# EXIN BCS Business Analysis

BUSINESS ANALYSIS FOUNDATION

Certified by EXIN

Preparation Guide

Edition 202308

# Content

# 1. Overview

EXIN BCS Business Analysis Foundation (BAF.EN)

### Scope

The EXIN BCS Business Analysis Foundation certification validates a candidate's knowledge on:

- What is business analysis?
- The competencies of a business analyst
- The strategic context for business analysis
- The Business Analysis Service Framework (BASF)
- Investigating the business situation
- Analyzing and managing stakeholders
- Improving business services and processes
- Defining the solution
- Making the business case
- Establishing the requirements
- Documenting and modelling requirements
- Validating and managing requirements
- Delivering the requirements
- Delivering the business solution

### Summary

The role of a business analyst (BA) is full of variety and is broad in scope. The EXIN BCS Business Analysis Foundation certification introduces a range of concepts, approaches and techniques that are relevant in business analysis today.

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

### Context

The EXIN BCS Business Analysis Foundation certification is part of the EXIN BCS Business Analysis qualification program.



### Target group

The EXIN BCS Business Analysis Foundation certification is suitable for individuals looking to enter into a business analyst role, or for those currently working as a business analyst to refresh or broaden their specialist knowledge. Job roles relevant to this certification include business analyst, junior business analyst, change manager, and project manager.

### Requirements for certification

- Successful completion of the EXIN BCS Business Analysis Foundation exam.

Training by an accredited training organization is also strongly recommended.

### Examination details

| | |
|---|---|
| Examination type: | Multiple-choice questions |
| Number of questions: | 40 |
| Pass mark: | 65% (26/40 questions) |
| Open book: | No |
| Notes: | No |
| Electronic equipment/aides permitted: | No |
| Exam duration: | 60 minutes |

The Rules and Regulations for EXIN's examinations apply to this exam.

### Bloom level

The EXIN BCS Business Analysis Foundation certification tests candidates at Bloom levels 1 and 2 according to Bloom's revised taxonomy:

- Bloom level 1: Remembering – relies on recall of information. Candidates will need to absorb, remember, recognize and recall.
- Bloom level 2: Understanding – a step beyond remembering. Understanding shows that candidates comprehend what is presented and can evaluate how the learning material may be applied in their own environment. This type of questions aims to demonstrate that the candidate is able to organize, compare, interpret and choose the correct description of facts and ideas.

## Training

Candidates can choose to study for this exam from one of two ways: by either attending a training course provided by an EXIN Accredited Training Organization, or by self-study. Accredited training is strongly recommended.

### Contact hours

The recommended number of contact hours for this training course is 18. This includes group assignments, exam preparation and short breaks. This number of hours does not include lunch breaks, homework and the exam.

### Indication study effort

56 hours (2 ECTS), depending on existing knowledge.

### Training organization

You can find a list of our Accredited Training Organizations at www.exin.com.

# 2. Exam requirements

The exam requirements are specified in the exam specifications. The following table lists the topics of the module (exam requirements) and the subtopics (exam specifications).

| Exam requirements | Exam specifications | Weight |
|---|---|---|
| **1. What is business analysis?** | | **5%** |
| | 1.1 Describe the business change lifecycle | |
| | 1.2 List the key principles of business analysis | |
| | 1.3 Describe the variants of the business analyst role | |
| **2. The competencies of a business analyst** | | **2.5%** |
| | 2.1 Explain the concept of the T-shaped professional | |
| | 2.2 Identify the three areas of business analysis competency | |
| **3. The strategic context for business analysis** | | **7.5%** |
| | 3.1 Describe business analysis and the strategic context | |
| | 3.2 Define the factors assessed using PESTLE to analyze an external environment | |
| | 3.3 Identify the elements of the VMOST technique used to analyze an internal environment | |
| | 3.4 Describe the elements of performance measurement | |
| | 3.5 Describe the structure of a SWOT analysis | |
| | 3.6 Describe the techniques used in strategy execution | |
| **4. The Business Analysis Service Framework (BASF)** | | **2.5%** |
| | 4.1 Identify the activities in the BASF | |
| **5. Investigating the business situation** | | **12.5%** |
| | 5.1 Define workshops | |
| | 5.2 Define observation | |
| | 5.3 Define interviews | |
| | 5.4 Define scenarios | |
| | 5.5 Define prototyping | |
| | 5.6 Define user role analysis | |
| | 5.7 Define quantitative approaches | |
| | 5.8 Describe two diagrammatic techniques used to record a business situation | |
| **6. Analyzing and managing stakeholders** | | **10%** |
| | 6.1 Identify stakeholder categories using the stakeholder wheel | |
| | 6.2 Describe the use of the power/interest grid technique to analyze stakeholders | |
| | 6.3 Describe stakeholder responsibilities using a RACI chart | |

