

# **City & Guilds Level 4 End-point Assessment for Business Analyst (9609-12)**

**Standard: ST0117**

**EPA Plan: Version 1.1**

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**EPA Pack for Providers and Employers**

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# 1. Apprenticeships

This pack will help providers and employers prepare apprentices for the End-point Assessment (EPA) of their City & Guilds Level 4 End-point Assessment for Business Analyst (9609-12). It explains how apprentices will demonstrate the knowledge, skills and behaviours (KSBs) which they developed during their apprenticeship.



This pack must be used alongside the:

- Recording Forms for Providers and Employers
- EPA Documents [Library](#), which includes the Manual for the End-point Assessment Service, information about the EPA Service, policies about malpractice and appeals, FAQs, and a video about EPA which can be shared with apprentices.

The City & Guilds Manual for the End-point Assessment Service includes information on:

- application, registration and booking
- assessment
- results and post results (including resits)
- fees
- quality assurance.

Full-time apprentices will typically spend 18 months on-programme working towards meeting the Standard, with a minimum of 20% off-the-job training. The employer should ensure that the apprentice has access to development opportunities to gain the KSBs, as outlined in the Standard, and must hold regular progress reviews with the provider and apprentice.

Once the apprentice has completed their training, they should be ready to go through 'Gateway' to EPA. See the [Gateway](#) and Assessment Instructions sections within this pack to understand what happens.

The EPA for this apprenticeship includes the following assessments which can be taken in any order, as requested by the apprentice:

- Project Proposal with Presentation and Questioning

- Professional Discussion underpinned by Portfolio.

## Preparing for EPA

In preparation for EPA, providers and employers should:

- read the Assessment instructions sections before reaching Gateway – the EPA Partnership Managers can help with any queries
- review which completed **Recording Forms and evidence** must be submitted, and when
- use the Recording Forms provided in the format laid out, unless indicated otherwise
- plan the venue and resources required for EPA – make sure the assessment environment is secure and comfortable, without interruptions
- use the EPA Pro portal to help manage the apprentice's progress through EPA
- for on-site assessment, arrange for a designated contact to be available on the day to ensure the correct resources are available.

To help apprentices prepare for EPA, providers and employers should:

- explain the assessments and **Recording Forms** to the apprentice – refer to details in the Assessment Instructions sections of this pack
- agree a realistic timeframe for submission of evidence that meets the EPA deadlines – any delays in submission of evidence will delay the assessments
- make sure the apprentice has the resources and time to prepare for, and undertake, EPA
- take the apprentice through some mock assessments
- share the [EPA Preparation Guide](#) with the apprentice, which includes information about system requirements for virtual meetings
- let City & Guilds know if access arrangements are required to support an apprentice through EPA. Information about City & Guilds access arrangements, including reasonable adjustments is on the City & Guilds website, under [EPA Documents Library](#).

## Authenticating the apprentice's work

The Independent End-point Assessor (IEPA) must ensure all decisions satisfy Validity, Authenticity, Currency and Sufficiency (VACS). For evidence produced outside controlled conditions, the apprentice will be required to:

- sign a declaration that the work is their own
- reference all sources.

The employer/provider should also aid authentication by:

- supplementary (oral) questioning to gauge familiarity with the topic

- looking out for any changes to the apprentice's usual writing style, unusual sources/examples or the use of US spellings or phrases that might indicate cutting and pasting from the internet
- requiring access to evidence of steps in the process, for example drafts, notes, planning etc.

City & Guilds have produced forms for use when reviewing evidence produced outside of controlled conditions. These forms include a Declaration of Authenticity Form which must be completed when submitting evidence. The forms are incorporated in the Recording Forms document.

### **City & Guilds Position Statement on artificial intelligence**

The following guidance on artificial intelligence (AI) is designed to help candidates, teachers and assessors to complete NEAs, coursework and other internal assessments successfully. Please ensure familiarity with it.

[Position Statement on AI | City & Guilds](#)

### **Health & Safety and Codes of Practice**

The importance of safe working practices, the demands of the Health and Safety at Work Act and any Codes of Practice associated with the industry **must** always be adhered to.

Following safe working practices is an integral part of all City & Guilds assessments, and it is the responsibility of the provider and employer to ensure that all the health and safety requirements are in place when apprentices are working on any projects or before apprentices begin any EPA.

Should an apprentice fail to follow correct health and safety practices and procedures during an EPA, the IEPA may advise the apprentice to stop and explain why.

### **Results submission and feedback**

The IEPA will not provide feedback to the apprentice during or immediately following the assessment process. The provider will be informed by the City & Guilds EPA Team of the assessment results.

The IEPA will communicate the grade allocated for each assessment to the Lead Independent End-point Assessor (LIEPA) for quality assurance and sampling. The LIEPA will submit the results to the City & Guilds EPA Team.

Summary feedback will be provided to all apprentices after any grade determination has been carried out. The feedback will cover the areas against which insufficient evidence has been provided, leading to a 'Fail'.

If the apprentice has passed the EPA, the City & Guilds EPA Team will issue the EPA Statement of Achievement to the provider confirming the grade achieved and will notify the Institute for Apprenticeships and Technical Education (IfATE) who will issue the apprenticeship certificate.

### **Statement of Achievement**

A printed EPA Statement of Achievement will be issued to each successful apprentice.

Providers and employers with access can view and download PDF copies of the Statement 24 hours after the results are published. A PDF supports more efficient processing of funding claims by providing evidence of learner certification before the apprentice's paper certificate arrives.

The overall apprenticeship certificate will be issued by the IfATE.



## Digital credentials

A digital credential is a verified, visual representation of knowledge and skills earned in various learning environments. Please see an example below:



Digital credentials are issued and verified online, making it easy for individuals to demonstrate their competencies to employers, clients and peers online. Each digital credential has a unique URL that can be shared electronically via social media, in an email signature and on a CV. This is a complimentary service in addition to the paper certificate.

For further information, please visit the City & Guilds EPA Digital Credentials webpage and the general terms in respect of our privacy policy or contact [digitalsupport@cityandguilds.com](mailto:digitalsupport@cityandguilds.com).

## 2. The Apprenticeship Standard

### Occupation summary

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.

