Qualification Specification

Accelerate People L4 EPA for Business Analyst ST0117/AP02

QAN: 610/2053/9

Version History		
Version	**Date Amended**	**Changes Made**
1.0	Sept 2022	Document created.
2.0	January 2023	Edits to wording throughout to focus on assessment criteria.
2.1	January 2025	Document rebranded.
3.0	February 2025	Edited gateway requirements to accommodate change in policy for English and Maths requirements.

Contents

Qualification Objective

The level 4 Business Analyst apprenticeship is one of a suite of apprenticeships that have been designed by industry employers to meet a range of job roles across different industries and sizes of business.

Accelerate People are an end-point assessment organisation (EPAO) for the digital apprenticeship standards that are defined by the Institute for Apprenticeships & Technical Education (IfATE). The apprenticeship standard and assessment plan can be found on the IfATE website.

As part of this apprenticeship all apprentices are required to complete an independent end-point assessment (EPA). The purpose of the EPA is to independently assess that any apprentice o on this standard is competent in a relevant job role and can evidence meeting all the assessment criteria relating to the knowledge, skills and behaviours (KSB) outcomes.

The Level 4 Business Analyst Apprenticeship

Role Profile:

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.

Business Analysts document business problems and user needs, and create solution requirements that align to best practice, 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. 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. 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.

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.

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.

Duties:

This apprenticeship standard includes duties to support alignment between the job role and the apprenticeship standard. Listed below are the duties that all apprentices must demonstrate in their apprenticeship. These duties are not assessed or graded as part of the EPA.

Duty 1: Apply structured techniques to investigate wants, needs, problems and opportunities.

Duty 2: Document the current situation and apply relevant techniques to structure information.

Duty 3: Assist in the development of options and recommendations for change.

Duty 4: Model business processes using relevant techniques.

Duty 5: Perform business process analysis and improvement.

Duty 6: Redesign business process models in order to reflect changes in working practice or deliver improvements.

Duty 7: Undertake requirements elicitation with stakeholders to identify business and user needs.

Duty 8: Analyse, validate, prioritise and document functional and non-functional requirements for business situations, using relevant techniques.

Duty 9: Identify data requirements relating to business improvement.

Duty 10: Assist in the management and controlled change of requirements.

Duty 11: Support the creation of data models to illustrate how data is represented within a business system.

Duty 12: Compare current and future state business situations in order to identify the changes required for business improvement.

Duty 13: Define acceptance criteria for business and system changes, and support business acceptance.

Duty 14: Identify and analyse stakeholders impacted by a proposed change, understand their perspectives and assess how their interests are best managed.

Duty 15: Assess and document the drivers, costs, benefits and impacts of a proposed business change.

Entry Requirements

Qualifications

Apprentices aged 16-18 on their apprenticeship start date, without level 2 English and maths, will need to achieve this level prior to taking the EPA. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL)

qualification is an alternative to the English qualification for those whose primary language is BSL.

Apprentices aged 19+ on their apprenticeship start date, without level 2 English and maths, are exempt from achieving this prior to taking their EPA; this exemption is by prior agreement between the apprentice and employer.

Experience

There are no pre-requisite knowledge, skills or understanding requirements defined for entry onto this qualification.

EPA Requirements

To successfully complete the level 4 Business Analyst apprenticeship apprentices must achieve at least a pass in both EPA assessment methods. This EPA consists of two discrete assessment methods which have the following grades awarded.

Assessment Method 1 (AM1): Project proposal with presentation and questioning.

- Fail.
- Pass.
- Distinction.

Assessment Method 2 (AM2): Professional discussion underpinned by portfolio.

- Fail.
- Pass.
- Distinction.

All assessment methods must be taken within a six-month period, otherwise the entire EPA will need to be re-sat/re-taken.

EPA Gateway

For this apprenticeship all apprentices must spend a minimum of 12 months on programme, of which a minimum of 20% must be spent undertaking off-the-job training, before being eligible to undertake the EPA.

