **BCS Foundation Certificate in Business Change**
- **BCS Certificate in Business Analysis**
- **BCS Certificate in Systems Modelling (UML)**

Evidencing 20% off-the-job learning

We are the apprenticeship experts and can help advise you on how best to do this.

Our programme facilitates off-the-job learning, it's been developed with online learning and on-the-job learning, as well as classroom training. This 20% must be done in working hours.



DISCOVER, PRACTICE AND APPLY

Discover, practice and apply are the three pillars of apprenticeship learning.

No matter what part of the apprenticeship a learner is on, discover, practice and apply are combined into each activity.

Discover

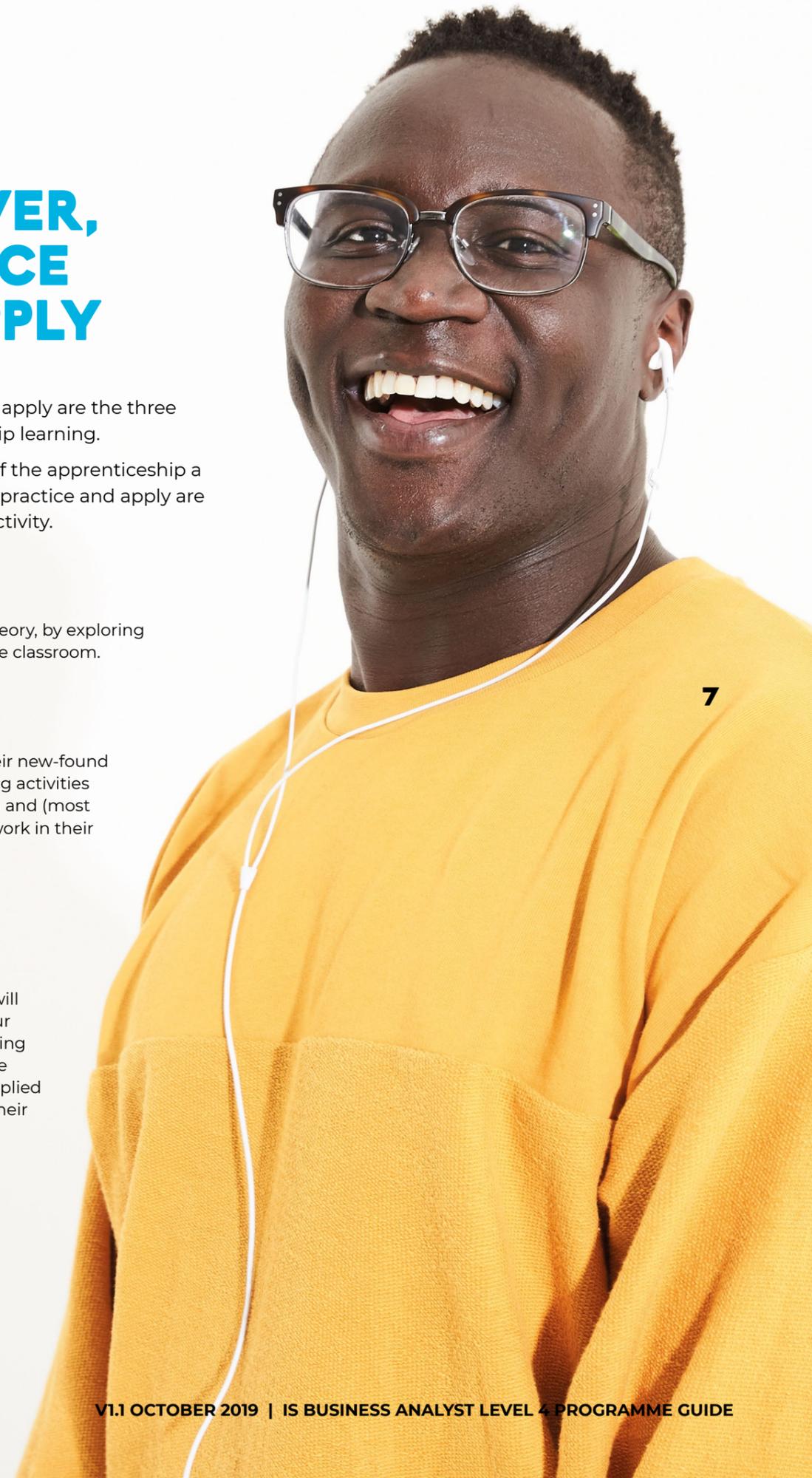
Learners will learn the theory, by exploring subjects online and in the classroom.

