End-point assessment plan for Business Analyst apprenticeship standard*

*this end-point assessment plan aligns with standard version 1.1

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0117	4	No

Contents

Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Business Analyst apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Business Analyst apprentices, their employers and training providers.

Full time apprentices will typically spend 18 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices must spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is deemed to be consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and can be evidenced to an EPAO.

For level 3 apprenticeships and above apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting typically 3 months, after the EPA gateway.

The EPA consists of 2 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Project proposal with presentation and questioning

- Fail
- Pass
- Distinction

Assessment method 2: Professional discussion underpinned by portfolio

- Fail
- Pass
- Distinction

Performance in the EPA will determine the overall apprenticeship standard grade of:

- Fail
- Pass
- Merit
- Distinction

EPA summary table

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On-programme (typically, 18 months)	Training to develop the knowledge, skills and behaviours (KSBs) in the occupational standard.
	Training towards English and mathematics Level 2, if required.
	Compiling a portfolio of evidence.
End-point assessment gateway	Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.
	Apprentices must have achieved English and mathematics Level 2
	Apprentices must submit a portfolio of evidence to underpin the professional discussion.
End-point assessment (which will typically take 3 months)	Assessment method 1: **Project proposal with presentation and questioning**
	With the following grades:
	• Fail • Pass • Distinction
	Assessment method 2: **Professional discussion underpinned by portfolio**
	With the following grades:
	• Fail • Pass • Distinction
	Performance in the EPA will determine the overall apprenticeship standard grade of:
	• Fail • Pass • Merit • Distinction
Professional recognition	Aligns with recognition by: BCS - RITTECH

Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically of 3 months, starting when the EPAO has confirmed that all gateway requirements have been met.

Any supporting material which underpins an EPA assessment method should be submitted at the gateway.

Order of assessment methods

The assessment methods can be delivered in any order. The portfolio is created prior to the gateway, both assessment methods take place post-gateway. Each KSB is assessed by one assessment method only.

Pre-Gateway

Portfolio

Portfolio development aligned to the KSBs mapped to the Professional Discussion.

Post Gateway – EPA Period

Assessment Method 1
Project Proposal, Presentation & Questioning

Assessment Method 2
Professional Discussion underpinned by portfolio
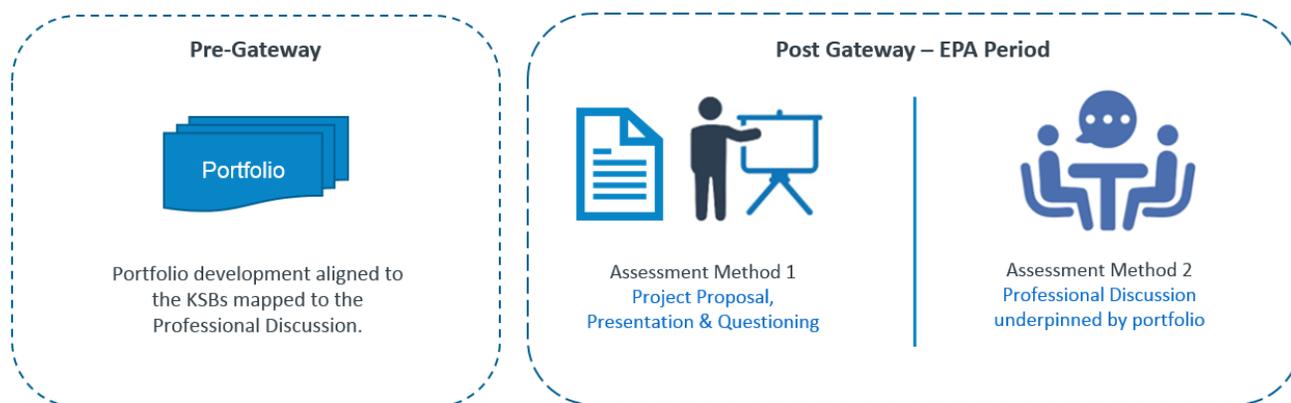
Gateway

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above the occupational standard. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

The EPAO determines when all other gateway requirements have been met, and the EPA period will only commence once the EPAO has confirmed this.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

- Achieved English and mathematics at Level 2.

