



Programme Guide

BUSINESS ANALYST LEVEL 4

DIGITAL AND DEGREE APPRENTICESHIPS

Building tech careers in the workplace

We offer digital and degree apprenticeships that focus on the most in-demand tech skills including; cyber, IT, software development, data and digital marketing, along with others in project management and senior leadership.

With programme pathways from Level 3 – Level 7, we help learners to progress and grow within your company, helping you retain talent and build capabilities.

Our award-winning approach to blended learning enables apprentices to develop further and faster, adding immediate value to their roles, whilst our interactive portal with real-time dashboards and trigger alerts enable managers to effectively and efficiently track progress.



Experience: 30,000 apprenticeships placed



An unrivalled talent pool: 100,000 apply to join our programmes every year



Award-winning: For 'Best Use of Blended Learning - UK Commercial Sector' for our apprenticeship delivery model



Proven: We have the highest overall pass rate among UK tech training providers*

*based on End Point Assessments by the BCS 2020

CONTENTS

Role Profile	5
Job Role Suitability	6
Entry Requirements	8
Finding New Talent	9
Diversity and Inclusion	10
A Blended Approach to Learning	11
Learner Support	12
Digital by Design Apprenticeships	14
The Learner's Journey	17
Modules	24
Learning Outcomes	26
How to get ready for the End-Point Assessment	30
How is the EPA Graded?	31
Expanding Technical Skills Through Cloud Academy	32

ROLE PROFILE

BUSINESS ANALYST

Overview

This occupation is found in the public and private sector, large multi-national companies and smaller independent enterprises. Business analysis exists in almost every sector, from not-for-profit organisations through to retail and the financial services.

It's fast-paced and collaborative and provides a recognised career with professionals taking lead roles in successful change delivery.

The broad purpose of the occupation is to understand the needs of stakeholders and how these can be met through business change and digital solutions. Business Analysts are change professionals that help organisations deliver business and digital change successfully.

Documenting processes

Business Analysts document business problems and user needs, and create solution requirements that align to best practise, and present them in a meaningful and logical way appropriate to the audience. Business Analysts manage stakeholder relationships, ensuring collaboration between business and technical stakeholders. By focusing on benefits and outcomes they ensure the right problems are solved and the right products are developed.

A common area of focus for the Business Analyst role is to model business processes and to facilitate, coordinate and document requirements for the proposed business and IT changes.

Determining solutions

Business Analysts will determine and present solutions of how technology can be used to deliver business improvements, and support business acceptance to ensure that the proposed solution meets the defined requirements.

They help businesses to understand the current organisational situation, identify future needs and define solutions to meet those needs, often in relation to digital technology.

Understanding Business Process

Business Analysts can gain an excellent understanding of the way the organisation works and the sector it operates in. This allows Business Analysts to make recommendations for improvement in relation to people, processes and IT. By analysing, documenting and managing requirements throughout the delivery lifecycle they help achieve successful business outcomes through new processes, data and/or technology.

Stakeholder Engagement

In their daily work, an employee in this occupation interacts with a broad range of stakeholders, including customers, business users, suppliers, product owners, software developers, testers and senior leaders. These stakeholders include people both internal and external to the organisation.

Business Analysts play a key role in multidisciplinary teams by collaborating with different groups of stakeholders, working to understand and communicate how digital solutions can support the organisation's needs. They interact with stakeholders through leading workshops, conducting interviews and using other techniques to effectively understand the business problems and user needs.

Investigating situations and analysis of problems

An employee in this occupation will be responsible for investigating business situations, and analysing problems and opportunities for improvement. They will be responsible for investigating and analysing business processes, understanding data and business information needs, and documenting requirements for digital and business change solutions.

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

As an employer is it important to assess whether a candidate (a new hire or existing employee) is working in a suitable job role to successfully complete their programme.

The checklist has been created to help you assess whether your apprentice will be in a position to demonstrate all of the following Business Analyst duties, during their programme.