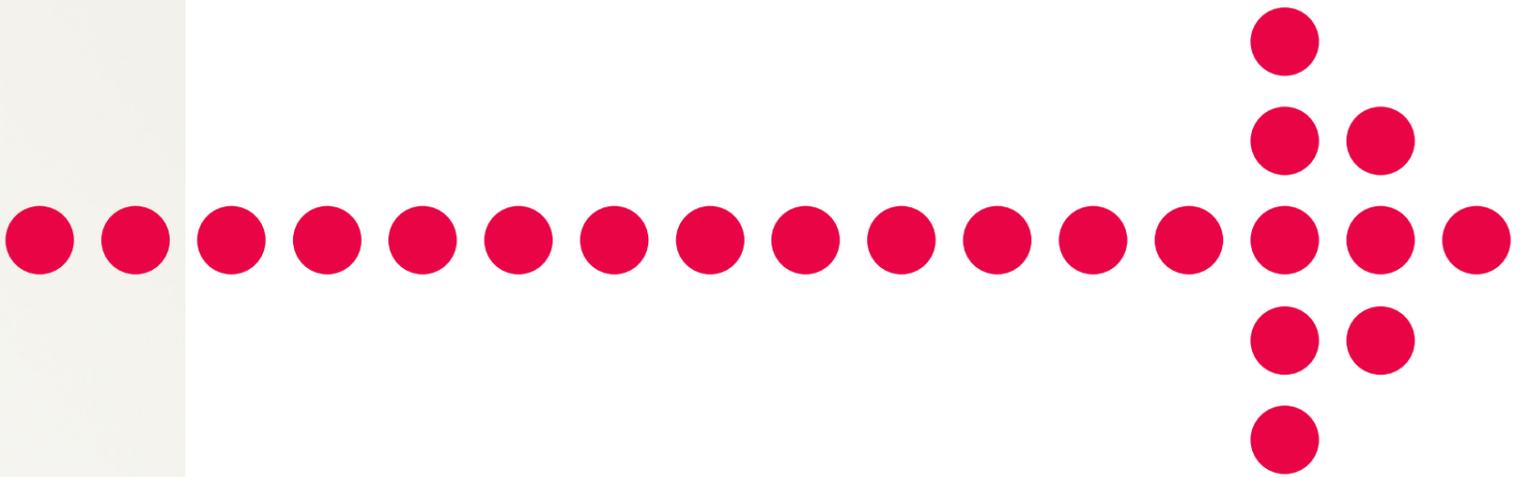
Practice

Learners will practice their new-found knowledge by completing activities - online, in the classroom and (most importantly) directly at work in their day-to-day role.

Apply

Learners will apply what they've discovered and practiced at work. They will actively contribute to your organisation whilst building their portfolio of evidence (showing how they've applied their new skills) to gain their qualification.





INTRODUCING... DIGITAL LEARNING CONSULTANTS

In the new world of apprenticeships, learners will be taken through their programme by a team of people called Digital Learning Consultants (they are subject matter experts).

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On-programme support:

- **3, 2, 1...launch!** Structured programme launch tailored to the learner and focussed on learning, engagement and setting expectations.
- **More help for learners.** Any Digital Learning Consultant can support any learner - so no waiting around for a specific person to be available (this is called a many-to-many approach).
- **Digital first.** Using digital, you're connected to help. Face-to-face visits are only arranged when specific help is required.
- **Faster.** We provide feedback on submissions within 24 hours, and within 4 hours for re-submissions.
- **Group sessions.** There are still regular, planned group guidance sessions to get the benefit of working with others.
- **EPA Readiness.** EPA readiness. We check in regularly, with planned EPA readiness checks that demonstrate distance travelled through the apprenticeship and highlight areas for development.
- **Data driven.** We proactively monitor data to identify learners at risk of falling behind. We take action to re-engage them with their apprenticeship to make sure they stay on track to achieve and remain on the programme.
- **Right learner, right role, right time.** We develop a 5-week initial support plan to make sure the right learner is in the right role at the right time. This is essential to success.



THE APPRENTICESHIP PROGRAMME

IS Business Analyst Level 4

This apprenticeship is typically 18 months long (although some learners may finish in less time if their end-point assessment (EPA) is completed quickly).

This flowchart shows how learners progress through the apprenticeship.

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GETTING STARTED MONTHS 1-3

Learners enrol in the programme and have an induction meeting.

TECHNICAL MODULES MONTHS 3-15

Learners work through eight modules, which include online learning material on a virtual learning environment, classroom sessions, and applying the learning hands-on in their job.