| | | |
|---|---|---|
| **7. Improving business services and processes** | | **12.5%** |
| | 7.1 Explain the business process hierarchy | |
| | 7.2 List the techniques used to model the enterprise level processes | |
| | 7.3 Describe the aspects of the event-response level | |
| | 7.4 Describe the aspects of the actor-task level | |
| | 7.5 Describe the aspects of the as-is process model | |
| | 7.6 Identify generic approaches to improving business processes | |
| | 7.7 Define the purpose of customer journey maps | |
| **8. Defining the solution** | | **7.5%** |
| | 8.1 Describe the gap analysis process | |
| | 8.2 Explain the use of POPIT™ in gap analysis | |
| | 8.3 Describe the process for developing options | |
| | 8.4 Describe the purpose of design thinking | |
| **9. Making the business case** | | **5%** |
| | 9.1 Describe the lifecycle for a business case in business case development | |
| | 9.2 Identify the areas of feasibility assessment | |
| | 9.3 Define the structure and contents of a business case | |
| | 9.4 List the key features relevant to the production of a business case within an Agile environment | |
| | 9.5 Identify the elements of a CARDI log | |
| | 9.6 Explain the purpose of the investment appraisal techniques | |
| **10. Establishing the requirements** | | **10%** |
| | 10.1 Explain the requirements engineering (RE) framework | |
| | 10.2 Identify the actors in requirements engineering (RE) | |
| | 10.3 Identify the types of requirements | |
| | 10.4 Describe the hierarchy of requirements | |
| | 10.5 Describe the requirements elicitation techniques | |
| | 10.6 Explain the elements of requirements analysis | |
| **11. Documenting and modelling requirements** | | **10%** |
| | 11.1 Identify the documentation styles | |
| | 11.2 List the elements of a requirements catalogue | |
| | 11.3 Describe the format of user stories | |
| | 11.4 Describe the elements of the use case diagram used to model functional requirements | |
| | 11.5 Describe the elements of a class model used to model data | |
| | 11.6 Describe the product backlog in modelling and documentation in an Agile environment | |
| | 11.7 Define the structure of the business requirements document | |
| **12. Validating and managing requirements** | | **5%** |
| | 12.1 Describe the types of requirements validation | |
| | 12.2 Describe the aspects of requirements management | |
| **13. Delivering the requirements** | | **5%** |
| | 13.1 Describe the types of delivery lifecycle | |
| | 13.2 Explain advantages and disadvantages of the lifecycles | |

| 14. Delivering the business solution | | 5% |
|---|---|---|
| | 14.1 Explain the role of the business analyst in the business change lifecycle | |
| | 14.2 Describe the role of the business analyst during the design, development, and test stages | |
| | 14.3 Describe the approaches used in the implementation stage | |
| | 14.4 Describe how the benefits plan is used in the realization stage | |
| | Total | 100% |

## Exam specifications

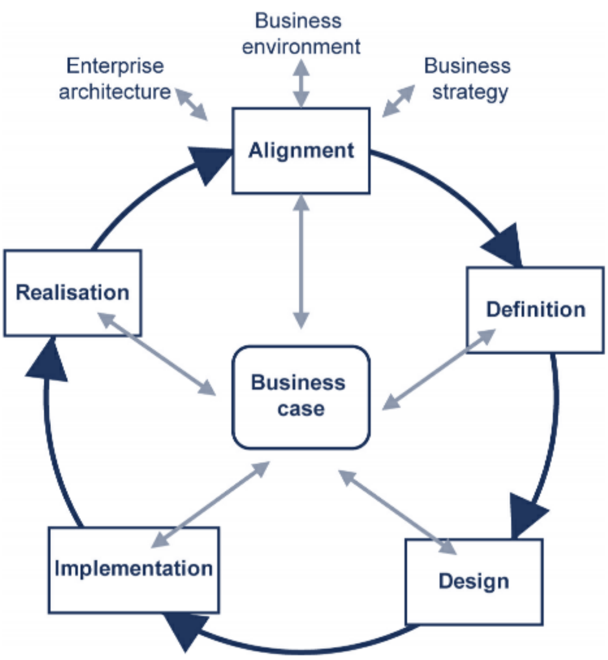
**1 What is business analysis?**

The candidate can…

1.1 describe the business change lifecycle.