For those with an education, health and care plan or a legacy statement, the apprenticeship's English and Mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

For the **project proposal with presentation and questioning:**

A project proposal title and summary will be submitted to the EPAO at the gateway, thereby allowing the EPAO confirm the proposal title and summary is appropriate. Following the gateway, the EPAO will confirm within 2 weeks of receiving the proposal title and summary that it is suitable and provides scope to meet the required KSBs.

The project proposal title and summary must outline the stages covered by the project proposal and an overview of the tasks as well as the specific responsibilities and duties assigned, planned and undertaken by the apprentice.

The project proposal title and summary should typically be no more than 500 words and is not an assessed element of the EPA.

For the **professional discussion underpinned by portfolio:**

The apprentice will be required to submit a portfolio of evidence. The requirements for this are:

- 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)

- 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.
- 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.

The portfolio is not separately assessed. It underpins the professional discussion and therefore should not be marked by the EPAO. EPAOs should review the portfolio in preparation for the professional discussion but are not required to provide feedback after this review of the portfolio.

The apprentice's Manager/Mentor will typically support the development of the portfolio in accordance with company policy and procedures, although the assessment organisation will provide further guidance on the content.

The portfolio is an opportunity for the apprentice to showcase their best work and so a selective approach is required.

Assessment methods

Assessment method 1: Project proposal with presentation and questioning (This assessment method has 2 components.)
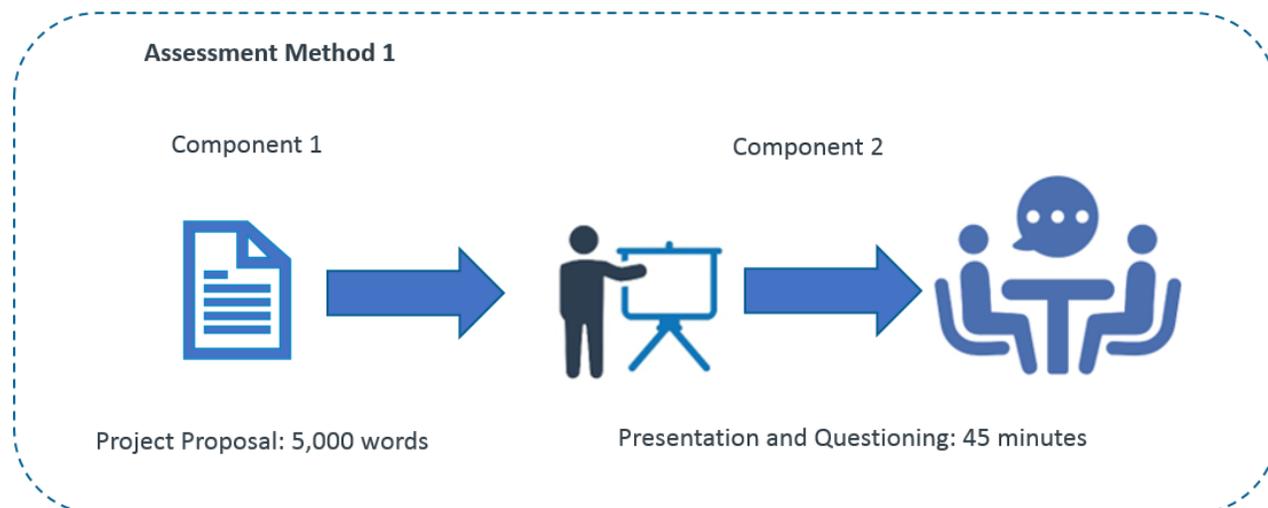
Overview

The assessment method is the production of a project proposal, presentation and questioning. The work is carried out after the apprentice has gone through the gateway.

A project proposal involves the apprentice completing a relevant and defined piece of work that has a real business benefit. The project proposal must be undertaken after the apprentice has gone through the gateway. Apprentices will prepare and deliver a presentation that, along with the proposal, appropriately covers the KSBs assigned to this method of assessment. It will be followed by questioning from the independent assessor.