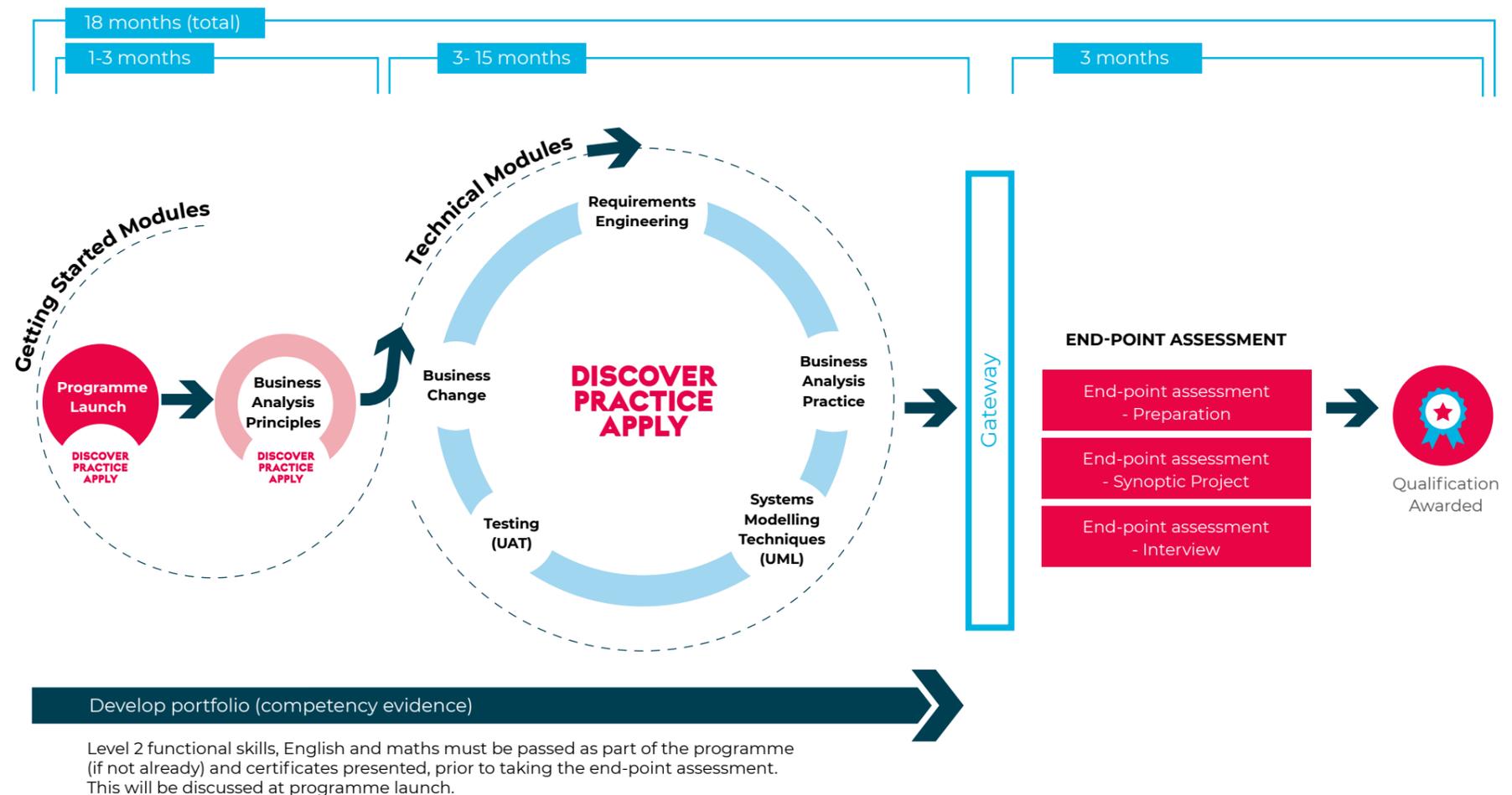
Learners will also build their portfolio and have regular check-ins a Digital Learning Consultant (DLC) and their line manager.

GATEWAY 3 MONTHS BEFORE LEARNER'S TARGET END DATE

Learners will pass through the 'gateway' stage when: all knowledge modules are complete; functional skills or exemptions are confirmed; and their portfolio and employer reference are almost ready.

EPA MONTHS 15-18

Learners complete their EPA (including the synoptic project and interview).



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GETTING STARTED MODULES

The modules in our IS Business Analyst apprenticeship equip learners with the advanced technical skills they need for their role. Each module develops the core set of skills they must be able to do well to be competent in their role.

In each module, learners will 'discover', 'practice' and 'apply' what they've learned. This helps them put their newly-found knowledge into action back at work.

There are eight modules to complete with the following learning outcomes.