**Indicative content**

a.

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**Guidance**

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

1.2 list the key principles of business analysis.

**Indicative content**

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

**Guidance**

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

1.3 describe the variants of the business analyst role.

**Indicative content**

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

**Guidance**

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

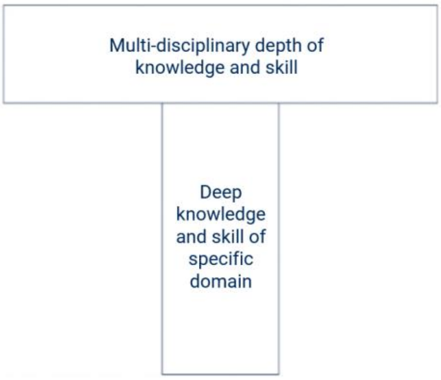
## 2 The competencies of a business analyst

The candidate can…

2.1 explain the concept of the T-shaped professional.

**Indicative content**

a.




**Guidance**

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

2.2 identify the three areas of business analysis competency.

**Indicative content**

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

**Guidance**

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

## 3 The strategic context for business analysis

The candidate can…

3.1 describe business analysis and the strategic context.

**Indicative content**

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

**Guidance**

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

3.2 define the factors assessed using PESTLE to analyze an external environment.

**Indicative content**

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

**Guidance**

PESTLE is a framework used to analyze the external factors which impact an organization. These are factors outside of the organizations control which must be monitored and addressed.

3.3 identify the elements of the VMOST technique used to analyze an internal environment.

**Indicative content**

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

**Guidance**

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

3.4 describe the elements of performance measurement.

**Indicative content**

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

**Guidance**

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

3.5 describe the structure of a SWOT analysis.

**Indicative content**

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

**Guidance**

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

3.6 describe the techniques used in strategy execution.

**Indicative content**

a. POPIT™
b. Business model canvas

**Guidance**

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

## 4 The Business Analysis Service Framework (BASF)

The candidate can…

4.1 identify the activities in the BASF.

**Indicative content**

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

**Guidance**

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

## 5 Investigating the business situation

The candidate can…

5.1 define workshops.

**Indicative content**

a. Advantages and disadvantages
b. Discovery workshop techniques
c. Visualization workshop techniques

**Guidance**

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

5.2 define observation.

**Indicative content**

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

**Guidance**

Observation can create a better understanding of a task or problem, as seeing it being performed in real time allows for valuable questioning to take place, however, there is a risk of the task being performed differently than normal due to the pressures of being observed. Formal observation is used to observe a specific task or action, whereas shadowing is completed over a period of time and is used to find out what a given job entails.

5.3 define interviews.

**Indicative content**

a. Advantages and disadvantages

**Guidance**

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

5.4 define scenarios.

**Indicative content**

a. Advantages and disadvantages

**Guidance**

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

5.5 define prototyping.

**Indicative content**

a. Advantages and disadvantages

**Guidance**

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

5.6 define user role analysis.

**Indicative content**

a. Advantages and disadvantages
b. Personas

**Guidance**

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

5.7 define quantitative approaches.

**Indicative content**

a. Surveys or questionnaires

b. Activity sampling

c. Document analysis

**Guidance**

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

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

**Indicative content**

a. Rich pictures

b. Mind maps

**Guidance**

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

## 6 Analyzing and managing stakeholders

The candidate can…

6.1 identify stakeholder categories using the stakeholder wheel.