Before starting the EPA, an apprentice must meet the following gateway requirements:

- The employer is satisfied that the apprentice is working at or above the occupational standard.
- Apprentices must have compiled and submitted a portfolio of evidence to underpin the professional discussion.
- Apprentices must have achieved English and Maths qualifications in line with the apprenticeship funding rules.

Apprentices may request additional time if they require a reasonable adjustment. Information on how and when to apply is contained within the reasonable adjustments policy.

Once the apprentice is ready to enter gateway the following must be submitted to progress:

- Gateway form:
  - Demonstrating where evidence has met the outcomes listed on the standard.
  - Demonstrating where the knowledge has been completed and uploading evidence of any certificates, if applicable.
  - Confirming the preferred date for each assessment method.
  - Advising Accelerate People if the apprentice requires any reasonable adjustments to be made during the EPA.
  - Confirmation signatures that the apprentice is ready for the EPA.
- Evidence of:
  - Maths and English qualifications at Level 2 or above (or acceptable equivalent as specified in the entry requirements section), **or**
  - Confirmation that the apprentice is exempt from achieving English and Maths qualifications.
- The apprentice's project proposal title and summary (for AM1), see Project Summary for further details.
- The apprentices completed electronic portfolio (for AM2), see Portfolio
- for further details.

The gateway form along with all documentation must be uploaded before the EPA can commence. Failure to upload any of the required documentation may delay the EPA start date.

Project Summary

The project proposal title and summary are to be submitted to the EPAO at the gateway:

- The project proposal must have a real business application.
- The project proposal title and summary must outline the stages covered by the project proposal and an overview of the tasks as well as the specific responsibilities and duties assigned, planned and undertaken by the apprentice, as well as include the date the project proposal has to be submitted to Accelerate People.
- The project proposal title and summary should typically be no more than 500 words and is not an assessed element of the EPA.
- Within two weeks of receiving the project proposal title and summary the EPAO will confirm that it is suitable and provides the scope to meet the required KSBs.

Knowledge, Skills and Behaviours

There are no mandatory vendor qualifications or knowledge modules for this apprenticeship. Apprentices are expected to be able to demonstrate competence against the assessment criteria specified within the assessment plan. The assessment criteria are based on the following KSBs, which apprentices are expected to be competent in before entering gateway.

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 in a variety of situations with a range of stakeholders to deliver business analysis outcomes.

S3: Apply a range of structured investigation techniques to a business situation.

S4: Produce an outline definition of a business situation using an appropriate business analysis technique.

S5: Apply appropriate techniques to identify problems and opportunities within a business situation.

S6: Support the identification and presentation of proposed actions to stakeholders in order to gain agreement for further analysis activity.

S7: Apply appropriate business analysis techniques to analyse and document options and recommendations for change.

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 business analysis 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.

Assessment

AM1: Project with Presentation and Questioning

The apprentice will complete their project proposal and submit an electronic based report and presentation to the EPAO after a maximum of 6 weeks following EPAO sign-off of the project proposal title and summary. Apprentices will prepare their project proposal and presentation once they have passed the gateway. Following submission of the project proposal, the presentation with questioning will take place with an independent assessor.

Project Proposal

Whilst completing the project proposal, the apprentice should complete their project proposal unaided and should be subject to normal workplace supervision.

The project may be based on any of the following:

- An idea/opportunity to improve the business or a system by using Business Analysis techniques and stakeholder engagement.
- A specific business problem concerning stakeholder engagement challenges to be addressed using Business Analysis techniques.

- A recurring issue with stakeholder relationships within a Business Analysis context to be addressed using Business Analysis techniques.

The project does **not** need to be **fully implemented** during the EPA period. The implementation of the project proposal **must** begin during the EPA period and ensure that **S1, S5, S6** and **S7** can be assessed. The project proposal has a maximum word limit of 5,000, with a tolerance of plus or minus 10% (anything outside of this will be marked as a failure). The 5,000-word limit includes tables, graphs and figures; however, appendices and references will **not** be included in this total. Video clips of up to 5 minutes in length can be included in the appendix but the video clip must be a file that can be uploaded, not a link to a video. The project must map (in an appendix) how it evidences the relevant KSBs for this assessment method as per the table below. Evidence of management/leadership support for the work (this could be either an email, letter, or similar written confirmation) must also be included in an appendix.