## Occupational duties

This apprenticeship Standard has a number of duties which someone working in the role would typically be able to undertake. These duties are underpinned by a range of KSBs which a successful apprentice will be able to demonstrate:

Duty	KSBs
<b>Duty 1</b> Apply structured techniques to investigate wants, needs, problems and opportunities	K1 K2 K3 K6 K8 K9 K17 K18 K22 K26 K27 K28 S1 S2 S3 S5 B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B12 B13
<b>Duty 2</b> Document the current situation and apply relevant techniques to structure information	K1 K2 K3 K4 K5 K6 K7 K8 K9 K17 K18 K26 K27 K28 S1 S2 S4 S30 B1 B3 B4 B5 B7 B8 B9 B11 B12 B13
<b>Duty 3</b> Assist in the development of options and recommendations for change	K1 K2 K3 K4 K5 K6 K7 K8 K17 K18 K20 K24 K25 K26 K27 K28 S1 S2 S5 S6 S7 S30 B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13
<b>Duty 4</b> Model business processes using relevant techniques	K1 K2 K3 K6 K7 K10 K11 K18 K22 K26 K27 S1 S2 S8 S9 S30 B1 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13

Duty	KSBs
<b>Duty 5</b> Perform business process analysis and improvement	K1 K2 K3 K4 K6 K10 K17 K18 K26 K27 S1 S2 S6 S10 B1 B2 B3 B4 B5 B7 B8 B9 B10 B11 B12 B13
<b>Duty 6</b> Redesign business process models in order to reflect changes in working practice or deliver improvements	K1 K2 K3 K4 K6 K7 K8 K10 K11 K17 K18 K22 K26 K27 K28 S1 S2 S8 S9 S11 S21 S30 B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13
<b>Duty 7</b> Undertake requirements elicitation with stakeholders to identify business and user needs	K1 K2 K3 K4 K5 K6 K12 K13 K16 K17 K18 K22 K26 K27 K28 S1 S2 S6 S12 S13 B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B12 B13
<b>Duty 8</b> Analyse, validate, prioritise and document functional and non-functional requirements for business situations, using relevant techniques	K1 K2 K3 K4 K5 K6 K7 K14 K17 K18 K22 K26 K27 K28 S1 S2 S13 S14 S15 S16 S30 B1 B3 B4 B5 B6 B7 B8 B9 B11 B12 B13
<b>Duty 9</b> Identify data requirements relating to business improvement	K1 K2 K3 K4 K5 K6 K12 K13 K18 K22 K26 K27 S1 S2 S12 S13 S18 B1 B3 B4 B5 B6 B7 B8 B9 B10 B12 B13
<b>Duty 10</b> Assist in the management and controlled change of requirements	K1 K2 K3 K4 K5 K6 K14 K15 K16 K26 K27 S1 S2 S16 S17 B1 B3 B5 B6 B7 B8 B12 B13
<b>Duty 11</b> Support the creation of data models to illustrate how data is represented within a business system	K1 K2 K3 K6 K7 K18 K27 S1 S2 S18 S19 S30 B1 B3 B5 B6 B7 B8 B9 B11 B12 B13
<b>Duty 12</b> Compare current and future state business situations in order to identify the changes required for business improvement	K1 K2 K3 K4 K5 K6 K9 K17 K19 K26 K27 K28 S1 S2 S3 S4 S20 S21 S22 S23 B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13
<b>Duty 13</b> Define acceptance criteria for business and system changes, and support business acceptance	K1 K2 K3 K4 K5 K6 K7 K17 K18 K20 K21 K22 S1 S2 S24 S25 S30 B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B12 B13
<b>Duty 14</b> Identify and analyse stakeholders impacted by a proposed change, understand their perspectives and assess	K1 K2 K3 K4 K6 K22 K23 K26 K27 S1 S2 S26 S27 B1 B3 B4 B5 B6 B7 B8 B9 B10 B12 B13

Duty	KSBs
how their interests are best managed	
<b>Duty 15</b> Assess and document the drivers, costs, benefits and impacts of a proposed business change	K1 K2 K3 K4 K5 K6 K7 K8 K17 K18 K22 K24 K25 K26 K27 K28 S1 S2 S3 S4 S6 S23 S28 S29 S30 B1 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13

## Knowledge, skills and behaviours

Ref.	Knowledge and understanding Core: All apprentices must complete	Assessment method
K1	The definition of Business Analysis and the range of activities that constitute it	Project Proposal with Presentation and Questioning
K2	The value of Business Analysis in enabling business improvement and delivering IT system changes	Project Proposal with Presentation and Questioning
K3	The role of the Business Analyst, and its relationship with other roles on a business change initiative, including those with system development responsibility	Project Proposal with Presentation and Questioning
K4	Business change and system development life cycles, including the use of appropriate methodologies and the impact of organisational culture and context	Project Proposal with Presentation and Questioning
K5	The principles, features and differences of waterfall and agile methodologies for project delivery and software development	Professional Discussion underpinned by Portfolio
K6	The importance of effective communication and engagement with a range of stakeholders in relation to Business Analysis assignments	Project Proposal with Presentation and Questioning
K7	The purpose and value of quality assurance techniques	Project Proposal with Presentation and Questioning
K8	Approaches to conducting internal and external environmental analysis of an industry domain	Professional Discussion underpinned by Portfolio
K9	The advantages and disadvantages of a range of investigative techniques	Professional Discussion underpinned by Portfolio
K10	The purpose of process modelling and the importance of an organisational view of business processes	Professional Discussion underpinned by Portfolio
K11	Different approaches to document business processes including when it is most appropriate to use each	Professional Discussion underpinned by Portfolio
K12	Techniques to elicit requirements, including when it is most appropriate to use each	Professional Discussion

Ref.	Knowledge and understanding Core: All apprentices must complete	Assessment method
		underpinned by Portfolio
K13	The importance of eliciting requirements rather than gathering solution descriptions	Professional Discussion underpinned by Portfolio
K14	Approaches to categorise, validate and prioritise requirements	Professional Discussion underpinned by Portfolio
K15	The importance of requirements management including change control	Professional Discussion underpinned by Portfolio
K16	A broad range of non-functional requirement areas and the importance of including these within requirements engineering	Professional Discussion underpinned by Portfolio
K17	The importance of considering user experience, accessibility and usability requirements in the design of digital solutions	Professional Discussion underpinned by Portfolio
K18	The value of data to an organisation, and how data needs are considered in business improvement	Professional Discussion underpinned by Portfolio
K19	The purpose and activities of the gap analysis process	Professional Discussion underpinned by Portfolio
K20	The role of the business analyst in facilitating business acceptance of changes	Professional Discussion underpinned by Portfolio
K21	The different phases of testing of business and system changes:	Professional Discussion underpinned by Portfolio
K22	The importance and the principles of engaging internal and external stakeholders	Project Proposal with Presentation and Questioning
K23	Techniques to support the identification and analysis of internal and external stakeholders:	Project Proposal with Presentation and Questioning
K24	The purpose and importance of business change impact assessment:	Project Proposal with Presentation and Questioning
K25	The concepts of benefits realisation and management	Professional Discussion underpinned by Portfolio
K26	Legislation and industry standards relevant to the organisation and sector	Project Proposal with Presentation and Questioning
K27	Data protection regulations and the importance of managing information and data in line with legislation and organisational policies	Professional Discussion