Job roles this programme is a great match for:

- Business Analyst
- Agile Business Analyst
- Requirements Engineer

Checklist

1	Will they be able to apply structured techniques to investigate wants, needs, problems and opportunities?
2	Will they be documenting the current situation and apply relevant techniques to structure information?
3	Will they be assisting in the development of options and recommendations for change?
4	Will they be modelling business processes using relevant techniques?
5	Will they be performing a business process analysis and improvement?
6	Will they have the opportunity to redesign business process models in order to reflect changes in working practise or deliver improvements?
7	Will they be undertaking requirements elicitation with stakeholders to identify business and user needs?
8	Will they have the opportunity to analyse, validate, prioritise and document functional and non-functional requirements for business situations, using relevant techniques?
9	Will they identify data requirements relating to business improvement?
10	Will they be assisting in the management and controlled change of requirements?
11	Will they be supporting the creation of data models to illustrate how data is represented within a business system?
12	Will they compare current and future state business situations in order to identify the changes required for business improvement?
13	Will they be defining acceptance criteria for business and system changes, and support business acceptance?
14	Will they be identifying and analysing stakeholders impacted by a proposed change, understand their perspectives and assess how their interests are best managed?
15	Will they be given the opportunity to assess and document the drivers, costs, benefits and impacts of a proposed business change?

ENTRY REQUIREMENTS

The entry requirements for this programme are as follows:

- Level 3 Qualification + at-least 12 months of work experience* & Robust On-boarding plan (learner must work in the organisation for 3 months before sign up)
- **OR** Business or Business related Degree e.g. Finance, Economics, Maths etc.
- **OR** Non Business related Degree + at-least 6 months of work experience*
- **OR** Existing Staff member with 2+ years of work experience**

Please be aware that learners should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

*Work experience relates to any valid work experience

**Existing staff work experience should not be in Business Analyst role.

FINDING NEW TALENT

We offer an extensive attraction and recruitment service for employers who are looking to use apprenticeships to bring new talent into their organisation.

We use multiple channels and tactics to attract people who are interested in and are passionate about building a career in tech. Our recruitment model combines vigorous AI assessments with 1-2-1 interviews to ensure we select apprentices of the highest calibre.

We are committed to increasing diversity in tech and to help achieve this, we work closely with special interest groups including; Code First: Girls, Stemettes and Young Professionals to ensure apprentices from all backgrounds are given the same opportunities, and to support us to close the gender and diversity gap in tech.




Proactively engaged with over **4,000** sixth forms/colleges and universities, attending careers fairs to ensure we reach talent first



QA attracts **100,000 applicants** a year for its apprenticeship and tech academy roles and has nearly 200,000 in its candidate database



Significantly higher than average gender balance with **37%** of our apprenticeship starts being female, compared to an industry average of 19%



14.2% of our applicant pool indicated they have a BAME background - higher than the industry average of 13.3%



DIVERSITY AND INCLUSION

We're passionate about diversity in tech

It's our mission to help eradicate the gender gap, and make sure equal opportunities are given to applicants from all backgrounds. We do this through our long-standing partnerships, QA-driven initiatives and use of trending tools and software.

Diversity-first candidate attraction

We've invested in using augmented copy checking tools to ensure language is inclusive, open to all and free from bias.

We use inclusive imagery throughout our campaigns – producing visual content that promotes diversity and inclusion.

Promoting inclusivity

We nurture relationships with influencers, schools, colleges and universities via events and interactive sessions to ensure learners from all backgrounds are given the same opportunities.

Diversity partnerships

We forge partnerships with like-minded organisations who share our vision on STEM gender equality including Code First: Girls, Stemettes and Young Professionals.

We make tech skills accessible to all

We run free tech workshops including 'Teach the Nation to Code' and 'Teach the Nation to Cloud' so anyone can explore technology career opportunities.

Skills Scans

Every candidate goes through Skills Scans where their knowledge and skills are measured and mapped against apprenticeship standards. This process ensures the right learner is placed on the right programme at the right time, which we know contributes towards a successful completion and a good learner experience.

A BLENDED APPROACH TO LEARNING

How we deliver

QA apprenticeships are designed to immerse the apprentice in their job role and provide more flexibility for the employer.

Allowing individuals to learn through a combination of project and lab work, live events, self-research, self-paced learning and peer-to-peer learning.

The required 20% off-the-job training is a crucial part of the competency development. The latest apprenticeship standard can also now contribute to the off-the-job training, helping to ensure a positive ROI is achieved in relation to salary costs, productivity, efficiency and innovation.



LEARNER SUPPORT



Safeguarding at QA

Safeguarding means ensuring the safety and wellbeing of our learners.