**Indicative content**

a.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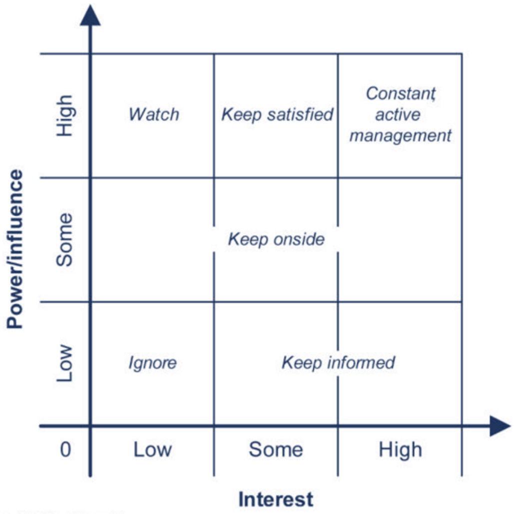
**Guidance**

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

6.2 describe the use of the power/interest grid technique to analyze stakeholders.

**Indicative content**

a.




b. Resulting stakeholder management strategies:

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

**Guidance**

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

6.3 describe stakeholder responsibilities using a RACI chart.

**Indicative content**

a. Responsible
b. Accountable
c. Consulted
d. Informed

**Guidance**

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

## 7 Improving business services and processes

The candidate can…

7.1 explain the business process hierarchy.

**Indicative content**

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

**Guidance**

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

7.2 list the techniques used to model the enterprise level processes.

**Indicative content**

a. SIPOC
- Supplier
- Input
- Process
- Output
- Customer

b. Value chain analysis
- Primary activities
- Support activities

c. Value propositions
- Product/service
- Image
- Customer relationship

**Guidance**

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

7.3 describe the aspects of the event-response level.

**Indicative content**

a. Business events
- Internal
- External
- Time-based

b. Creating business process models
c. UML activity models with partitions (swimlane diagrams)

**Guidance**

A business process is triggered by a business event and provides the organization's response to the event. Business process models can be created to represent or document a current process, for training purposes or for process improvement. Candidates should recognize business events and the purpose of business process models.

7.4 describe the aspects of the actor-task level.

**Indicative content**

a. Analysis considerations at actor-task level
- Actor
- Event
- Input
- Output(s)
- Costs
- Performance measures
- Steps

**Guidance**

Candidates should be familiar with the analysis considerations at actor-task level, as these provide an opportunity for detailed analysis of a task and help to identify aspects that are problematic or would benefit from improvement.

7.5 describe the aspects of the as-is process model.

**Indicative content**

a. Identifying problems
b. Analyzing the handoffs
c. Analyzing the tasks and procedures

**Guidance**

As-is process models are usually created in response to change or planned change. This is to understand and model the current reality of a process. Candidates should understand how to identify problems using an as-is process model, while considering how to address performance gaps.

7.6 identify generic approaches to improving business processes.

**Indicative content**

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

**Guidance**

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

7.7 define the purpose of customer journey maps.

**Indicative content**

a. Provides an external perspective
b. Customer-focused

**Guidance**

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

**8 Defining the solution**

The candidate can…

8.1 describe the gap analysis process.

**Indicative content**

a. Comparing current to target state

b. Identify gaps to be addressed

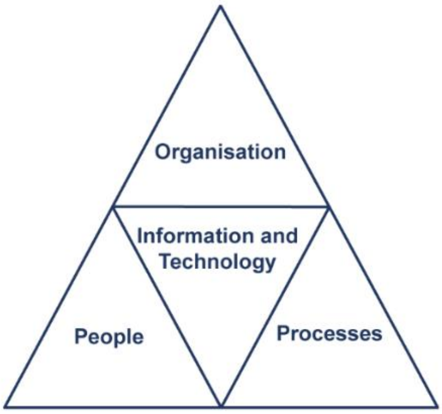
**Guidance**

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

8.2 explain the use of POPIT™ in gap analysis.

**Indicative content**

a.

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**Guidance**

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

8.3 describe the process for developing options.