Ref.	Knowledge and understanding Core: All apprentices must complete	Assessment method
		underpinned by Portfolio
K28	Technology and industry trends across the digital sector, and the opportunities these bring for business improvement and IT solutions	Professional Discussion underpinned by Portfolio
S1	Apply appropriate approaches to scope, plan and perform Business Analysis	Project Proposal with Presentation and Questioning
S2	Communicate effectively in a variety of situations with a range of stakeholders	Project Proposal with Presentation and Questioning
S3	Apply a range of structured investigation techniques to a business situation	Professional Discussion underpinned by Portfolio
S4	Produce an outline definition of a business situation using an appropriate technique	Professional Discussion underpinned by Portfolio
S5	Apply appropriate techniques to identify problems and opportunities within a business situation	Project Proposal with Presentation and Questioning
S6	Support the identification and presentation of proposed actions to stakeholders in order to gain agreement for further analysis activity	Project Proposal with Presentation and Questioning
S7	Apply appropriate techniques to analyse and document options and recommendations for change	Project Proposal with Presentation and Questioning
S8	Elicit process information from stakeholders	Professional Discussion underpinned by Portfolio
S9	Model business processes using relevant techniques, standards, notation and software tools	Professional Discussion underpinned by Portfolio
S10	Analyse business process models to identify opportunities for improvement	Professional Discussion underpinned by Portfolio
S11	Produce models of redesigned business processes	Professional Discussion underpinned by Portfolio
S12	Elicit requirements from stakeholders to identify business and user needs	Professional Discussion underpinned by Portfolio
S13	Document clear functional and non-functional requirements in line with local standards	Professional Discussion underpinned by Portfolio
S14	Analyse documented requirements to remove duplication, conflict and overlap	Professional Discussion underpinned by Portfolio



Ref.	Knowledge and understanding Core: All apprentices must complete	Assessment method
S15	Prioritise requirements using an appropriate prioritisation approach	Professional Discussion underpinned by Portfolio
S16	Validate requirements with stakeholders	Professional Discussion underpinned by Portfolio
S17	Support the establishment of requirements traceability	Professional Discussion underpinned by Portfolio
S18	Elicit business data needs from relevant sources	Professional Discussion underpinned by Portfolio
S19	Support the development of simple data models using relevant techniques, standards, notation and software tools	Professional Discussion underpinned by Portfolio
S20	Document current business situations to enable gap analysis and decision making	Professional Discussion underpinned by Portfolio
S21	Support the development of models of future state business situations	Professional Discussion underpinned by Portfolio
S22	Identify key differences between current and future business situations	Professional Discussion underpinned by Portfolio
S23	Identify actions required to move from the current to future business situation	Professional Discussion underpinned by Portfolio
S24	Define acceptance criteria for business and system changes	Professional Discussion underpinned by Portfolio
S25	Support business acceptance of business and system changes	Professional Discussion underpinned by Portfolio
S26	Apply relevant techniques to research and identify stakeholders	Project Proposal with Presentation and Questioning
S27	Analyse and document stakeholders' areas of interest and influence	Project Proposal with Presentation and Questioning
S28	Support the development of cost/benefit analysis for proposed business changes	Project Proposal with Presentation and Questioning
S29	Evaluate and document the key impacts on people, process, organisation, technology and information	Project Proposal with Presentation and Questioning



Ref.	Knowledge and understanding Core: All apprentices must complete	Assessment method
S30	Present information and concepts in a manner appropriate to the audience	Project Proposal with Presentation and Questioning
B1	Act logically, analytically and objectively in a range of situations	Professional Discussion underpinned by Portfolio
B2	Apply creative thinking when problem solving	Project Proposal with Presentation and Questioning
B3	Work independently and collaboratively	Project Proposal with Presentation and Questioning
B4	Use own initiative and take responsibility appropriate to the role of Business Analyst	Project Proposal with Presentation and Questioning
B5	Take a thorough and organised approach and plan analysis activities in line with business priorities	Project Proposal with Presentation and Questioning
B6	Build and maintain positive working relationships with a range of people	Professional Discussion underpinned by Portfolio
B7	Use a range of methods of communication appropriate to the situation	Professional Discussion underpinned by Portfolio
B8	Maintain a productive, professional and secure working environment	Professional Discussion underpinned by Portfolio
B9	Aware of the wider business environment and own contribution to business objectives	Professional Discussion underpinned by Portfolio
B10	Be comfortable and confident interacting with people from technical and non-technical backgrounds	Project Proposal with Presentation and Questioning
B11	Tailor manner of presentation to be appropriate to the audience	Project Proposal with Presentation and Questioning
B12	Work flexibly and effectively as part of a multidisciplinary team throughout the full lifecycle	Professional Discussion underpinned by Portfolio
B13	Demonstrate commitment to continuous professional development in relation to Business Analysis and the digital sector	Professional Discussion underpinned by Portfolio

## Overall grade

This End-point Assessment is graded Fail, Pass, Merit or Distinction. The EPA will be assessed and graded by the IEPA.

Information about how each assessment method is graded can be found in the Assessment Instructions sections of this pack. The apprentice will fail an assessment method if they do not meet the Pass assessment criteria required for the assessment method.

Grades from the individual assessments will be combined to determine the overall grade. Both assessment methods are weighted equally in their contribution to the overall EPA grade. Performance in the EPA will determine the apprenticeship grade of Fail, Pass, Merit or Distinction.

In order to achieve an overall EPA 'Pass' grade, apprentices must achieve a pass in both assessment methods.

In order to achieve an overall EPA 'Merit' grade, apprentices must achieve a pass in one assessment method and a distinction in the other assessment method.

In order to achieve an overall EPA 'Distinction' grade, apprentices must achieve a distinction in both assessment methods.