The project proposal should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be assessed for the EPA. The employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA, including suitable coverage of the KSBs assigned to this assessment method as shown in the mapping of assessment methods. The proposal will be a detailed project implementation proposal that will enable the project to be fully implemented. ***The project does not need to be fully implemented during the EPA period***. The implementation of the project proposal must begin during the EPA period and ensure that **S1, S5, S6 and S7** can be assessed and progress against these skills must be discussed during the presentation.

Apprentices must include evidence of management/leadership support of the project proposal detailing what has been implemented to date, which must be included as an appendix so that this can be discussed during the presentation (this could be either an email, letter or similar written confirmation).

The evidence provided must be valid and attributable to the apprentice; the project proposal must contain a statement from the employer confirming this.

The EPAO must refer to the grading descriptors to ensure that project proposals are pitched appropriately.

This assessment method includes two components:

- a project proposal based on post-gateway work
- a presentation with questioning.

Both components should allow the apprentice the opportunity to obtain the highest possible grade. The combination of the components makes the method more robust and gives the apprentice an opportunity to provide depth.

The rationale for this assessment method is:

- 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.

Assessment method 1 component 1: Project proposal

Overview

Apprentices will create a project proposal for a work-based project.

The project proposal may be based on any of the following:

- an idea/opportunity to improve the business or a system by using Business Analysis techniques and stakeholder engagement
- a specific business problem concerning stakeholder engagement challenges to be addressed using Business Analysis techniques
- a recurring issue with stakeholder relationships within a Business Analysis context to be addressed using Business Analysis techniques.

The EPAO must provide a generic specification for a range of qualifying projects, to enable the employer to select a project that will meet the requirements of the EPA. Note that the employer is not restricted to this selection.

Typical project proposal titles could cover:

- 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

The list above is not exhaustive but the EPAO should sign off the project proposal's title and scope to confirm its suitability at the gateway. The employer is responsible for ensuring it has a real business benefit and the EPAO is responsible for confirming that it provides appropriate coverage of the KSBs. In order to ensure that all the EPA related work is completed during the EPA period, the EPAO must be involved in determining the focus of the project scope and title at the gateway.

Delivery

The apprentice will have 6 weeks to complete their project proposal and submit this to the EPAO, starting from when the EPAO has signed off the project proposal title. The Independent Assessor should have at least two weeks to review the project proposal to prepare for the presentation.

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 proposal will be 5,000 words (+/- 10% at the apprentice's discretion) including tables, graphs, figures, though excluding references and annexes. The project proposal must include, in addition to the word count, annexes showing:

- 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).

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

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 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.

Supporting material

EPAOs will produce the following material to support this assessment method:

- outline of the assessment method's requirements
- marking materials
- independent assessor training materials
- grading guidance
- assessment recording documentation.

Assessment method 1 component 2 – Presentation with questioning

Overview

A presentation with questioning involves an apprentice presenting to an independent assessor. It will be followed by questioning from the independent assessor.

The presentation will be based on the project proposal and will cover the themes detailed below in the delivery section.

Apprentices will prepare and deliver a presentation that appropriately covers the KSBs assigned to this method of assessment. Followed by questioning from the independent assessor. The purpose of the questioning is to enable the independent assessor to seek clarification of the proposal or presentation, to assess the depth and breadth of knowledge, skills and behaviours, and to assess any KSBs that the apprentice did not have the opportunity to demonstrate with the proposal, although these should be kept to a minimum.

A copy of the presentation should be submitted at the same time as the project proposal (a maximum of 6 weeks after the EPAO signed off the project proposal). The independent assessor should have two weeks to review the proposal prior to the presentation. The apprentice needs to notify the EPAO at the submission of the project proposal and presentation of any technical requirements for the presentation component.

The presentation will be presented to an independent assessor, either face-to-face or via online video conferencing.

The rationale for this assessment method is:

- A Business Analyst is required in their occupation to be able to present clearly and effectively. Assessing occupation competence in this way aligns to the requirements of the occupation.
- The presentation enables assessment of KSBs that would not be assessable in the project proposal for example, use of presentation and communication skills.
- The method can be delivered remotely and thereby is cost effective due to reducing assessor travelling time.