As a minimum all project reports must include:

- An introduction.
- The scope and proposed aims of the project.
- A plan of activities.
- How the proposed aims will be achieved.
- Proposed approach including communications and stakeholder engagement.
- Research, analysis and findings.
- Recommendations.

Presentation with Questioning

Apprentices will prepare their presentation once they have passed the gateway and will submit an electronic-based presentation to the EPAO after a maximum of 6 weeks following EPAO sign-off of the project title and summary, typically at the same time as they submit the project proposal.

The presentation will focus on the project proposal and on the following themes:

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

The presentation with questioning will focus on the content of the project proposal. The questioning is a structured conversation with an independent assessor and is designed to draw out the best of the apprentice's competence and excellence and covers the assessment criteria assigned to this assessment method.

Key points:

- Presentation with questioning will take place online via video conferencing.
- Apprentices will need access to the internet and a working webcam.
- The apprentice must have access to a quiet room and, unless reasonable adjustments have been requested for additional support, be alone in the room.
- Apprentices must have photographic identification (ID) to verify their identity, if they do not produce any ID then the presentation with questioning will be cancelled.
- Apprentices are required to notify the EPAO at submission of any technical requirements for the presentation component.
- The presentation with questioning will last for 45 minutes, the presentation will last 15 minutes, and the questioning will last for 30 minutes, with the independent assessor having the discretion to increase the time of the questioning by up to 10% to allow the apprentice to complete their last point.
- A minimum of 10 questions will be asked based on both the project proposal and the presentation, and will be formed based on the evidence and grading requirements in the table below.
- Apprentices are allowed access to their project proposal and presentation throughout the questioning.
- Questions will only be based on the evidence submitted for this assessment method.
- Apprentices will have 10 days' notice of the presentation with questioning date.

AM2: Professional Discussion with Portfolio

Portfolio

Training providers must work with the employer and apprentice to select the best evidence completed during the whole of the apprenticeship. All evidence should be real work tasks, and be clear, well documented and demonstrate competency against the assessment criteria listed in the assessment plan.

Typically, portfolios will contain ten discreet high-quality tasks covering a range of different assessment criteria in each, although it is expected that there will be overlaps of assessment criteria in each task. Evidence sources may include:

- Written accounts of activities that have been completed.
- Photographic evidence and work products (annotated).
- Work instructions.
- Safety documentation.
- Technical reports.
- Drawings.
- Company policies and procedures as appropriate to the activities.
- Progress review documentation.
- Witness testimonies.
- Feedback from colleagues and/or clients.
- Video clips (maximum total duration 5 minutes); the apprentice must be always in view and identifiable.

This is not a definitive list; other evidence sources are possible.

Where apprentices have worked on confidential or secure tasks, they should write high level statements about these tasks, but not upload any restricted information or data. Apprentices should be prepared to discuss further details during the professional discussion.

Any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions. The evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this.

The portfolio should **not** include any methods of self-assessment or standalone knowledge statements. Any demonstration of knowledge must be in context of a specific work-related task.

Portfolios should be in an electronic format which must be submitted to Accelerate People at gateway. Paper-based portfolios will not be accepted. If an apprentice uploads a video clip this must be a file that can be uploaded with their portfolio. A link to a video will not be accepted and will not be used as part of their evidence.

Professional Discussion

The professional discussion will take place at least two weeks after the portfolio has been accepted at gateway.

- The professional discussion will take place online via video conferencing.
- Apprentices will need access to the internet and a working webcam for the entire duration.
- The apprentice must have access to a quiet room and, unless reasonable adjustments have been requested for additional support, be alone in the room.
- Apprentices must have photographic identification (ID) to verify their identity, if they do not produce any ID then the professional discussion will be cancelled.
- The discussion will last for 60 minutes with the independent assessor having the discretion to increase the time of the questioning by up to 10% to allow the apprentice to complete their last answer.
- A minimum of 10 questions will be asked and will be formed based on the evidence and grading requirements in the table below.
- Apprentices are allowed access to their portfolio throughout the discussion.