At QA, this means ensuring our policies and processes promote and protect learner wellbeing and that while you are on programme, and that while on programme, we teach learners about the types of risk facing modern day British citizens.

This includes cyber risks, mental and physical health information, risks of radicalisation or grooming and much more.

Ways to access support if you are worried for yourself or someone else:

- Call us – anytime 07808 050273
- Email: safeguarding@qa.com
- Contact your Digital Learning Consultant (DLC), tutor or account manager
- Speak to any member of QA staff onsite



Prevent at QA

Prevent is part of the Government's counter-terrorism strategy.

At QA, this means we teach our staff and learners about the four British values: democracy, rule of law, individual liberty and respect and tolerance.

We also work with Prevent partners to identify people at risk of being or causing terror related harm.



Mental Health at QA

Emotional and mental wellbeing is an important component of successful learning.

Understanding how to protect mental health and promote emotional wellbeing is part of modern British citizenship.



DIGITAL BY DESIGN APPRENTICESHIP PROGRAMMES

Digital by Design Programmes

QA Digital by Design apprenticeships provide a greater focus on online learning together with using live 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. This ensures that from the beginning of the programme there is a clear focus on successful completion of the End-Point Assessment (EPA).

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

- The Content
- The Service and Support
- The Technology

Discover, practise and apply

All QA apprenticeships use a guided discovery approach to learning, as opposed to traditional methods of delivery such as live events. This shifts the emphasis from content delivery to our learners and their context, resulting in the apprentice feeling empowered to take ownership of their learning experience through the “Discover, Practise, Apply” model.