**Indicative content**

a. Identify, shortlist, evaluate, produce business case

**Guidance**

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

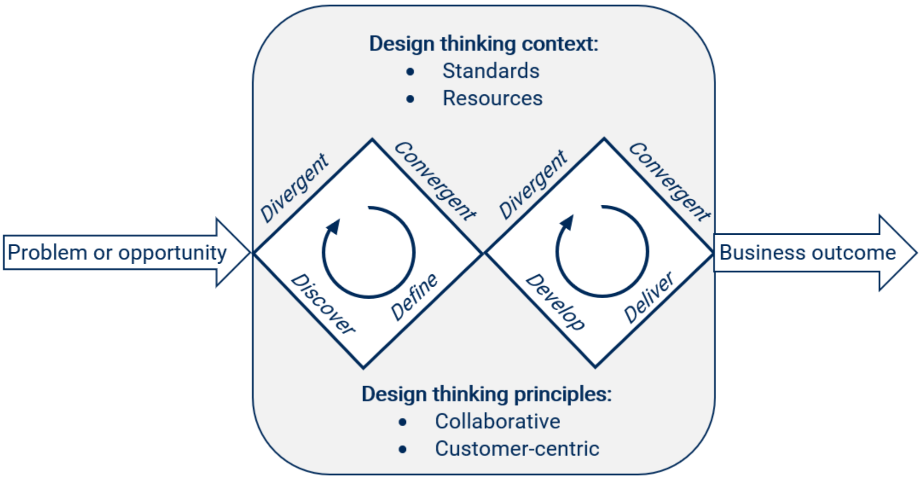
8.4 describe the purpose of design thinking.

**Indicative content**

a. Stages of design thinking

- Empathize
- Define
- Ideate
- Prototype
- Evaluate
- Create

b.

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**Guidance**

Candidates should be familiar with the analysis considerations at actor-task level, as these provide an opportunity for detailed analysis of a task and help to identify aspects that are problematic or would benefit from improvement.

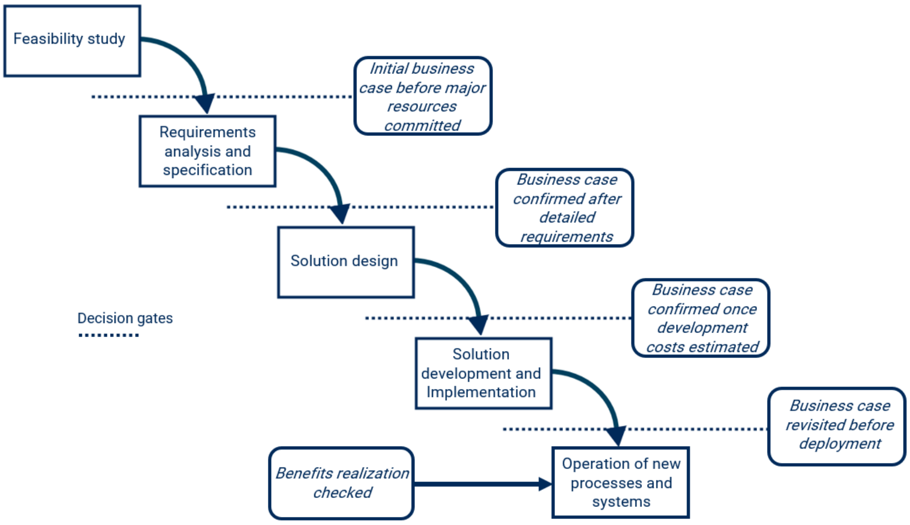
## 9 Making the business case

The candidate can…

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

**Indicative content**

a.




**Guidance**

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

9.2 identify the areas of feasibility assessment.

**Indicative content**

a. Business
b. Technical
c. Financial

**Guidance**

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

9.3 define the structure and contents of a business case.

**Indicative content**

a. Introduction
b. Management or executive summary
c. Description of current state
d. Options considered
- Option described
- Analysis of costs and benefits
- Impact assessment
- Risk assessment

e. Recommendations
f. Appendices/supporting information

**Guidance**

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

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

**Indicative content**

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

**Guidance**

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

9.5 identify the elements of a CARDI log.

**Indicative content**

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

**Guidance**

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

9.6 explain the purpose of the investment appraisal techniques.

**Indicative content**

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

**Guidance**

In a business case, the financial impact of paying for a solution (or not taking any action at all) must be considered. A payback calculation can be completed to show the costs of the solution, and the financial benefits over time. Discounted cash flow addresses the time value of money and how the costs and benefits may vary due to external economic factors. Net present value uses discounted cash flow to discount future monies back to today's values.