Module 1:

IS Business Analyst Launch (Synchronous Session Online)

This module introduces learners to the programme. It's kicked off with a digital session covering:

- The programme outline
- Structure
- Assessments/certification/ qualifications
- Workflow
- Time commitment
- Planning calendar for apprenticeship
- Setting expectations
- Introduce Bud/other technology requirements

Learners are then required to progress their learning online following the session.

Module duration: 4 weeks

Online attendance: 1 hour

Module 2:

Business Analysis Principles

This module introduces strategic analysis and the role of an IS Business Analyst. It covers all Business Analyst skills and technical areas as an overview to build the learner's fundamental knowledge of business analysis.

- Ensuring business change is aligned to business need
- Planning business analysis activities and stakeholder engagement
- Employing a robust requirements engineering process
- Investigating, modelling and analysing business processes
- Writing and communicating robust requirements
- Enhancing and completing requirements through an examination of business data
- Conducting effective interviews and workshops
- Building productive business relationships and avoiding conflict
- Applying the risk management process

Following the classroom workshop, learners will put their new-found knowledge into action at work, progressing their learning online.

Module duration: 8 weeks

Classroom attendance: 4 days

TECHNICAL MODULES

The technical modules focus on the knowledge and skills required of an IS Business Analyst in detail. After each module learners will 'apply' what they've learned at work on current projects. The modules noted (BCS certificate) provide learners with the opportunity to gain additional certification as they progress.

Module 3:

Business Change (BCS certificate)

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This module develops understanding of the processes and techniques to deliver business change. It covers the business change lifecycle, incorporating the techniques, frameworks and models used in business change activities. Learning outcomes are relevant to the BCS Foundation Certificate in Business Change.

This certificate provides a foundation for the BCS certificates in Business Analysis Practice, IS Consultancy Practice, Benefits Management and Business Acceptance and Modelling Business Processes.

- Appreciating the principles, processes and roles involved in business change
- Understanding the importance of aligning the organisation with external and internal influences and the approaches to do this
- Understanding the business analysis approach and techniques used to identify business improvements
- Designing the inter-related elements required to implement successful business
- Understanding the processes that should be employed to deploy business change effectively
- Managing the classification, review and realisation of benefits

Module duration: 8 weeks

Classroom attendance: 3 days

Following the classroom workshop, learners will put their new-found knowledge into action at work, progressing their learning online.

Module 4:

Requirements Engineering (BCS certificate)

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This module covers the range of concepts, approaches and techniques that apply to the Practitioner Certificate in Requirements Engineering.

It's relevant to anyone working in information systems - so they understand what 'good quality' requirements look like.

- Describing the roles and responsibilities of key stakeholders in the requirements engineering process
- Demonstrating the application of a range of requirements elicitation techniques
- Explaining the use of requirements elicitation techniques and the relevance of them in given situations
- Documenting and prioritising user requirements for an information system
- Identifying problems with requirements and explaining how requirements documentation may be improved
- Creating a process/function model of requirements for an information system
- Interpreting a model of the data requirements for an information system
- Explaining the importance of linking project objectives and requirements to the business case
- Describing the principles of requirements management and explaining the importance of managing requirements
- Describing the use of CASE tools to support requirements engineering
- Explaining the principles of requirements validation and defining an approach to validating requirements

Module duration: 8 weeks

Classroom attendance: 3 days

Following the classroom workshop, learners will put their new-found knowledge into action at work, progressing their learning online.



Module 5:

Business Analysis Practice (BCS certificate)

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This module develops a broad understanding of business analysis practice. It covers a range of concepts, approaches and techniques.

Using a holistic approach to the investigation and improvement of business situations, it helps learners develop effective, feasible business solutions.

The learning outcomes are relevant to the Practitioner Certificate in Business Analysis Practice.

- Describing how a business strategy is developed
- Using strategic analysis techniques
- Describing the need for project discipline
- Explaining techniques to investigate an organisation's business systems
- Describing an approach to improving business systems
- Explaining the importance of stakeholder management and using a stakeholder analysis technique
- Using techniques for the analysis and modelling of business systems
- Describing how recommendations for business improvement may be identified
- Describing the contents of a rigorous business case for the development and implementation of business changes
- Identifying costs, benefits, impacts and risks for an option in a business case

Module duration: 8 weeks

Classroom attendance: 3 days

Following the classroom workshop, learners will put their new-found knowledge into action at work, progressing their learning online.

Module 6:

Systems Modelling Technique (UML) (BCS certificate)

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This module teaches learners to model systems from a variety of perspectives. Learners will construct three main types of model reflecting different perspectives, and describe the interactions between them.