Assessment Criteria

AM1: Project with Presentation and Questioning

Themes and KSBs	Pass Criteria	Distinction Criteria
BA Fundamentals K1, K2, K3, K4, K6, K7, K26. S1, S2, S30.	Explains the definition of Business Analysis and the activities that constitute it including the role of the Business Analyst and its relationship with other roles on a business change initiative. (K1, K3) Explains and evaluates the value of Business Analysis in enabling	Justifies the role of the business analyst and compares the BA with other roles within a business change initiative. (K3) Demonstrates effective engagement utilising different communication styles aligned with stakeholder preferences and needs. (K6)

Themes and KSBs	Pass Criteria	Distinction Criteria
B2, B3, B4, B5, B10, B11.	business improvements and delivering IT system changes. (K2) Explains business change and system development life-cycle methodologies, and evaluates the impact of organisational culture and context. (K4) Explains importance of the ability to communicate in multiple ways and to multiple stakeholders or stakeholder groups. (K6) Explains the purpose and value of quality assurance techniques. (K7) Identifies relevant legislation and industry standards, and describes their impact on business improvement and IT solutions within the organisation. (K26) Describes the selection and application of business analysis approaches to scope, plan and perform Business Analysis. (S1) Communicates effectively in a variety of situations with a range of stakeholders to deliver the specified business analysis outcomes. (S2) Identifies and demonstrates methods of communication and engagement with stakeholders based on an evaluation of the needs of audience. (S30) Demonstrates the application of creative thinking when problem	Evaluates the advantages and disadvantages of a range of communication approaches, and justifies and analyses the choice of methods of communication and engagement with stakeholders. (S2, S30) Demonstrates the scope and appropriateness of approach, takes responsibility and works independently and collaboratively with a range of internal and external people (customers, suppliers or partners). (B3) Demonstrates an ability to extend or enhance their approach to work and the quality of outcomes. (B4) Drives solutions, has a strong goal focus and appropriate level of urgency. Shows management skills in defining problems and identifying solutions. (B5)

Themes and KSBs	Pass Criteria	Distinction Criteria
	solving by exploring ideas, possibilities and connections between different aspects and contributing to the generation of possible solutions. (B2) Demonstrates working both alone and collaboratively to carry out business analysis activities. (B3) Demonstrates use of own initiative and takes responsibility appropriate to the role of a Business Analyst. (B4) Demonstrates a thorough and organisation approach. Plans, schedules and monitors own work competently within deadlines and according to relevant legislation, standards, procedures and business priorities. (B5) Describes working with a range of technical and non-technical stakeholders and adapting the approach successfully to meet their diverse needs. (B10) Tailors manner of presentation of information to be appropriate to the audience, taking account of the potential barriers to understanding. (B11)	
Investigation Techniques S5, S6, S7.	Applies and justifies appropriate selection and application of techniques to identify problems and opportunities within a business situation. (S5)	

Themes and KSBs	Pass Criteria	Distinction Criteria
	Applies and justifies approach to presenting proposed actions to stakeholders in order to gain agreement for further analysis activity. (S6) Applies business analysis techniques to analyse and document options and recommendations for change. (S7)	
Stakeholder Analysis and Management K22, K23. S26, S27.	Explains the relevance and importance of the principles of engaging internal and external stakeholders. (K22) Explains and applies techniques to support the identification and analysis of internal and external stakeholders. (K23) Identifies and applies business analysis techniques to research and identify stakeholders. (S26) Analyses and documents stakeholders' areas of interest and influence and devises appropriate strategies for interactions with stakeholders. (S27)	Evaluates the advantages and disadvantages of a range of stakeholder identification and analysis techniques, and explains the situations appropriate for their selection and application. (K23)
Business Impact Assessment K24. S28, S29.	Explains the purpose and relevance of business change impact assessment. (K24) Supports the development of cost/benefit analysis for proposed business changes. (S28) Evaluates and documents the key impacts of change on people, process, organisation, technology and information. (S29)	