DISCOVER

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



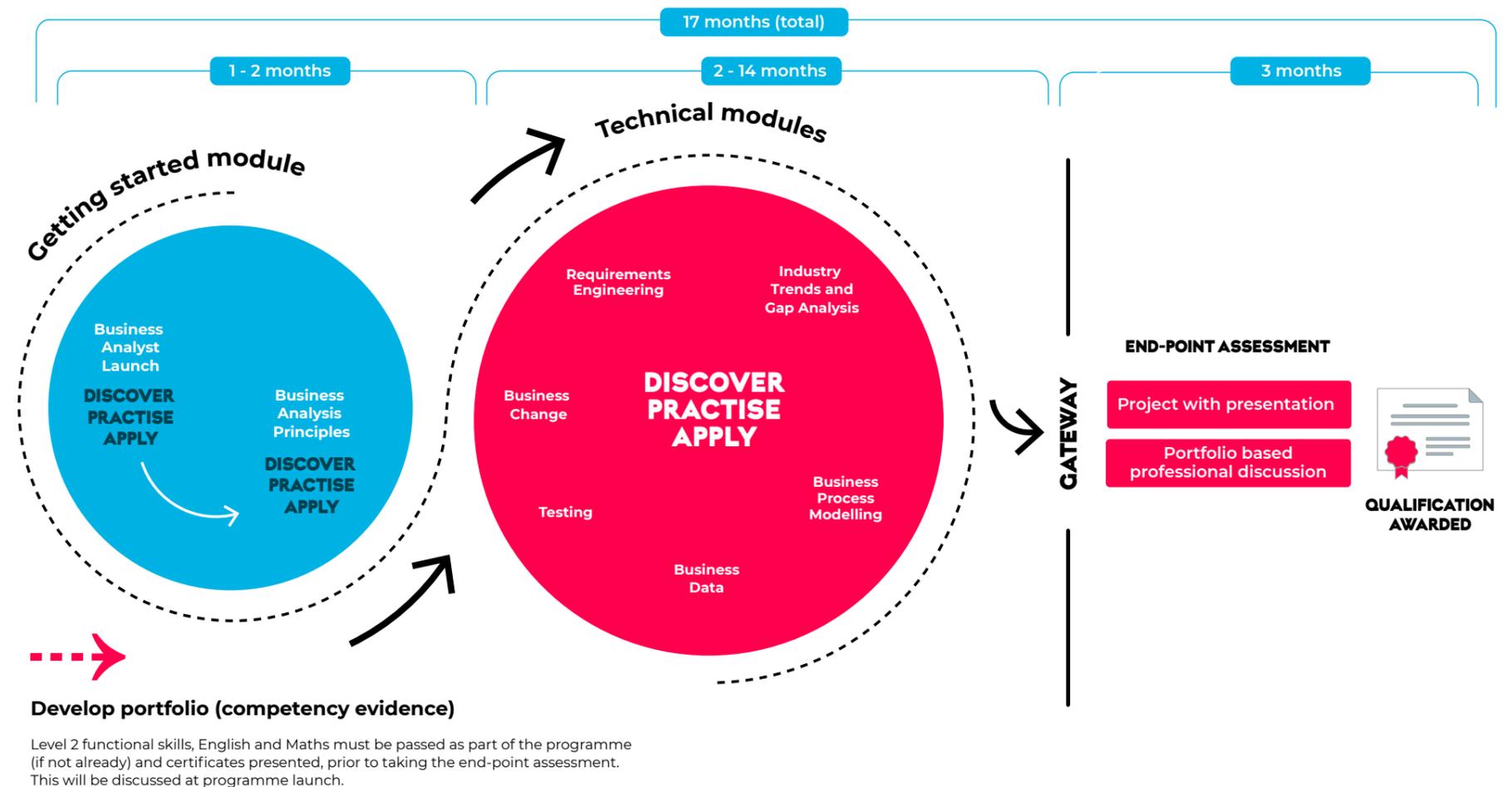
PRACTISE

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



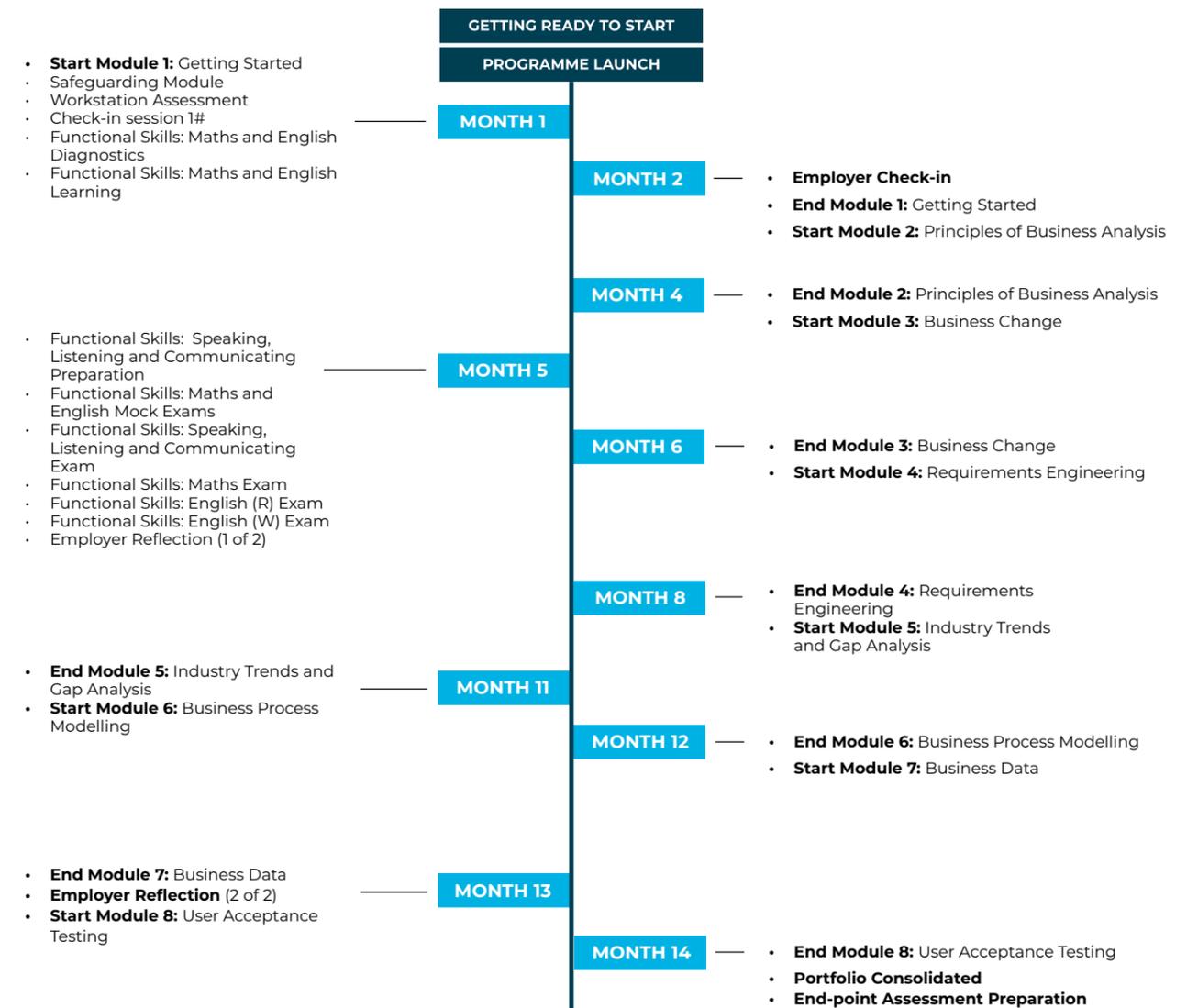
APPLY

Learners will apply what they've discovered and practised 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.



THE LEARNER'S JOURNEY

Programme timeline | Duration: 17 Months | Gateway: 14 Months



Qualification Awarded

GETTING STARTED MODULE

The modules in our 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', 'practise' and 'apply' what they've learned. This helps them put their newly-found knowledge into action back at work.

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

Module 1:

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
- The role of a Business Analyst

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 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
- Appropriate methodologies and the impact of organisational culture and context
- Are aware of the principles, features and differences of waterfall and agile methodologies for project delivery and software development
- 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
- 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

REMAINING MODULES

The technical modules focus on the knowledge and skills required of a 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)

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 Practise, IS Consultancy Practise, 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: 9 weeks

Classroom attendance: 2 days

Module 4: Requirements Engineering (BCS Certificate)

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: 9 weeks

Classroom attendance: 2 days

Module 5: Industry Trends and Gap Analysis

This blended learning module equips learners with an appreciation of technology and industry trends affecting the digital sector while enabling learners to develop the skills required to carry out the gap analysis process.

Learners will:

- Develop their awareness of technology and industry trends in the digital sector
- Gain an appreciation of how technology trends can present opportunities to business
- Develop awareness of current business improvement and IT Solutions from industry
- Understand the purpose and activities of the gap analysis process
- Understand how to document current business situations
- Be able to develop models of future state situations
- Identify key differences between current and future states
- Identify actions required to move from current to future state.
- Understand the importance of stakeholder engagement throughout the gap analysis process

Learners will explore the core theory of these topics online prior to attending the live/classroom session.