The syllabus for the BCS certificate has two common sections (comprising 15% of the syllabus) and three others where the exam provider will select one of two approaches. Please note: the two approaches differ in one key area - the UML version does not include the concept of modelling the existing system, where as this is included in the structured version.

Organisations are able to examine alternative approaches or techniques to those shown below. In this case, details of the standard to be examined, including a description of the principles and notation, should be submitted with the examination accreditation application.

- Justifying the need for modelling and modelling techniques
- Explaining why it is important to model system requirements from different perspectives and identifying specific modelling techniques
- Constructing a static structure model (class diagram)
- Constructing a process model (activity diagram)
- Constructing a simple dynamic event driven model (state machine diagram)
- Evaluating how the various models reflect business objectives and system requirements (via critical success factors)
- Appreciating how the various perspectives interrelate to each other

Module duration: 8 weeks

Classroom attendance: 4 days

Following the classroom workshop, learners will put their new-found knowledge into action at work, progressing their learning online.

Module 7: Testing (online module)

Learners will understand the IS Business Analyst's role in the test lifecycle.

- Understanding the phases of testing an IT system
- Understanding the role of a business analyst within the test lifecycle
- Developing and assuring test plans and test scripts
- Discovering the nature and process of UAT
- Developing a suitable UAT for a compiled solution

This module will be taught as an online learning activity.

Module duration: 6 weeks

Online module

Following the online discover and practice, learners will put their new found knowledge into action at work, progressing their learning online.

Module 8: Consolidate End Point Assessment Preparation

In the last three months of the apprenticeship, learners will focus on preparing for the end-point assessment (EPA). They'll be supported by the Digital Learning Consultant (DLC).

Learners will:

- Submit their portfolio
- Submit the final employer reference
- Complete their synoptic project
- Compete their interview

Discover

- Online content about the EPA, and the components it includes

Practice

- Refine and consolidate final portfolio and employer reference.
- Present options for the EPA synoptic project (which is case-study based) to the DLC. They will discuss if it's a suitable example, and refine the workplace activity to use at EPA.
- Prepare for, and conduct a mock EPA with the DLC.

Apply

- 'Apply' in this module is the EPA itself - learners will apply their knowledge to pass their EPA. This includes submitting their portfolio and employer reference.



COMPETENCY STANDARDS

As well as being assessed on their technical knowledge, apprentices are also assessed on their ability to demonstrate the following more advanced competencies through their portfolio and interview. This ensures balanced development – as the competency standards provide a greater emphasis on the importance of both technical and soft skills relevant to their role in the workplace. The DLC will help apprentices build their portfolio and record these skills throughout the programme.

Technical competencies

INVESTIGATION TECHNIQUES

Apply structured techniques to investigate wants, needs, problems and opportunities.

Document the current situation and apply relevant techniques to structure information.

Assist in the recommendation of business and IS changes.

BUSINESS PROCESS MODELLING

Model business situations with clearly-defined boundaries using contemporary modelling techniques and digital modelling tools.

Analyse business process models to identify opportunities for improvement.

Redesign business process models using different scenarios and different solution models.

REQUIREMENTS ENGINEERING AND MANAGEMENT

Elicit requirements from stakeholders to identify business and user needs.

Analyse, validate, prioritise and document functional and non-functional requirements for business situations.

Identify data requirements relating to business improvement.

Assist in the management and controlled change of requirements.

DATA MODELLING

Create data models to illustrate how data is represented within a business system.

Revise the data model in accordance with different proposed solutions.

GAP ANALYSIS

Compare current and future state business situations with a view to developing a roadmap for business improvement.

ACCEPTANCE TESTING

Define acceptance tests for business change and IS solutions.

STAKEHOLDER ANALYSIS AND MANAGEMENT

Identify stakeholders impacted by a proposed change, understand their perspectives and assess how their interests are best managed.

BUSINESS IMPACT ASSESSMENT

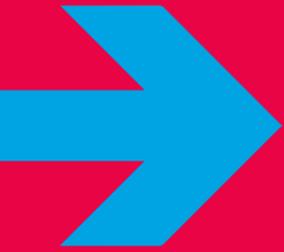
Assess and document the drivers, costs, benefits and impacts of a proposed business change.