AM2: Professional Discussion with Portfolio

Themes and KSB	Pass Criteria	Distinction Criteria
BA Fundamentals K5, K27, K28. B1, B6, B7, B8, B9, B12, B13.	Describes the principles, features and differences of waterfall and agile methodologies for project delivery and software development. (K5) Explains relevance of data protection regulations to role and organisation, and manages information and data in line with legislation and organisational policies. (K27) Explains own approach to building and maintaining knowledge of technology and industry trends across the digital sector, and the opportunities these bring for business improvement and IT solutions. (K28) Acts logically, analytically and objectively in a range of situations by proceeding by rational steps; evaluating information, judging its relevance and value; and supporting conclusions, using reasoned arguments and evidence. (B1) Establishes and maintains productive working relationships and can use a range of different techniques for doing so. Manages relationships with work colleagues, including those in more senior roles, customers/clients and other stakeholders, so as to gain their	Discusses and analyses technology and industry trends across the digital sector, and the opportunities these bring for business improvement and IT solutions. (K28) Actively works with others, takes others with them, leads by example. Delivers reliably, performs and behaves professionally, manages and delivers against expectations, proactively updates colleagues and behaves appropriately for the situation and in line with organisational values. (B6)

Themes and KSB	Pass Criteria	Distinction Criteria
	confidence, keep them involved and maintain their support for the task/project in hand. (B6) Describes the selection and application of methods of communication appropriate to the situation. Identifies the advantages and disadvantages associated with each method. (B7) Demonstrates maintaining a productive, professional and secure working environment in line with organisational guidelines. (B8) Describes the wider business environment, and explains how own role contributes to the wider business objectives. (B9) Demonstrates working flexibly and effectively throughout the full lifecycle, contributing fully to the work of teams. (B12) Describes taking initiative in identifying and undertaking appropriate personal and professional development opportunities. (B13)	
Investigation Techniques K8, K9. S3, S4.	Describes approaches to conducting internal and external environmental analysis of an industry domain. (K8) Identifies the advantages and disadvantages of investigative techniques and applies structured investigation techniques to a business	Applies structured investigation techniques to a complex business situation. Evaluates the advantages and disadvantages of investigation techniques, and explains the situations appropriate for their selection and application. (S3)

Themes and KSB	Pass Criteria	Distinction Criteria
	situation. (K9, S3)	
	Produces an outline definition of a business situation using a business analysis technique. (S4)	
Business Process Modelling K10, K11. S8, S9, S10, S11.	Explains the purpose of process modelling and describes the purpose of an organisational view of business processes. (K10) Identifies and explains different approaches to documenting business processes and explains the situations appropriate for their selection and application. (K11) Demonstrates elicitation of process information from stakeholders and explains approach. (S8) Creates business processes models, using appropriate techniques, standards notation and software tools. (S9) Analyses business process models to identify opportunities for improvement. (S10) Creates models of redesigned business processes. (S11)	Creates models of complex business processes. Evaluates the advantages and disadvantages of business process modelling techniques and standards, and explains the situations appropriate for their selection and application. (S9)
Requirements Engineering and Management K12, K13, K14, K15, K16, K17. S12, S13, S14, S15, S16, S17.	Describes techniques to elicit requirements, including when it is most appropriate to use each and their importance. (K12) Explains the relevance and importance of eliciting requirements rather than gathering solution descriptions.	Evaluates the advantages and disadvantages of requirements Documentation approaches and explains the situations appropriate for their selection and application. Contributes to the enhancement, maintenance or adoption of local documentation standards. (S13)