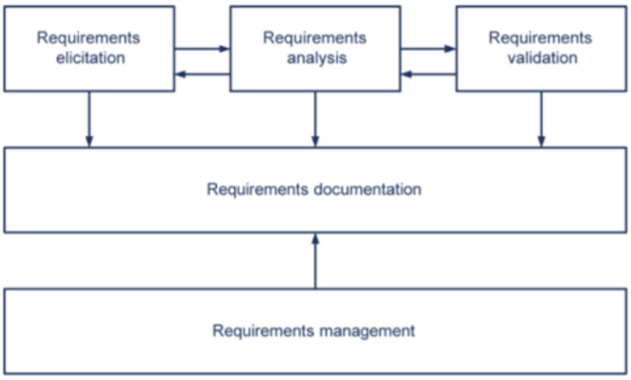
# 10 Establishing the requirements

The candidate can…

10.1 explain the requirements engineering (RE) framework.

**Indicative content**

a.




**Guidance**

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

10.2 identify the actors in requirements engineering (RE).

**Indicative content**

a. The business representatives
- Project sponsor
- Product owner
- Subject matter expert
- Business staff

b. The project team
- Project manager
- Business analyst
- Developer
- Software tester

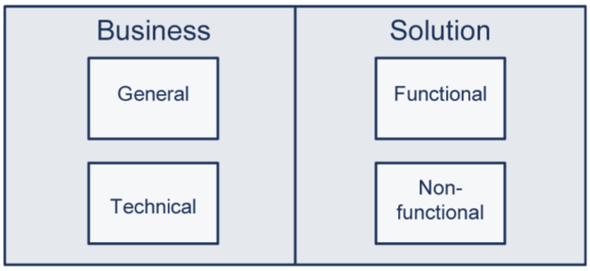
**Guidance**

Candidates should be able to recognize the roles of the various actors within RE as listed.

10.3 identify the types of requirements.

**Indicative content**

a.




**Guidance**

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

10.4 describe the hierarchy of requirements.

**Indicative content**

a. Link to strategy and legal obligations

**Guidance**

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

10.5 describe the requirements elicitation techniques.

**Indicative content**

a. Tacit and explicit knowledge

b. Elicitation techniques

- Workshops
- Modelling
- Prototyping
- Interviews
- Document analysis

**Guidance**

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

10.6 explain the elements of requirements analysis.

**Indicative content**

a. Requirements filters

- Clear
- Concise
- Consistent
- Relevant

b. Prioritizing requirements using MoSCoW

c. Business rules

- Constraints
- Operational guidance

**Guidance**

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

## 11 Documenting and modelling requirements

The candidate can…

11.1 identify the documentation styles.

**Indicative content**

a. Text-based
b. Requirements catalogue
c. User stories
d. Diagrammatic
e. Data model
f. Use-case model
g. Business process model

**Guidance**

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

11.2 list the elements of a requirements catalogue.

**Indicative content**

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

**Guidance**

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

11.3 describe the format of user stories.

**Indicative content**

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

**Guidance**

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

11.4 describe the elements of the use case diagram used to model functional requirements.

**Indicative content**

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

**Guidance**

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

11.5 describe the elements of a class model used to model data.

**Indicative content**

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

**Guidance**

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

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

**Indicative content**

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

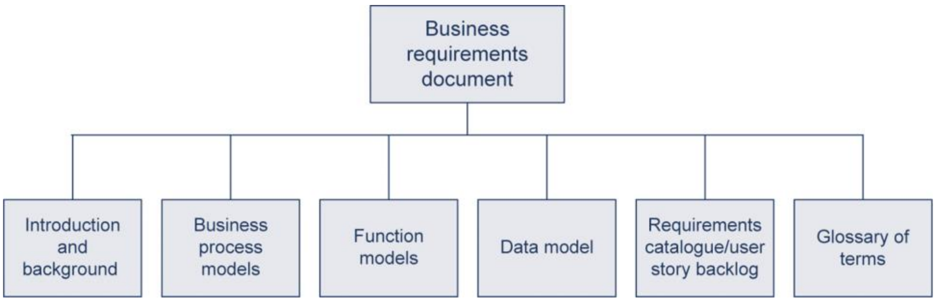
**Guidance**

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

11.7 define the structure of the business requirements document.

**Indicative content**

a.




**Guidance**

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

## 12 Validating and managing requirements

The candidate can…

12.1 describe the types of requirements validation.

**Indicative content**

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

**Guidance**

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

12.2 describe the aspects of requirements management.