Technical knowledge and understanding

- How to conduct internal and external environmental analysis of an industry domain
- How business change and system development lifecycles work, including the use of appropriate methodologies and impact of organisational culture
- The role of the IS Business Analyst and its relationship with other roles on a business change initiative including those with system development responsibility
- The value of business analysis in improving the IS system performance of an organisation
- What is meant by IS business analysis and the stages of activity that constitute it
- The procedures, tools and techniques that can be used to conduct all stages of IS business analysis
- The approach to investment appraisal, benefits realisation and management
- The purpose and value of quality assurance techniques
- The role and application of contemporary modelling software and techniques in modelling the current and proposed business processes
- How to scope, plan and manage business analysis tasks
- How to document options, proposals and plans arising from a specified IS business analysis assignment and the sign-off process
- The importance of communicating effectively and in a timely manner with a range of stakeholders during an IS business analysis assignment

Underpinning skills, attitudes and behaviours

- Logical and creative thinking skills to help solve business change challenges
- Analytical and problem solving skills within IS and business change environments
- Ability to work independently and to take responsibility appropriate to the role
- Can use own initiative in a range of IS business change situations
- A thorough and organised approach: planning analysis activities in line with business priorities
- Ability to work with a range of internal and external people impacted by IS business change
- Ability to communicate effectively in a variety of situations such as IS business change workshops and interviews
- Maintain productive, professional and secure working environment within relevant organisational and legislative requirements



HOW TO GET READY FOR THE END-POINT ASSESSMENT

We want to deliver memorable learning experiences, whilst developing learners with well-rounded skillsets - ready to meet their professional requirements.

To make sure we achieve this goal consistently, it's important for learners, DLCs and employers to work together. We all need to support learners to succeed in their third-party end-point assessment (EPA).

In this section, we've included some guidelines - acting as a framework to achieve consistency.

Preparing for the EPA starts from day one of the apprenticeship.

STAYING ON-TRACK THROUGHOUT THE PROGRAMME

The EPA preparation starts as soon as each new learner joins a programme. All its components will support the learner to develop the necessary technical knowledge, skills, and behaviours to confidently meet, or exceed, all the requirements specified in the standard.

For this reason, it is very important to keep learners, DLCs and employers informed about the expected programme progress plan. It's critical all of the above works together for the programme to be successful. And to make sure that each learner is kept on-track to avoid further interventions (and time commitment) whenever possible.

To help learners with this, we have created two guiding documents – a programme timeline, and a progress review map – so progress can be checked against it, at any time. Any progress deviations above 20% will be reviewed on a case-by-case basis. This is to ensure the apprenticeship is progressing in a timely manner.

HOW THE EPA IS GRADED

After the EPA interview, the assessor will make a holistic judgement of the apprentice's performance across all four assessment methods based on three criteria:

1

WHAT

What has been learned

2

HOW

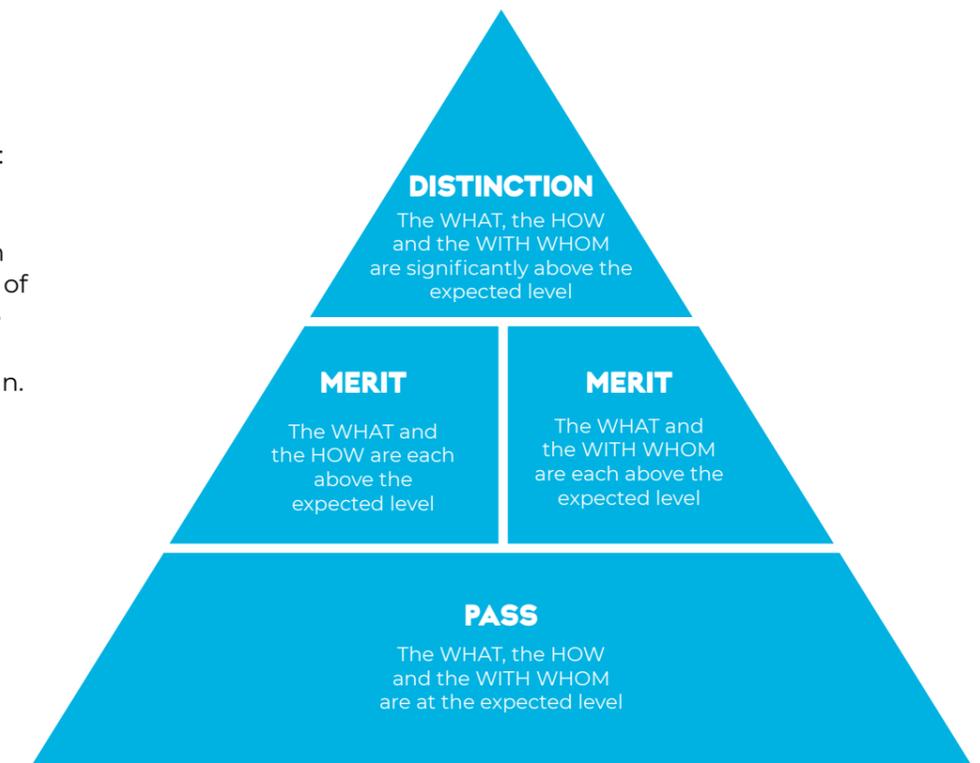
The way the work was done

3

WITH WHOM

The personal and interpersonal qualities brought to working relationships

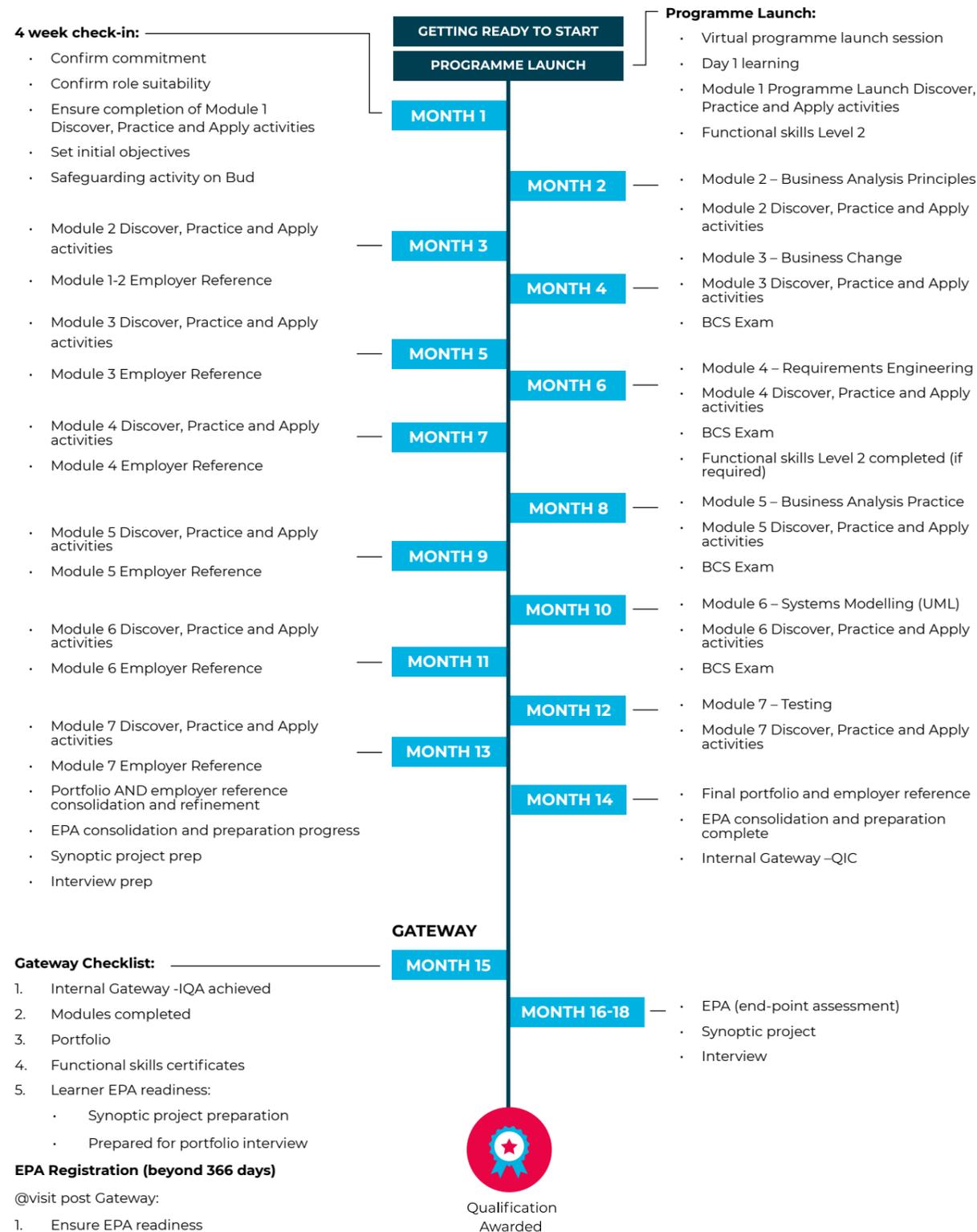
The learner will receive a single grade for their entire apprenticeship: **Pass, Merit or Distinction.** For an in-depth understanding of grading, please refer to the assessment plan.



THE LEARNER'S JOURNEY

IS Business Analyst L4

Programme timeline | Duration: 18 Months | Gateway: 15 Months



THE LEARNER'S JOURNEY

IS Business Analyst L4

Progress review map | Duration: 18 Months | Gateway: 15 Months



This programme guide gives an estimate of progress and indicates the potential performing grade of the apprenticeship.