Delivery

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 independent assessor will then draw out any further information using questions.

The apprentice will be given 2 weeks' notice of the presentation date to allow the independent assessor sufficient time to review the project proposal and presentation and prepare appropriate questions.

The presentation and questioning will take 45 minutes. The independent assessor has the discretion to increase the time of the presentation and questioning by up to 10% to allow the apprentice to complete their last answer.

The presentation will typically last for 15 minutes, and the questioning will typically last for 30 minutes. The discretionary additional 10% time can be allocated in any proportion across the presentation and questioning.

The independent assessor will ask a minimum of 10 questions at the end of the presentation. Questions can be generated by the assessor based on the presentation and project proposal; however, an EPAO question bank must be provided for the assessor to use as a guide. They will use them to confirm their understanding of the presentation and how it demonstrates the relevant KSBs. They may ask follow-up questions, in addition to the minimum of 10 questions where clarification is required. The independent assessor must use the full time available for questioning to allow the apprentice the opportunity to evidence occupational competence at the highest level available unless the apprentice has already achieved the highest grade available.

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.

The independent assessor must make a record of KSBs met and answers to questions.

The independent assessor will make all grading decisions.

Marking

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

The independent assessor will make all grading decisions.

The independent assessor will review and mark the project proposal and presentation with questioning in a timely manner, as determined by the EPAO, and without extending the EPA unnecessarily. Similarly, all quality control processes will also be conducted in a timely manner, as determined by the EPAO.

Venue

EPAOs must ensure that the presentation and questioning elements are conducted in a suitable controlled environment in any of the following:

- online via video conferencing
- employer's premises
- other suitable venue selected by the EPAO (for example a training provider).

The venue should be a quiet room, free from distraction and external influence.

Video conferencing can be used to conduct the presentation and questioning, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in some way.

Supporting material

EPAOs will produce the following materials to ensure that this assessment method is marked consistently and accurately:

- outline of the assessment method's requirements
- marking materials
- independent assessor training materials
- grading guidance
- question bank
- assessment recording documentation.

Other relevant information

A structured question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and the EPAO must reviewed regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The specifications, including questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

Independent assessors must be developed and trained by the EPAO in the conduct of questioning and reaching consistent judgement.

Assessment method 2: Professional discussion underpinned by portfolio (This assessment method has 1 component)
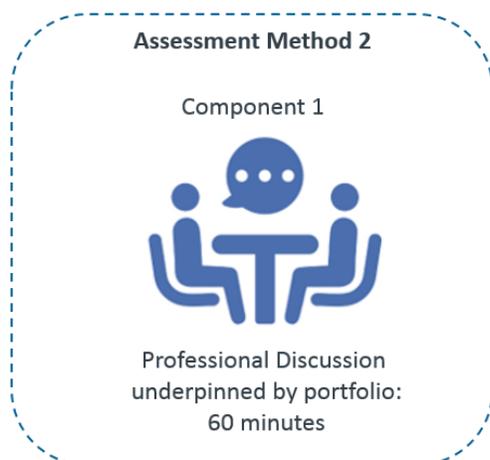
Overview

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and cover the KSBs assigned to this assessment method. It will involve the questions that will focus on the KSBs mapped to this method.

The rationale for this assessment method is:

- This will allow 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.
- The method can be delivered remotely and thereby is cost effective due to reducing assessor travelling time.

Delivery

The independent assessor will conduct and assess the professional discussion.

The apprentice has 2 weeks' notice of the date and time of the professional discussion.

The professional discussion must last for 60 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer.

The professional discussion will be conducted as set out here:

This is a one-to-one conversation with the independent assessor in an appropriate environment. The portfolio is submitted to the EPAO at the Gateway, a copy can be retained by the apprentice and brought by them to the professional discussion. The independent assessor has 2 weeks to review the portfolio.

EPAOs must make arrangements for the professional discussion with the apprentice's employer.

The independent assessor will ask a minimum of 10 open questions. Questions may be taken from the EPAO's question bank and be generated by the assessor. Follow up questions may then be used to draw out further evidence.