During the live session learners will explore practical examples of business response to technological and industry trends. This exploration will require learners to put their learning into practice in defining the current and future state of the scenario and perform gap analysis.

Module duration: 9 weeks

Classroom attendance: 2 days

Module 6: Business Process Modelling

This module teaches learners to identify, evaluate and improve business processes. Equipping learners with the process modelling skills that are fundamental to the successful improvement of business.

The use of modelling techniques facilitates a methodical and effective approach to defining change requirements. This allows public and commercial sector organisations to achieve significant improvements in the efficiency of their operations and the effectiveness of their product and service delivery. This module will help business analysts deal with these challenges.

Learners will:

- Identify and model core business processes at an organisational level
- Identify and model business processes at the process level identify the events that trigger the business processes identify the outcomes from the business processes
- Model the actors, tasks and process flows that comprise a business process analyse the tasks within a business process
- Identify the business rules applied within tasks analyse the performance issues of individual tasks
- Identify the performance measures applied within a business process analyse and improve business processes

Module duration: 4 weeks

Classroom attendance: 3 days

Module 7: Business Data

Learners will develop their understanding and appreciation of data. Exploring how data can support business improvement.

Learners will:

- Understand the value of data to an organisation, and how data needs are considered in business improvement
- Understand business data needs
- Gain an appreciation of how to document and present data models
- Develop simple data models using relevant techniques, standards, notation and software tools
- Create data models to illustrate how data is represented within a business system

This module will be taught as an online learning activity.

Module duration: 4 weeks

Online module

Module 8: Testing

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

Learners will:

- Understand the purpose and value of quality assurance techniques
- Understand the phases of testing an IT system
- Understand the role of a business analyst within the test lifecycle
- Understand the role of the business analyst in facilitating business acceptance of changes
- Develop and assurance of test plans and test scripts
- Discovering the nature and process of UAT
- Developing a suitable UAT for a compiled solution
- Define acceptance criteria for business and system changes, and support business acceptance

This module will be taught as an online learning task.