QA does not formally grade the apprenticeship, this is the responsibility of the end-point assessment organisation.

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Completion by the end of month 3		Completion %	
Module 1 – Getting Started Programme Launch - Completed all Discover, Practice and Apply activities		6%	
Safeguarding module		Completed	
By the end of month 3:			
A learner should have completed 6% of their programme			
Is the learner on track?	YES: The learner has completed 6% or more		●
	NO: The learner is between 0-5%		●
In addition, the learner is currently (*) performing at the following level:	Distinction		●
	Merit		●
	Pass		●
	Fail		●

Completion by the end of month 6		Completion %	
Functional skills Math L2 - Exemption/Exam		Completed	
Functional skills English L2 - Exemption/Exam		Completed	
Module 2 – Business Analysis Principles - Completed all Discover, Practice and Apply activities		18%	
Module 2 – Employer Reference - Completed Module 2 Employer Reference entry		Completed	
Module 3 – Business Change - Completed all Discover, Practice and Apply activities		15%	
Module 3 – Employer Reference - Completed Module 3 Employer Reference entry		Completed	
By the end of month 6:			
A learner should have completed 39% of their programme + functional skills			
Is the learner on track?	YES: The learner has completed 34-39% or more		●
	NO: The learner is between 24-33%		●
	NO: The learner has completed less than 24%		●
In addition, the learner is currently (*) performing at the following level:	Distinction		●
	Merit		●
	Pass		●
	Fail		●

(*) Past results are not indicative of future performance.

69% PROGRESS

84% PROGRESS
+ Gateway registration

MONTH 9

3rd

Completion by the end of month 9	Completion %	
Module 4 – Requirements Engineering - Completed all Discover, Practice and Apply activities	15%	
Module 4 – Employer Reference - Completed Module 4 Employer Reference entry	Completed	
Module 5 – Business Analysis Practice - Completed all Discover, Practice and Apply activities	15%	
Module 5 – Employer Reference - Completed Module 5 Employer Reference entry	Completed	

By the end of month 9:		
A learner should have completed 69% of their programme		
Is the learner on track?	YES: The learner has completed 64-69% or more	●
	NO: The learner is between 54-63%	●
	NO: The learner has completed less than 54%	●
In addition, the learner is currently (*) performing at the following level:	Distinction	●
	Merit	●
	Pass	●
	Fail	●

MONTH 12

4th

Completion by the end of month 12	Completion %	
Module 6 – Systems Modelling Techniques (UML) - Completed all Discover, Practice and Apply activities	15%	
Module 6 – Employer Reference - Completed Module 5 Employer Reference entry	Completed	

By the end of month 12:		
A learner should have completed 84% of their programme		
Is the learner on track?	YES: The learner has completed 79-84% or more	●
	NO: The learner is between 69-78%	●
	NO: The learner has completed less than 69%	●
In addition, the learner is currently (*) performing at the following level:	Distinction	●
	Merit	●
	Pass	●
	Fail	●

(*) Past results are not indicative of future performance.

100% PROGRESS

Qualification Awarded

GATEWAY

EPA (END-POINT ASSESSMENT)

MONTH 14

5th

MONTH 15

6th

MONTH 16

7th

MONTH 17

8th

MONTH 18

9th

Completion by the end of month 14	Completion %	
Module 7 – Testing - Completed all Discover, Practice and Apply activities	8%	
Module 7 – Employer Reference - Completed Module 5 Employer Reference entry	Completed	
EPA Consolidation and Preparation – Portfolio - Completed final consolidation of the full portfolio - Final portfolio sign-off by Quality Improvement Consultant (QIC) and DLC	8%	
EPA Consolidation and Preparation – Employer Reference - Completed final consolidation of the Employer Reference	Completed	

Completion by the end of month 15	Completion %	
Gateway Checklist	Completed	
EPA Registration	Completed	

By the end of month 15:		
Has the learner been EPA registered?	YES	●
	NO	●

Completion by the end of month 16	Completion %	
Synoptic project submitted to BCS	Completed	
Initiate interview preparation	Completed	

By the end of month 16:		
Has the learner completed the synoptic project?	YES	●
	NO	●

Completion by the end of month 17	Completion %	
Interview	Completed	

Completion by the end of month 18	Completion %	
Result from BCS	Completed	

By the end of month 14:		
A learner should have completed of their programme		100%
Is the learner on track?	YES: The learner has completed 95-100%	●
	NO: The learner is between 85-95%	●
	NO: The learner has completed less than 85%	●
In addition, the learner is currently (*) performing at the following level:	Distinction	●
	Merit	●
	Pass	●
	Fail	●

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