The independent assessor will ask the apprentice questions based on the knowledge, skills, and behaviours identified for this method. The apprentice may use their portfolio of evidence to exemplify a point they are discussing. The portfolio is not directly assessed.

The independent assessor may ask follow-up questions generated by themselves to either probe replies further and/or to seek clarification on rationale.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the outcome of the professional discussion including KSBs met and answers to questions.

The independent assessor will make all grading decisions.

Venue

The professional discussion should take place in a quiet room, free from distractions and influence.

The professional discussion can take place in any of the following:

- online via video conferencing
- employer's premises
- a suitable venue selected by the EPAO (for example a training provider's premises)

Video conferencing can be used to conduct the professional discussion, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in some way.

Other relevant information

A structured test specification and question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and the EPAO must reviewed regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

Independent assessors must be developed and trained by the EPAO in the conduct of professional discussion and reaching consistent judgement.

EPAOs will produce the following material to support this assessment method:

- outline of the assessment method's requirements
- marking materials
- independent assessor training materials
- grading guidance

- question bank
- assessment recording documentation.

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

Weighting of assessment methods

Both assessment methods are weighted equally in their contribution to the overall EPA grade.

Grading
Assessment method 1: Project proposal with presentation and questioning

Note: only a subset of KSBs has distinction criteria. To receive a distinction, the apprentice must meet all of the pass and all distinction criteria for the assessment method. See 'Overall EPA grading' section for how the individual assessment method grades are combined.

Area	KSBs	Fail	Pass	Distinction
BA Fundamentals **(K1, K2, K3, K4, K6, K7, K26, S1, S2, S30, B2, B3, B4, B5, B10, B11)**	K1, K3	Does not meet the pass criteria	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
	K2		Explains and evaluates the value of Business Analysis in enabling business improvements and delivering IT system changes K2	
	K4		Explains business change and system development life-cycle methodologies, and evaluates the impact of organisational culture and context K4	
	K6		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
	K7		Explains the purpose and value of quality assurance techniques K7	
	K26		Identifies relevant legislation and industry standards, and describes their impact on business improvement and IT solutions within the organisation K26	

Area	KSBs	Fail	Pass	Distinction
	S1		Describes the selection and application of business analysis approaches to scope, plan and perform Business Analysis S1	
	S2		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
	S30		Identifies and demonstrates methods of communication and engagement with stakeholders based on an evaluation of the needs of audience S30	
	B2		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 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
	B3		Demonstrates working both alone and collaboratively to carry out business analysis activities B3	
	B4		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
	B5		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

Area	KSBs	Fail	Pass	Distinction
	B10		Describes working with a range of technical and non-technical stakeholders and adapting the approach successfully to meet their diverse needs B10	defining problems and identifying solutions B5
	B11		Tailors manner of presentation of information to be appropriate to the audience, taking account of the potential barriers to understanding B11	
Investigation Techniques **(S5, S6, S7)**	S5		Applies and justifies appropriate selection and application of techniques to identify problems and opportunities within a business situation S5	
	S6		Applies and justifies approach to presenting proposed actions to stakeholders in order to gain agreement for further analysis activity S6	
	S7		Applies business analysis techniques to analyse and document options and recommendations for change S7	
Stakeholder Analysis and Management **(K22, K23, S26, S27)**	K22		Explains the relevance and importance of the principles of engaging internal and external stakeholders K22	
	K23		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

Area	KSBs	Fail	Pass	Distinction
	S26		Identifies and applies business analysis techniques to research and identify stakeholders S26	
	S27		Analyses and documents stakeholders' areas of interest and influence and devises appropriate strategies for interactions with stakeholders S27	
Business Impact Assessment **(K24, S28, S29)**	K24		Explains the purpose and relevance of business change impact assessment K24	
	S28		Supports the development of cost/benefit analysis for proposed business changes S28	
	S29		Evaluates and documents the key impacts of change on people, process, organisation, technology and information S29	

Assessment method 2: Professional Discussion underpinned by portfolio

Note: only a subset of KSBs has distinction criteria. To receive a distinction, the apprentice must meet the pass and all distinction criteria for the assessment method. See 'Overall EPA grading' section for how the individual assessment method grades are combined.