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

<b>Assessment 1: Project Proposal with Presentation and Questioning</b>	<b>Assessment 2: Professional Discussion underpinned by Portfolio of Evidence</b>	<b>Overall grading</b>
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

### 3. Gateway



The EPA period will only start when the **employer** is satisfied that the apprentice is consistently working at, or above, the level of the Standard. The apprentice must be able to evidence that they fully demonstrate the Occupational Standard and required level of professional competence in an authentic workplace context. In making this decision, the employer could take advice from the provider, but the ultimate decision is made solely by the employer.

If there is a **provider** working alongside the employer, they should support the apprentice's preparation for Gateway.

The apprentice must have completed the following Gateway requirements:

- Achieved English and mathematics qualifications in line with the apprenticeship funding rules

The apprentice must provide the following at Gateway:

- A portfolio of evidence and a signed and dated Evidence Reference Matrix
- A completed Project proposal title and summary form

The following should be completed on the EPA Pro platform:

- Gateway Declaration Form signed by the apprentice
- Gateway Declaration by the provider, on behalf of the employer and tutor, confirming that the apprentice has completed at least 12 months on-programme.

City & Guilds will confirm when all the Gateway requirements have been met:

- Confirmation agreeing the project title from the IEPA

The Assessment Instructions sections provide details about the evidence which must be submitted at Gateway.

## 4. Timetable for End-point Assessment

The EPA period is typically completed within 3 months of the EPA Gateway, starting when City & Guilds has confirmed that all Gateway requirements have been met.



Further information about the booking process and timelines can be found in the [City & Guilds Manual for the End-point Assessment Service](#).

A planning meeting is not a requirement of the Assessment Plan for this Standard. The EPA Partnership Managers can provide additional guidance.

Ongoing during on-programme	Evidence and forms
<b>Provider and employer</b> <ul style="list-style-type: none"> <li>Reviews progress as part of their regular performance management process and ensures apprentice's performance is on track</li> <li>Identifies any gaps and creates a plan with the apprentice</li> <li>Enrols apprentice on EPA Pro and provides 'Expected Date Ready for EPA'</li> </ul>	N/A
<b>Apprentice</b> <ul style="list-style-type: none"> <li>Completes the English and maths components of the apprenticeship</li> <li>Compiles a portfolio of evidence</li> </ul>	N/A
Gateway process	Evidence and forms
<b>Employer</b> <ul style="list-style-type: none"> <li>Reviews progress and ensures the apprentice is ready for EPA</li> <li>Reviews evidence to confirm that it is appropriate and sufficient to meet the Standard</li> </ul>	Signs: <ul style="list-style-type: none"> <li>Declaration of Authenticity (Portfolio of evidence)</li> </ul>
<b>Apprentice</b>	

<ul style="list-style-type: none"> <li>• Must have been on programme for a minimum of 12 months and one day</li> <li>• Completes and submits evidence and forms</li> <li>• Completes and submits the Project Proposal title and summary document</li> </ul>	<p>Submits to provider:</p> <ul style="list-style-type: none"> <li>• Apprentice Gateway Declaration</li> <li>• Portfolio of evidence</li> <li>• Declaration of Authenticity (Portfolio of evidence)</li> <li>• Project Proposal title and summary form</li> </ul>
<p><b>Provider – on EPA Pro</b></p> <ul style="list-style-type: none"> <li>• Books EPA on the EPA Pro portal, in line with City &amp; Guilds booking timelines in the EPA Manual</li> <li>• Makes City &amp; Guilds aware of any additional needs of the apprentice so that they can review reasonable adjustments – see the current policy on the City &amp; Guilds website, under <a href="#">EPA Documents Library</a></li> <li>• Completes Provider Gateway Declaration <b>on behalf of the employer and tutor</b></li> <li>• Uploads evidence and forms onto EPA Pro</li> </ul>	<p>Complete on EPA Pro:</p> <ul style="list-style-type: none"> <li>• Provider Gateway Declaration</li> </ul> <p>Signs:</p> <ul style="list-style-type: none"> <li>• Declaration of Authenticity (Portfolio of evidence)</li> </ul> <p>Uploads onto EPA Pro:</p> <ul style="list-style-type: none"> <li>• Apprentice Gateway Declaration</li> <li>• Portfolio of evidence</li> <li>• Evidence Reference Matrix (Portfolio of evidence)</li> <li>• Project Proposal title and summary form</li> </ul>
<p><b>IEPA</b></p> <ul style="list-style-type: none"> <li>• Reviews and approves or rejects the Project Proposal title and summary document</li> </ul>	<p>Completes:</p> <ul style="list-style-type: none"> <li>• Project Proposal title and summary document</li> </ul>
<p><b>City &amp; Guilds EPA Gateway Team</b></p> <ul style="list-style-type: none"> <li>• Confirms within 2 weeks of receiving the proposal title and summary that it is suitable and provides scope to meet the required KSBs.</li> <li>• Formally confirms when all the Gateway requirements have been met</li> </ul>	N/A
<p><b>City &amp; Guilds EPA Team</b></p> <ul style="list-style-type: none"> <li>• Agrees on a mutually convenient date for the EPA Events with the provider and IEPA</li> </ul>	N/A
<b>End-point Assessment</b>	<b>Evidence and forms</b>

<b>Apprentice</b> <ul style="list-style-type: none"> <li>• Submits evidence required post Gateway to Provider for upload to EPA Pro</li> <li>• Completes End-point Assessments</li> </ul>	Submits to provider: <ul style="list-style-type: none"> <li>• Project Proposal document</li> <li>• Presentation materials</li> <li>• Evidence Reference Matrix (Project Proposal with Presentation and Questioning)</li> </ul>
<b>Employer</b> <ul style="list-style-type: none"> <li>• Ensures the apprentice has access to the resources required for the assessments (see the Resources section)</li> </ul>	Submits to provider: <ul style="list-style-type: none"> <li>• Declaration of Authenticity (Project Proposal with Presentation and Questioning)</li> </ul>
<b>Provider</b> <ul style="list-style-type: none"> <li>• Submits evidence and forms at least 2 weeks prior to the Project Proposal Presentation with questioning assessment taking place</li> </ul>	Uploads onto EPA Pro: <ul style="list-style-type: none"> <li>• Project Proposal document</li> <li>• Presentation materials</li> <li>• Declaration of Authenticity (Project Proposal with Presentation and Questioning)</li> </ul>
<b>IEPA</b> <ul style="list-style-type: none"> <li>• Reviews Project Proposal, presentation materials and Portfolio of Evidence prior to EPA events</li> <li>• Carries out End-point Assessments</li> <li>• Marks each assessment, communicates the results to the LIEPA</li> <li>• Provides feedback for assessments in EPA Pro</li> </ul>	Completes: <ul style="list-style-type: none"> <li>• IEPA recording forms</li> <li>• End-point Assessment feedback form</li> </ul>
<b>LIEPA</b> <ul style="list-style-type: none"> <li>• Samples and quality assures assessments</li> <li>• Confirms overall grade to EPA Team</li> </ul>	Reviews: <ul style="list-style-type: none"> <li>• IEPA recording forms</li> <li>• End-point Assessment feedback form</li> </ul>
<b>City &amp; Guilds EPA Team</b> <ul style="list-style-type: none"> <li>• Communicates the results to the provider via EPA Pro</li> <li>• Processes the overall result if the apprentice has passed all the assessments and advises IfATE, who issue the certificate. The results data will be provided to IfATE once a month, on the fourth working day of the month.</li> </ul>	N/A