Themes and KSB	Pass Criteria	Distinction Criteria
	(K13)	
	Explains approaches to categorise, validate and prioritise requirements and documents functional and non-functional requirements in line with local standards. (K14, S13)	
	Describes approaches to requirements management including change control and explains the relevance and importance of managing requirements. (K15)	
	Identifies non-functional requirement areas, and justifies their inclusion within requirements engineering. (K16)	
	Explains the relevance and importance of considering user experience, accessibility and usability requirements in the design of digital solutions. (K17)	
	Demonstrates elicitation of requirements from stakeholders to identify business and user needs and explains approach. (S12)	
	Analyses documented requirements to remove duplication, conflict and overlap. (S14)	
	Demonstrates and justifies prioritising requirements using an appropriate prioritisation approach. (S15)	

Themes and KSB	Pass Criteria	Distinction Criteria
	Demonstrates validating requirements with stakeholders and explains approach. (S16) Supports the establishment of requirements traceability. (S17)	
Data Modelling K18. S18, S19.	Explains the value of data to an organisation, and summarises how data needs are considered in business improvement. (K18) Demonstrates elicitation of business data needs from relevant sources. (S18) Supports the development of simple data models and demonstrates the use of relevant data modelling techniques, standards, notation and software tools. (S19)	Considers data needs and constraints in relation to business improvement. Explains business analysis techniques for documenting and modelling data. (K18)
Gap Analysis K19. S20, S21, S22, S23.	Identifies the purpose and activities of the gap analysis process and is able to document business situations to enable gap analysis and decision making. (K19, S20) Supports the development of models of future state business situations. (S21) Identifies and documents differences between current and future business situations. (S22) Identifies and documents actions required to move from the current to future business situation. (S23)	Justifies and analyses the key between current and future business situations. Applies a holistic approach to gap analysis. (S22)
Business Acceptance K20, K21.	Explains the role of the business analyst in facilitating business acceptance of changes and is	Justifies the rationale for Business Acceptance and

Themes and KSB	Pass Criteria	Distinction Criteria
S24, S25.	able to define and document acceptance criteria for business and system changes. (K20, S24) Describes the different phases of testing of business and system changes. (K21) Supports business acceptance of business and system changes and explains approach. (S25)	Business Analysis involvement and responsibilities in facilitating acceptance. (K20) Enables business acceptance of business and system changes, taking responsibility for an aspect of transition and adoption. (S25)
Business Impact Assessment K25.	Explains the concepts of benefits realisation and management. (K25)	

Grading

Each assessment method is graded individually and combined to give an overall grade. Assessment criteria do not appear in more than one assessment method, therefore an assessment criteria failed in one assessment method cannot then be demonstrated in the other assessment method. All EPA methods must be passed for the EPA to be passed overall.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Project Proposal with Presentation and Questioning	Professional Discussion Underpinned by Portfolio	Overall Grading
Fail	Any grade	**Fail**
Any grade	Fail	**Fail**
Pass	Pass	**Pass**
Pass	Distinction	**Merit**
Distinction	Pass	**Merit**

| Distinction | Distinction | **Distinction** |

Re-sits and Re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

A re-sit does not require further learning, whereas a re-take does. Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

An apprentice who fails one or more assessment methods, and therefore the EPA in the first instance, will be required to re-sit or re-take the failed assessment method(s) only.

The timescales for a re-sit/re-take are agreed between the employer and EPAO. A re-sit is typically taken within six months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within six months of the EPA outcome notification.

All assessment methods must be taken within a six-month period, otherwise the entire EPA will need to be re-sat/re-taken.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to a higher grade.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of distinction.

Specimen

All specimen materials, such as an example project, can be accessed by registered training providers from the knowledge area on ACE360.

Accelerate People

Accelerate People are an independent EPAO specialising in digital apprenticeship EPAs. If you have any questions or queries relating to this qualification specification or EPA, please contact us using the details below.

Registered training providers with Accelerate People can access further guidance material on the knowledge base on ACE360.

Contact Details:

Email: info@accelerate-people.co.uk.

Visit: www.accelerate-people.co.uk Registered training providers with Accelerate People can access further guidance material on the knowledge base on ACE360.

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