	KSBs	Fail	Pass	Distinction
BA Fundamentals **(K5, K27, K28, B1, B6, B7 B8 B9 B12 B13)**	K5	Does not meet the pass criteria	Describes the principles, features and differences of waterfall and agile methodologies for project delivery and software development K5	
	K27		Explains relevance of data protection regulations to role and organisation, and manages information and data in line with legislation and organisational policies K27	
	K28		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
	B1		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	
	B6		Establishes and maintains productive working	Actively works with others, takes others with

	KSBs	Fail	Pass	Distinction
			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	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
	B7		Describes the selection and application of methods of communication appropriate to the situation. Identifies the advantages and disadvantages associated with each method B7	
	B8		Demonstrates maintaining a productive, professional and secure working environment in line with organisational guidelines B8	
	B9		Describes the wider business environment, and explains how own role contributes to the wider business objectives B9	
	B12		Demonstrates working flexibly and effectively throughout the full lifecycle, contributing fully to the work of teams B12	
	B13		Describes taking initiative in identifying and undertaking appropriate personal and	

	KSBs	Fail	Pass	Distinction
			professional development opportunities B13	
Investigation Techniques **(K8, K9, S3, S4)**	K8		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
	K9, S3		Identifies the advantages and disadvantages of investigative techniques and applies structured investigation techniques to a business situation K9, S3	
	S4		Produces an outline definition of a business situation using a business analysis technique S4	
Business Process Modelling **(K10, K11, S8, S9, S10, S11)**	K10		Explains the purpose of process modelling and describes the purpose of an organisational view of business processes K10	
	K11		Identifies and explains different approaches to documenting business processes and explains the situations appropriate for their selection and application K11	
	S8		Demonstrates elicitation of process information from stakeholders and explains approach S8	
	S9		Creates business processes models, using appropriate	Creates models of complex business processes. Evaluates the

	KSBs	Fail	Pass	Distinction
			techniques, standards notation and software tools S9	advantages and disadvantages of business process modelling techniques and standards, and explains the situations appropriate for their selection and application S9
	S10		Analyses business process models to identify opportunities for improvement S10	
	S11		Creates models of redesigned business processes S11	
Requirements Engineering and Management (K12, K13, K14, K15, K16, K17, S12, S13, S14, S15, S16, S17)	K12		Describes techniques to elicit requirements, including when it is most appropriate to use each and their importance K12	
	K13		Explains the relevance and importance of eliciting requirements rather than gathering solution descriptions K13	
	K14, S13		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
	K15		Describes approaches to requirements management including change control and explains the relevance and importance of managing requirements K15	

	KSBs	Fail	Pass	Distinction
	K16		Identifies non-functional requirement areas, and justifies their inclusion within requirements engineering K16	
	K17		Explains the relevance and importance of considering user experience, accessibility and usability requirements in the design of digital solutions K17	
	S12		Demonstrates elicitation of requirements from stakeholders to identify business and user needs and explains approach S12	
	S14		Analyses documented requirements to remove duplication, conflict and overlap S14	
	S15		Demonstrates and justifies prioritising requirements using an appropriate prioritisation approach S15	
	S16		Demonstrates validating requirements with stakeholders and explains approach S16	
	S17		Supports the establishment of requirements traceability S17	
Data Modelling **(K18, S18 S19**)	K18		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
	S18		Demonstrates elicitation of business data needs from relevant sources S18	

	KSBs	Fail	Pass	Distinction
	S19		Supports the development of simple data models and demonstrates the use of relevant data modelling techniques, standards, notation and software tools S19	
Gap Analysis **(K19, S20, S21, S22, S23)**	K19 S20		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	
	S21		Supports the development of models of future state business situations S21	
	S22		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
	S23		Identifies and documents actions required to move from the current to future business situation S23	
Business Acceptance **(K20, K21, S24, S25)**	K20, S24		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
	K21		Describes the different phases of testing of business and system changes K21	
	S25		Supports business acceptance of business and system	Enables business acceptance of business

	KSBs	Fail	Pass	Distinction
			changes and explains approach S25	and system changes, taking responsibility for an aspect of transition and adoption S25
Business Impact Assessment (K25)	K25		Explains the concepts of benefits realisation and management K25	

Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

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

Assessment method 1: Project Proposal with questioning	Assessment method 2: Professional Discussion underpinned by portfolio	Overall grading
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take.