## Summary timescales

Readers should check the previous Timetable and the Assessment Instruction sections of this document for the detailed requirements for each stage.

Further information on EPA Service Timelines can be found on [www.cityandguilds.com](http://www.cityandguilds.com).

On programme	Enrol apprentice on EPA Pro, including 'expected date ready for EPA' Compile portfolio of evidence
Gateway process	Provider submits evidence and forms on EPA Pro including Project Proposal title and summary
Gateway	Assessment components can only be booked after Gateway has been approved
Project Proposal with Presentation and Questioning	Project Proposal and Presentation materials to be submitted six weeks after Project Proposal title and summary have been approved
Professional Discussion	A copy of the Portfolio of evidence should be brought to the Profession Discussion by the apprentice

**End-point assessment completed**

## 5. End-point Assessment resources

Assessment method	Resources required
Project Proposal with Presentation and Questioning	<ul style="list-style-type: none"> <li>Access to a computer with video-conferencing software which is tested prior to the assessment starting. The video-conferencing software will be advised at the point of booking.</li> </ul>
	<ul style="list-style-type: none"> <li>A suitable quiet room, free from distractions and interruptions in which the presentation and questioning components can take place</li> </ul>
	<ul style="list-style-type: none"> <li>Any other presentation requirements as notified to the EPAO on submission of the project proposal and presentation.</li> </ul>
Professional Discussion	<ul style="list-style-type: none"> <li>Access to a computer with video-conferencing software which is tested prior to the assessment starting. The video-conferencing software will be advised at the point of booking.</li> </ul>
	<ul style="list-style-type: none"> <li>A suitable quiet room, free from distractions and interruptions in which the Professional Discussion can take place</li> </ul>



## 6. Assessment information: 700 Project Proposal with Presentation and Questioning

### Overview

This assessment method includes 2 components.

#### Component 1: Project Proposal

Apprentices will produce a Project Proposal for a work-based project. The employer will ensure the project has a real business application and that the apprentice has sufficient time and the necessary resources to plan and undertake the project.

Prior to the Project Proposal, an intended title and 500 word summary must first be submitted at Gateway for approval. It **must** outline the stages covered by the project proposal and an overview of tasks, responsibilities and duties assigned, planned and undertaken by the apprentice.

Once the Project Proposal title is agreed the apprentice should start to create the full Project Proposal and accompanying Presentation.

In order to ensure the project proposal is robust and sufficiently covers the KSBs, it should include:

- an introduction
- scope and proposed aims of the project
- plan of activities
- how the proposed aims will be achieved
- proposed approach including communications and stakeholder engagement
- research, analysis and findings
- recommendations.

Both elements are then submitted for review by the IEPA and should be in the form of electronic files only.

#### Component 2: Presentation with questioning

Approximately 2 weeks after the submission and review of the Project Proposal and Presentation materials the Apprentice's live Presentation with Questioning from the IEPA will take place.

The purpose of the questioning component is to check the knowledge and skills shown in the work-based Project and explore the underpinning reasoning where the supporting notes may be insufficiently detailed or ambiguous. This component will take the form of questioning to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. It will involve questions that focus on coverage of the work-based Project Proposal and Presentation.

Please refer to the Assessment Instructions in this document for further information about the components within the Project Proposal with Presentation and questioning assessment.

## Rationale

A Business Analyst often works in a project-based environment and consequently this methodology enables the apprentice to demonstrate their occupational competence in a relevant method and format.

Individuals in this occupation will be deployed on Business Analysis projects and using this post gateway project proposal enables apprentices to demonstrate a range of Knowledge, Skills and Behaviours in this occupation where the work cycle is too long to be observed.

The project proposal allows for a broad set of KSBs to be evidenced. It can produce something which is of genuine business benefit to the employer; this means it is also cost effective.

A project proposal has been selected as a full project would not be possible in a realistic EPA time frame because of the nature of the occupation.

<b>Grading</b>	<p>X/P/D</p> <p>To gain a <b>Pass</b> the apprentice must achieve all of the Pass criteria.</p> <p>To gain a <b>Distinction</b> the apprentice must achieve all of the Pass criteria and all of the Distinction criteria.</p>
<b>Type of assessment</b>	Work-based Project
<b>Duration</b>	<p><b>Project Proposal with Presentation:</b> Six weeks to complete the project proposal and prepare the presentation</p> <p><b>Live Presentation:</b> 15 minutes</p> <p><b>Questioning:</b> 30 minutes</p>
<b>Permitted materials</b>	A copy of the apprentice's Presentation materials
<b>Location</b>	<p><b>Project Proposal with Presentation:</b> The apprentice should undergo standard workplace supervision.</p> <p><b>Live Presentation with Questioning:</b> Online using video conferencing</p>
<b>Resources</b>	<p>Access to a computer with video-conferencing software</p> <p>A suitable quiet room, free from distractions and interruptions in which the presentation and questioning components can take place</p>

## Assessment specification

Description	Coverage	KSBs	Grade
Work-based Project Proposal Presentation with questioning	BA Fundamentals	K1, K2, K3, K4, K6, K7, K26, S1, S2, S30, B2, B3, B4, B5, B10, B11	X/P/D
	Investigation Techniques	S5, S6, S7	
	Stakeholder Analysis and Management	K22, K23, S26, S27	
	Business Impact Assessment	K24, S28, S29	

## Assessment instructions

### Component 1: Project Proposal (including the Project Proposal title and summary)

Project Proposal title and summary (to be submitted at Gateway)

The Project Proposal title and summary is submitted at Gateway using the Project Proposal title and summary form provided

The project proposal may be based on (but is not restricted to) 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.
- using cost/benefit as part of Business Analysis to prove if an idea/opportunity is feasible

Based on this selection, typical project proposal titles could include,

- How business improvement can be achieved through Business Analysis and stakeholder engagement.
- Application of Business Analysis approaches to optimise stakeholder engagement
- How Business Analysis techniques may be used to improve customer relationships
- How Business Analysis approaches to stakeholder analysis and management can be used to identify business challenges
- How the use of cost/benefit analysis assisted decision making as part of the Business Analysis process.
- Application of Business Analysis techniques to show viability of a business or system change.