Module duration: 4 weeks

Online module

Module 9: Gateway and End-Point Assessment Consolidation, Preparation and Assessment

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
- Complete their project proposal with presentation and questioning
- Complete their professional discussion with the End Point Assessor

Discover

- Online content about the EPA, and the components included

Practise

- Refine and consolidate final portfolio
- Prepare for, and conduct mock EPA activities with the DLC.

Apply

- 'Apply' in this module is the EPA itself - learners will apply their knowledge to pass their EPA. This includes having a professional discussion underpinned by their portfolio and completing a project proposal with presentation and questioning.

Qualifications Earned



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

- Level 4 Business Analyst Apprenticeship

Additional qualifications gained

These qualifications do not count towards EPA but will provide learners with additional qualifications.*

- BCS Certificate in Requirements Engineering
- BCS Foundation Certificate in Business Change

* QA will offer one exam attempt free of charge. Any further attempts could be funded by the employer.

LEARNING OUTCOMES

Apprentices will be assessed on 3 key areas; their ability to convey knowledge, their ability to demonstrate practical skills and their capability of displaying professional workplace behaviour. These will be developed during an apprentice's learning journey, with the goal of displaying all of these competencies during their assessment.

These knowledge, skills and behaviour points ensure rounded development, as the standards provide a greater emphasis on the importance of both technical and soft skills in the workplace.

KNOWLEDGE

- 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
- 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
- K8: Approaches to conducting internal and external environmental analysis of an industry domain
- K9: The advantages and disadvantages of a range of investigative techniques
- 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
- 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
- K18: The value of data to an organisation, and how data needs are considered in business improvement
- K19: The purpose and activities of the gap analysis process
- K20: The role of the business analyst in facilitating business acceptance of changes
- K21: The different phases of testing of business and system changes
- 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
- K24: The purpose and importance of business change impact assessment
- K25: The concepts of benefits realisation and management
- 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

SKILLS

- S1: Apply appropriate approaches to scope, plan and perform Business Analysis
- S2: Communicate effectively in a variety of situations with a range of stakeholders
- S3: Apply a range of structured investigation techniques to a business situation
- S4: Produce an outline definition of a business situation using an appropriate 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 to gain agreement for further analysis activity
- S7: Apply appropriate techniques to analyse and document options and recommendations for change
- 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
- 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
- S18: Elicit business data needs from relevant sources
- S19: Support the development of simple data models using relevant techniques, standards, notation and software tools
- 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
- S24: Define acceptance criteria for business and system changes
- S25: Support business acceptance of business and system changes
- S26: Apply relevant techniques to research and identify stakeholders
- S27: Analyse and document stakeholders' areas of interest and influence
- 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
- S30: Present information and concepts in a manner appropriate to the audience

BEHAVIOURS

- 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
- 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

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 ensure we are achieving this goal consistently, it is important for learners, digital learning consultants and employers to work together to ensure learners are supported to succeed in their apprenticeship's End-Point Assessment (EPA).

In this section we outline a number of guidelines which intend to provide a framework so that this can be achieved in a consistent way.

Preparation for the end-point assessment starts from day one.