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

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

All assessment methods must be taken within a 6 month period, otherwise the entire EPA will need to be re-sat/re-taken.

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

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

Roles and responsibilities

Role	Responsibility
Apprentice	As a minimum, apprentices should: • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • undertake 20% off-the-job training as arranged by the employer and training provider • understand the purpose and importance of EPA • undertake the EPA including meeting all gateway requirements
Employer	As a minimum, employers should: • work with the training provider (where applicable) to support the apprentice in the workplace to provide the opportunities for the apprentice to develop the KSBs • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for EPA • select the EPAO • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer specific documentations as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met • ensure the apprentice is well prepared for the EPA

	• ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis.
EPAO	As a minimum, EPAOs should: • make all necessary contractual arrangements, including agreeing the price of the EPA • understand the occupational standard • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • have no direct connection with the apprentice, their employer or training provider. In all instances including when the EPAO is the training provider (i.e. HEI) there must be no conflict of interest • have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes • conform to the requirements of the nominated external quality assurance provider (EQAP) • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • deliver induction training for independent assessors, and for invigilators and markers where used • undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an

	EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually) • manage invigilation of apprentices to maintain security of the assessment in line with their malpractice policy • verify the identity of the apprentice being assessed • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • request certification via the Apprenticeship Service upon successful achievement of the EPA • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) • appoint suitably qualified **and** competent independent assessors • provide details of the independent assessor's name and contact details to the employer • have and apply appropriately an EPA appeals process.
Independent assessor	As a minimum, an independent assessor should: • have the competence to assess the apprentice at this level, hold relevant qualifications **and** experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan. • understand the occupational standard and the requirements of this EPA. • have, maintain and be able to evidence up to date knowledge and expertise of the subject matter. • deliver the end-point assessment in-line with the EPA plan. • comply with the IQA requirements of the EPAO. • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances including when the EPAO is the training provider (i.e. HEI) • attend induction training. • attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard. • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily. • assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods, and as determined by the EPAO, and without extending the EPA unnecessarily. • make all grading decisions.

	• record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner. • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard.
Training provider	As a minimum, the training provider should: • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard. • conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan). • monitor the apprentice's progress during any training provider led on-programme learning. • advise the employer, upon request, on the apprentice's readiness for EPA. • remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest.

Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint independent assessors who have knowledge of Business Analysis and hold a relevant professional qualification. such as the International Diploma in Business Analysis or the Certified Business Analysis Professional qualification.
- appoint independent assessors who have recent relevant experience of the occupation gained in the last two years or significant experience of Business Analysis and evidence of continued professional development.
- appoint independent assessors who are competent to deliver the end-point assessment
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time
- ensure independent assessors attend standardisation events on an ongoing basis and at least once per year
- conduct effective moderation of assessment decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on assessment decisions and grades.

Affordability

Affordability of the EPA will be aided by using at least some of the following practice:

- using an employer's premises
- online assessment via video conferencing
- possibility of scheduling more than one assessment method on the same day.

Professional body recognition

This apprenticeship is designed to prepare successful apprentices to meet the requirements for registration as a Business Analyst with BCS, - RITTECH.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Project Proposal with Presentation and questioning

Knowledge
K1 the definition of Business Analysis and the range of activities that constitute it
K2 the value of Business Analysis in enabling business improvement and delivering IT system changes
K3 the role of the Business Analyst, and its relationship with other roles on a business change initiative, including those with system development responsibility
K4 business change and system development life-cycles, including the use of appropriate methodologies and the impact of organisational culture and context
K6 The importance of effective communication and engagement with a range of stakeholders in relation to Business Analysis assignments
K7 The purpose and value of quality assurance techniques
K22 The importance and the principles of engaging internal and external stakeholders
K23 Techniques to support the identification and analysis of internal and external stakeholders
K24 The purpose and importance of business change impact assessment
K26 Legislation and industry standards relevant to the organisation and sector