The project proposal title and summary should typically be no more than 500 words and is not an assessed element of the EPA. It is reviewed by the IEPA to identify whether the proposal title and summary is suitable and will provide scope for the apprentice to meet the required KSBs for the assessment method.

There is a two-week timeframe where the Project Proposal title and summary are reviewed by the IEPA for suitability. Once approved and signed off the apprentice should begin work on their Project Proposal. However, if it is initially rejected by the IEPA, the apprentice must resubmit the revised form as soon as possible taking into account the reason for rejection.

**Project Proposal with Presentation (to be submitted six weeks from the start of the EPA period)**

**The Project Proposal with Presentation** is compiled over a six-week period after the apprentice has gone through Gateway. The employer should ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the work associated with the project proposal.

The Project does not need to be fully implemented during the EPA period however, the implementation of the project proposal must **begin** during the EPA period and ensure that **S1, S5, S6 and S7** can be assessed and that progress against these skills is discussed during the Presentation.

The project proposal should be in the form of electronic files only.

The IEPA will then have at least two weeks to review and prepare for the Presentation with Questioning.

The project proposal will be **5,000** words (+/- 10% at the apprentice's discretion)

which **includes:**

- tables
- graphs
- figures

**though excludes;**

- references
- annexes

The project proposal must include the following annexes, but these are in addition to the word count

- how the project proposal maps to all of the KSBs that are being assessed by this method.
- evidence of management/leadership support for the work (this could be either an email, letter or similar written confirmation).

In order to ensure the project proposal is robust and sufficiently covers the KSBs, it should include:

- an introduction
- scope and proposed aims of the project

- plan of activities
- how the proposed aims will be achieved
- proposed approach including communications and stakeholder engagement
- research, analysis and findings
- recommendations.

The presentation will focus on the project proposal and on the following themes, drawing on the KSBs mapped to this method (see Grading section):

- 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 apprentice should complete their project proposal unaided. When the project proposal is submitted, the apprentice and their employer must verify that the submitted project proposal is the apprentice's own work via the Declaration of Authenticity form.

## **Component 2: Presentation with Questioning**

The total assessment time is 45 minutes, the live Presentation component will last for approximately **15 minutes** and the Questioning component will last for approximately **30 minutes**.

For both components there is plus or minus 10% at the discretion of the IEPA. The discretionary additional 10% time can be allocated in any proportion across the presentation and questioning.

The assessment will include additional time for:

- introductions between the apprentice and IEPA
- overview of what will happen and when, summarising the purpose, structure and confidentiality of the assessment
- identity checks to be made
- any questions from the apprentice
- the apprentice to be put at ease and confirm they are ready for the assessment
- list the timings for each stage of the assessment, including any breaks.

To deliver the presentation, the apprentice should have access to:

- Audio-visual presentation equipment
- Flip chart and writing and drawing materials
- Computer
- Any other requirements as notified to the EPAO on submission of the project proposal and presentation.

This is a creative opportunity for the Business Analyst apprentice to display their presentation ability and ideas, so this list is not exhaustive. Please note however that the apprentice is aware of the virtual nature of the assessment and that this will be undertaken onscreen, so the apprentice should use resources and methods that are appropriate to support them to undertake this.

The IEPA will use the questioning part of the assessment to ask any further information required to confirm their understanding of the presentation and how it demonstrates the relevant KSBs. The IEPA will ask a minimum of 10 questions based on the presentation and project proposal. The apprentice may be asked follow-up questions, in addition to the minimum of 10 questions where clarification is required.

### **Assessment location**

EPAOs must ensure that the presentation and questioning elements are conducted in a suitable controlled environment online via video conferencing.

Employers and providers should ensure that the location of an assessment is prepared for the individual assessment activities, and that any equipment and/or resources are available for the apprentice to use.

For this assessment, the following resources are required:

- a suitable quiet room, free from distractions and interruptions in which the questioning component can take place
- access to a computer with video-conferencing software.

### **KSBs and grading descriptors**

A mapping table detailing KSBs assessed using this method and grading descriptors can be found in Appendix 1.

### **Grading**

The IEPA will review and assess the evidence from the project proposal, presentation and responses to questions, which will be assessed and graded holistically.

The Practical assessment will be graded Fail, Pass or Distinction. The IEPA is fully responsible for making the grading decision. The results will not be shared with the apprentice on the day of the assessment.

## 7. Assessment information: 701 Professional Discussion

### Overview

The Professional Discussion is a structured conversation between the apprentice and the appointed City & Guilds IEPA. It focuses on the apprentice's portfolio of evidence, covering both the content produced and the methods used. This enables the End-point Assessment to include the full range of technical skills, knowledge and understanding, as well as the underpinning behaviours. The discussion can draw on broader experience from the workplace, but the initial and the primary focus is on the work presented in the portfolio.

### Rationale

The Professional Discussion is an effective method to elicit some KSBs which may not naturally occur in every workplace or may take too long to observe to be assessed and the assessment of a disparate set of KSBs.

<b>Grading</b>	X/P/D  To gain a <b>Pass</b> the apprentice must achieve all of the Pass criteria.  To gain a <b>Distinction</b> the apprentice must achieve all of the Pass criteria and all of the Distinction criteria.
<b>Type of assessment</b>	Professional Discussion
<b>Duration</b>	60 minutes
<b>Permitted materials</b>	A copy of the apprentice's Portfolio of Evidence
<b>Location</b>	Online using video conferencing
<b>Resources</b>	Access to a computer with video-conferencing software A suitable quiet room, free from distractions and interruptions

## Assessment specification

Description	Coverage	KSBs	Grade
Professional Discussion	BA Fundamentals	K5, K27, K28, B1, B6, B7 B8 B9 B12 B13	X/P/D
	Investigation Techniques	K8, K9, S3, S4	
	Business Process Modelling	K10, K11, S8, S9, S10, S11	
	Requirements Engineering and Management	K12, K13, K14, K15, K16, K17, S12, S13, S14, S15, S16, S17	
	Data Modelling	K18, S18 S19	
	Gap Analysis	K19, S20, S21, S22, S23	
	Business Acceptance	K20, K21, S24, S25	
	Business Impact Assessment	K25	

## Assessment instructions

### Duration

The Professional Discussion will last for **60** minutes, plus or minus 10% at the discretion of the IEPA.