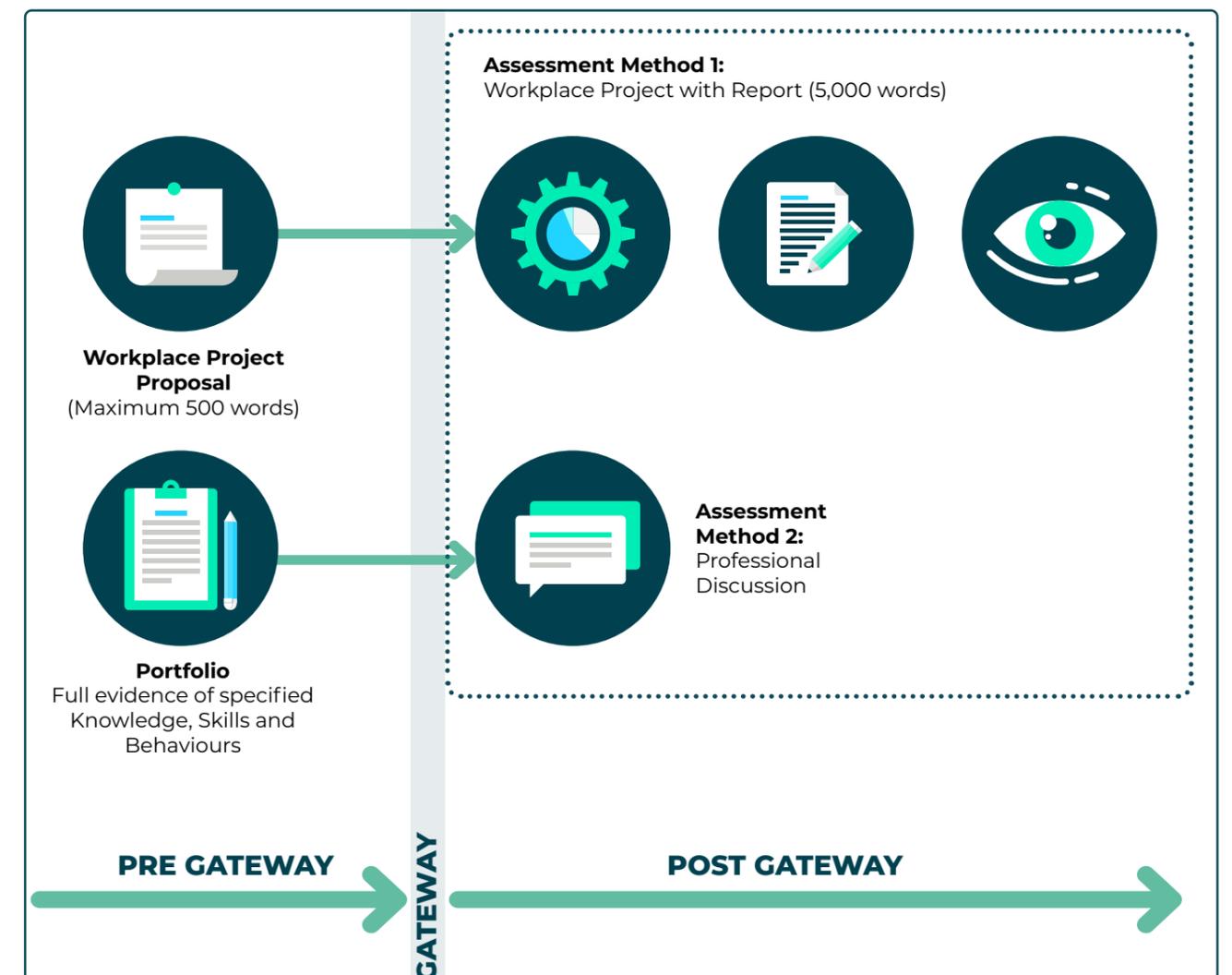
STAYING ON-TRACK THROUGHOUT THE PROGRAMME

Learners and employers should start preparing for EPA from the start of the programme. Employers will need to ensure that learners are given the right opportunities at work to develop and prove the knowledge, skills and behaviours in the standard.

For this reason, it is very important to keep learners, digital learning consultants and employers informed about the programme progress. It is critical to the success of the apprenticeship programme that all of the above work together to ensure that each learning journey is kept on-track avoiding 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 15% 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



EXPANDING TECHNICAL SKILLS THROUGH CLOUD ACADEMY



Our apprentices are given full access to our proprietary Cloud Academy platform for the duration of their programme.

Cloud Academy brings the very latest and up-to-date content to our apprentices through single units, courses and comprehensive learning paths to really build on the core learning outcomes defined within the programme. Furthermore, apprentices are able to prepare for the full suite of vendor qualifications across AWS, GCP and Azure and much more.

Cloud Academy users also benefit from Hands-On Labs, Lab Challenges and Lab Playgrounds providing a safe, sandbox environment in which our learners are able to practise in real time through guided walkthroughs or through their own exploration.

Check out the [Training Library - Cloud Academy](#).



Funded by



Education & Skills
Funding Agency



European Union
European
Social Fund



Apprenticeships

**FOR MORE
INFORMATION,
PLEASE CONTACT**

0333 060 7701
qa.com/contact