Skills
S1 Apply appropriate approaches to scope, plan and perform Business Analysis
S2 Communicate in a variety of situations with a range of stakeholders to deliver business analysis outcomes
S5 Apply appropriate techniques to identify problems and opportunities within a business situation.
S6 Support the identification and presentation of proposed actions to stakeholders in order to gain agreement for further analysis activity
S7 Apply appropriate business analysis techniques to analyse and document options and recommendations for change.
S26 Apply relevant business analysis techniques to research and identify stakeholders
S27 Analyse and document stakeholders' areas of interest and influence
S28 Support the development of cost/benefit analysis for proposed business changes
S29 Evaluate and document the key impacts on people, process, organisation, technology and information
S30 Present information and concepts in a manner appropriate to the audience

Behaviours
B2 Apply creative thinking when problem solving
B3 Work independently and collaboratively
B4 Use own initiative and take responsibility appropriate to the role of Business Analyst
B5 Take a thorough and organised approach and plan analysis activities in line with business priorities
B10 Be comfortable and confident interacting with people from technical and non-technical backgrounds
B11 Tailor manner of presentation to be appropriate to the audience

Assessment method 2: Professional Discussion underpinned by portfolio

Knowledge
K5 The principles, features and differences of waterfall and agile methodologies for project delivery and software development
K8 Approaches to conducting internal and external environmental analysis of an industry domain
K9 The advantages and disadvantages of a range of investigative techniques
K10 The purpose of process modelling and the importance of an organisational view of business processes
K11 Different approaches to document business processes including when it is most appropriate to use each
K12 Techniques to elicit requirements, including when it is most appropriate to use each
K13 The importance of eliciting requirements rather than gathering solution descriptions
K14 Approaches to categorise, validate and prioritise requirements
K15 The importance of requirements management including change control
K16 A broad range of non-functional requirement areas, and the importance of including these within requirements engineering
K17 The importance of considering user experience, accessibility and usability requirements in the design of digital solutions
K18 The value of data to an organisation, and how data needs are considered in business improvement
K19 The purpose and activities of the gap analysis process
K20 The role of the business analyst in facilitating business acceptance of changes

K21 The different phases of testing of business and system changes
K25 The concepts of benefits realisation and management
K27 Data protection regulations and the importance of managing information and data in line with legislation and organisational policies
K28 Technology and industry trends across the digital sector, and the opportunities these bring for business improvement and IT solutions

Skills
S3 Apply a range of structured investigation techniques to a business situation
S4 Produce an outline definition of a business situation using an appropriate business analysis technique
S8 Elicit process information from stakeholders
S9 Model business processes using relevant techniques, standards, notation and software tools
S10 Analyse business process models to identify opportunities for improvement
S11 Produce models of redesigned business processes
S12 Elicit requirements from stakeholders to identify business and user needs
S13 Document clear functional and non-functional requirements in line with local standards
S14 Analyse documented requirements to remove duplication, conflict and overlap
S15 Prioritise requirements using an appropriate prioritisation approach
S16 Validate requirements with stakeholders
S17 Support the establishment of requirements traceability
S18 Elicit business data needs from relevant sources
S19 Support the development of simple data models using relevant techniques, standards, notation and software tools
S20 Document current business situations to enable gap analysis and decision making
S21 Support the development of models of future state business situations
S22 Identify key differences between current and future business situations
S23 Identify actions required to move from the current to future business situation
S24 Define acceptance criteria for business and system changes
S25 Support business acceptance of business and system changes

Behaviours
B1 Act logically, analytically and objectively in a range of situations
B6 Build and maintain positive working relationships with a range of people
B7 Use a range of methods of communication appropriate to the situation
B8 Maintain a productive, professional and secure working environment
B9 Aware of the wider business environment and own contribution to business objectives
B12 Work flexibly and effectively as part of a multidisciplinary team throughout the full lifecycle
B13 Demonstrate commitment to continuous professional development in relation to Business Analysis and the digital sector