The assessment will include additional time for:

- introductions between the apprentice and IEPA
- overview of what will happen and when, summarising the purpose, structure and confidentiality of the assessment
- identity checks to be made
- any questions from the apprentice
- the apprentice to be put at ease and confirm they are ready for the assessment
- list the timings for each stage of the assessment, including any breaks.

### Delivery

The apprentice will prepare a portfolio of evidence during the on-programme phase of their apprenticeship to support the Professional Discussion and submit it at Gateway in



line with City & Guilds requirements. The IEPA will use the contents of the portfolio to identify discussion areas for the Professional Discussion.

The portfolio is not directly assessed. It underpins the Professional Discussion and therefore will not be marked by the IEPA.

The employer/training provider and apprentice must ensure the content of the portfolio covers the relevant KSBs and grading descriptors mapped to this assessment method, as indicated in the Evidence Reference Matrix in Appendix 2.

The Professional Discussion will be undertaken by the same IEPA who has reviewed the Portfolio of Evidence. They will also make the final grading decision.

### **Apprentice guidance**

The apprentice should be made aware of the following information in advance of the Professional Discussion.

### **Structure of the assessment**

The apprentice:

- will be asked a minimum of ten questions that relate specifically to the KSBs listed under this assessment method in the EPA pack.
- will be asked a range of questions. Some of these questions will aim to target multiple KSBs, while others may focus more specifically on a single KSB statement.
- may be asked a follow-up question to explore a further aspect of their response, or to allow them opportunity to meet a higher-grade criterion.
- is permitted to ask for the question to be repeated if needed.

### **Preparation for the assessment**

- In advance of the discussion, the apprentice is encouraged to familiarise themselves with the KSBs to be assessed via this assessment. Clear mapping of these KSBs to evidence within their portfolio will help the apprentice to prepare for the discussion and will support their responses to the questions asked.
- The apprentice should have their portfolio of evidence and mapping available and to hand during the discussion. The IEPA will also have access to this and can be directed to view specific sections of it if the apprentice feels relevant to do so as part of their response to a question.

### **Guidance on submitting the portfolio of evidence**

The portfolio is a concise collection of the apprentice's best pieces of evidence selected from the breadth of available evidence. It should efficiently demonstrate the

apprentice's performance in relation to the KSBs and grading descriptors and showcase their highest quality work.

The IEPA uses the portfolio to familiarise themselves with the apprentice's work in preparation for the Professional Discussion. The apprentice can use it to provide tangible evidence to support their accounts of their work during the discussion.

The apprentice and the IEPA should have access to their own copies of the portfolio throughout the Professional Discussion and both can refer to it as needed.

The portfolio of evidence requirements are as follows:

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it should contain evidence related to the KSBs that will be assessed by the Professional Discussion
- the portfolio of evidence will typically contain at least 10 discrete pieces of evidence, but this will vary considerably
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- evidence should be mapped against the KSBs assessed by the Professional Discussion (see mapping of KSBs)

### **Types of evidence**

The evidence in the portfolio must be chosen to provide valid proof for the specified criteria being assessed. Evidence sources may include:

- examples or screen shots of work
- workplace documentation/records
- description of work carried out
- witness statements
- annotated photographs
- video clips (maximum total duration 5 minutes); the apprentice must always be in view and identifiable

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

In addition:

- the portfolio should **not** include any methods of self-assessment
- any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions
- the evidence provided should be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- the portfolio of evidence must be submitted to the EPAO at the gateway

- the portfolio of evidence should be electronic.

### **Assessment location**

Employers and providers should ensure that the location of an assessment is prepared for the individual assessment activities, and that any equipment and/or resources are available for the apprentice to use.

For this assessment, the following resources are required:

- a suitable quiet room, free from distractions and interruptions in which the questioning component can take place
- access to a computer with video-conferencing software.

### **KSBs and grading descriptors**

A mapping table detailing KSBs assessed using this method and grading descriptors can be found in Appendix 2.

### **Grading**

The Practical assessment will be graded Fail, Pass or Distinction. The IEPA is fully responsible for making the grading decision. The results will not be shared with the apprentice on the day of the assessment.

## Resits and retakes



Apprentices who fail one or more assessment method will be offered the opportunity to take a resit or a retake 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 **resit** is where the apprentice takes the assessment again without the need for new learning. A **retake** is where the employer determines new learning is needed first.

Apprentices should have a supportive action plan to prepare for the resit or a retake. An apprentice who fails one or more assessment methods, and therefore the EPA in the first instance, will be required to resit or retake any failed assessment methods only.

The timescale for a resit/retake is agreed between the employer and EPAO though a resit is typically taken within six months of the EPA outcome notification.

The timescale for a retake is dependent on how much retraining is required and is typically taken within six months of the EPA outcome notification.

All assessment methods must be taken within a **6 month period**, otherwise the entire EPA will need to be resat/retaken.

Resits and retakes are **not** offered to apprentices wishing to move from pass to a higher grade.

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum EPA grade of **distinction**.

### 700 Project Proposal with Presentation and Questioning

If the resit or retake relates to the Project Proposal with Presentation and Questioning assessment method, the apprentice will need to revise their project and/or presentation in line with the IEPA's feedback and submit it prior to undertaking another presentation and questioning element. This could be the original project proposal with additional/amended content included.

The apprentice will be given three weeks to rework and submit the amended Project Proposal and Presentation. The IEPA will then have two weeks to review it prior to undertaking another presentation and questioning assessment.

During the Project Proposal with Presentation and Questioning resit, the apprentice will need to be able to demonstrate the pass descriptors they previously met, **not just** the pass descriptors they **failed** during the original assessment.

Please refer to the Assessment Instructions: Project Proposal with Presentation and Questioning, in this pack.

## 701 Professional Discussion underpinned by Portfolio

If the resit or retake relates to the Professional discussion, the IEPA will question the apprentice on the same subject area but using a different set of questions.