**Indicative content**

a. Traceability
- Horizontal
- Vertical

b. Change control

**Guidance**

Traceability is the means of being able to track the origin and ownership of a requirement – either forwards or backwards throughout the development cycle (why does it exist, or what became of it?), or vertically, to confirm alignment with overall business strategy. The purpose of change control is to create a robust audit trail of any changes made to requirements and ensure that any changes made are justified.

## 13 Delivering the requirements

The candidate can…

13.1 describe the types of delivery lifecycle.

**Indicative content**

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

**Guidance**

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

13.2 explain advantages and disadvantages of the lifecycles.

**Indicative content**

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

**Guidance**

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

**14 Delivering the business solution**

The candidate can…

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

**Indicative content**

a. Stages of the business change lifecycle

**Guidance**

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

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

**Indicative content**

a. Design
- Communication
- Modelling
- Provide clarity
- Collaboration

b. Development
- Advice and queries
- Problem solving

c. Test
- Acceptance testing
- Test criteria

**Guidance**

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

14.3 describe the approaches used in the implementation stage.

**Indicative content**

a. Business readiness assessment
- McKinsey 7S Framework
- CPPOLDAT

b. Transition and migration
- Direct changeover (big bang)
- Parallel
- Pilot
- Phased

c. People's response to change
- SARAH

**Guidance**

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

14.4 describe how the benefits plan is used in the realization stage.

**Indicative content**

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

**Guidance**

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

# 3. Levels of knowledge/SFIA levels

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

| Level | Levels of knowledge | Levels of skills and responsibility (SFIA) |
|---|---|---|
| K7 | | Set strategy, inspire and mobilize |
| K6 | Evaluate | Initiate and influence |
| K5 | Synthesize | Ensure and advise |
| K4 | Analyze | Enable |
| K3 | Apply | Apply |
| K2 | Understand | Assist |
| K1 | Remember | Follow |
| | | |

## SFIA Plus

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

| | |
|---|---|
| **REQM3KSD04** | The selection and application of information elicitation methods, tools and techniques that are appropriate to the information required and the sources available. |
| **REQM3KSC04** | Applying techniques that help investigating, analyzing, modelling and recording a business area or system of interest. |
| **REQM3KSD91** | The techniques applied to the documentation, analysis, and prioritization of stakeholder requirements; their agreement, change control, and communication. |
| **BUSA3KSD01** | Methods, tools and techniques to analyze and optimize processes in order to improve the quality of a product or service. |
| **BSMO2KSC09** | Using tools (manual or automated) to record the structure, relationships and use of information within an organization. |
| **FEAS3KSD16** | Methods and techniques for preparing and presenting business cases, requests for proposal (RFP) invitations to tender (ITT) and statements of requirements/work both verbally and in writing. |
| **FEAS3KSD85** | Establishing relationships, analyzing perspectives and managing stakeholders from a variety of backgrounds and disciplines. Adapting stakeholder engagement style to meet the needs of different audiences. The identification of key business stakeholders and an assessment of their level of power and interests, and their perspectives to inform the way(s) in which they should be considered and managed. |

Further information regarding the SFIA levels can be found at Chartered IT Professional (CITP) | BCS.

# 4. e-CF mapping

All e-Competence Framework competences related to the EXIN BCS Modelling Business Processes certification can be found below. Also indicated is the level of the competence and whether the competence is covered entirely, partially or superficially. For more information about the e-CF, please visit https://itprofessionalism.org/ or contact EXIN.

competence is covered   partial coverage   superficial coverage

| e-Competence Level | | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| A.3. | Business Plan Development | | | | | |
| A.4. | Product / Service Planning | | | | | |
| D.10. | Information and Knowledge Management | | | | | |
| D.11. | Needs Identification | | | | | |
| E.4. | Relationship Management | | | | | |
| E.5. | Process Improvement | | | | | |

# 5. Literature

## Exam literature

The knowledge required for the exam is covered in the following literature:

A. Debra Paul and James Cadle, et al
**Business Analysis**
BCS (4th edition, July 2020)
ISBN: 978-1-78017-5102
https://shop.bcs.org/store/221/detail/workgroup?id=3-221-9781780175102

## Additional literature

B. James Cadle, Debra Paul, Jonathan Hunsley, Adrian Reed, David Beckham, and Paul Turner
**Business Analysis Techniques**
BCS (3rd edition, August 2021)
ISBN: 978-1-78017-5690

### Comment

Additional literature is for reference and depth of knowledge only.

Driving Professional Growth

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