The Professional discussion will be carried out in the same way as the original assessment. The IEPA may review the portfolio of evidence to ensure all the KSBs are evidenced and prepare different questions.

If the apprentice fails the Professional Discussion underpinned by a Portfolio of Evidence, they may choose to submit additional and/or amended evidence against the failed KSBs and grading descriptors **only**. This could be a mixture of new evidence and evidence previously submitted. It is **not** necessary to resubmit the full portfolio.

Additional/amended evidence must be clearly referenced in the Evidence Reference Matrix. During the professional discussion resit/retake, the apprentice will need to demonstrate the descriptors (Pass/Distinction) they previously met, not just the descriptors they failed during the original assessment

Please refer to the Assessment Instructions: Professional discussion, in this pack.

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- ensure that;
  - any EPA Assessment Materials are made accessible to Apprentices only during formal EPA assessment as governed by the assessment conditions specified for the individual Apprenticeship Standard;
  - whilst the portfolio of an Apprentice may contain EPA assessment results referenced to the EPA assessment taken from time to time, they do not at any time contain the EPA Assessment Materials, unless otherwise stated in the individual Apprenticeship Standard; and the content of any EPA

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- provide access, on request, to City & Guilds to any system(s) on which any EPA Assessment Materials appear, are stored or delivered from time to time.

## Contact us

EPA Gateway Team: Initial Reservation and Gateway	<a href="mailto:epa.gateway@cityandguilds.com">epa.gateway@cityandguilds.com</a>
EPA Events Team: Bookings and Cancellations (Post Gateway)	<a href="mailto:EPA@cityandguilds.com">EPA@cityandguilds.com</a>
Technical Advisors: Sector Specific Guidance	<a href="#">Technical Advisors contact details</a>
City & Guilds Sales Team	<a href="mailto:directsales@cityandguilds.com">directsales@cityandguilds.com</a>
ILM Sales Team	01543 266 867 <a href="mailto:customer@i-l-m.com">customer@i-l-m.com</a>
City & Guilds Customer Services Team	01924 930800 (option 5 EPA) <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a>
ILM Customer Services Team	01543 266 867 <a href="mailto:customer@i-l-m.com">customer@i-l-m.com</a>
Digital Sales: on-programme delivery resources	<a href="mailto:Digitalsales@cityandguilds.com">Digitalsales@cityandguilds.com</a>
Digital Credentials	<a href="mailto:digitalsupport@cityandguilds.com">digitalsupport@cityandguilds.com</a>
Digital Credentials: bulk email uploads	<a href="mailto:DCServiceTeam@cityandguilds.com">DCServiceTeam@cityandguilds.com</a>



## Appendix 1 – KSBs and Grading Descriptors for Project Proposal with Presentation and Questioning

Area KSBs	Pass	Distinction
<b>BA Fundamentals</b> K1, K2, K3, K4, K6, K7, K26, S1, S2, S30, B2, B3, B4, B5, B10, B11	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	Justifies the role of the business analyst and compares the BA with other roles within a business change initiative K3
	Explains and evaluates the value of Business Analysis in enabling 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	Demonstrates effective engagement utilising different communication styles aligned with stakeholder preferences and needs 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	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
	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 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 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 use of own initiative and takes responsibility appropriate to the role of a Business Analyst B4	Demonstrates an ability to extend or enhance their approach to work and the quality of outcomes. 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	Drives solutions, has a strong goal focus and appropriate level of urgency. Shows management skills in defining problems and identifying solutions 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	
<b>Investigation Techniques</b> S5, S6, S7	Applies and justifies appropriate selection and application of techniques to identify problems and opportunities within a business situation S5	
	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	
<b>Stakeholder Analysis and Management</b>		

<b>(K22, K23, S26, S27)</b>	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	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
	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	
<b>Business Impact Assessment (K24, S28, S29)</b>	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	

## Appendix 2 – KSBs and Grading Descriptors for Professional Discussion

Theme KSBs	Pass	Distinction
<b>BA Fundamentals</b>  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	
		Discusses and analyses 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 confidence, keep them involved and maintain their support for the task/project in hand B6	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
	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	
<b>Investigation Techniques</b>  K8, K9, S3, S4	Describes approaches to conducting internal and external environmental analysis of an industry domain K8	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
	Identifies the advantages and disadvantages of investigative techniques and applies structured investigation techniques to a business situation K9, S3	
	Produces an outline definition of a business situation using a business analysis technique S4	
<b>Business Process Modelling</b>  K10, K11, S8, S9, S10, S11	Explains the purpose of process modelling and describes the purpose of an organisational view of business processes K10	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
	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	

<b>Requirements Engineering and Management</b>  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 K13	
	Explains approaches to categorise, validate and prioritise requirements and documents functional and non-functional requirements in line with local standards K14, S13	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
	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	
	Demonstrates validating requirements with stakeholders and explains approach S16	
	Supports the establishment of requirements traceability S17	

<b>Data Modelling</b> K18, S18 S19	Explains the value of data to an organisation, and summarises how data needs are considered in business improvement K18	Considers data needs and constraints in relation to business improvement. Explains business analysis techniques for documenting and modelling data 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	
<b>Gap Analysis</b> 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	Justifies and analyses the key between current and future business situations. Applies a holistic approach to gap analysis S22
	Identifies and documents actions required to move from the current to future business situation S23	
<b>Business Acceptance</b> K20, K21, S24, S25	Explains the role of the business analyst in facilitating business acceptance of changes and is able to define and document acceptance criteria for business and system changes K20, S24	Justifies the rationale for Business Acceptance and Business Analysis involvement and responsibilities in facilitating acceptance K20
	Describes the different phases of testing of business and system changes K21  Supports business acceptance of business and system changes and explains approach S25	Enables business acceptance of business and system changes, taking responsibility for an aspect of transition and adoption S25
<b>Business Impact Assessment</b> K25	Explains the concepts of benefits realisation and management K25	

## Who we are

As part of the City & Guilds Group, we believe in a world where people and organisations have the confidence and capabilities to prosper, today and in the future.

As workplaces evolve, so do we. That's why we set the standard for skills that transform lives, industries, and economies.

## About City & Guilds

Founded in 1878 to develop the knowledge, skills, and behaviours needed to help businesses thrive, we offer a broad and imaginative range of products and services that help people achieve their potential through work based learning. We believe in a world where people and organisations have the confidence and capabilities to prosper, today and in the future. So we work with like-minded partners to develop the skills that industries demand across the world.

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