Digital Industries Apprenticeship: Occupational Brief

IS Business Analyst

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Level 4 IS Business Analyst

Minimum Standards and Grading Criteria

This paper defines the minimum requirements for the knowledge, skills and behaviours defined in the standard, which are required for a pass.   It also defines the criteria to be used for awarding the grade for merit or distinction. This paper should be read in conjunction with the Standard and Assessment Plan for the Level 4 IS (information Systems) Business Analyst Apprenticeship.

Overview of Grading

There are three sets of criteria on which the assessment and grading is made. The three criteria are

> The What: what the apprentice has shown they can do,

> The How: the way in which the work has been done

> The With Whom: The personal and interpersonal qualities the apprentice has brought to their work relationships

Each of these three criteria has minimum (expected) requirements which must be satisfied for a pass.

Each of these criteria has a number of dimensions which should be considered to determine if the apprentice is significantly above the minimum (expected) level of quality

The purpose of grading is to differentiate between those apprentices whose work is at the expected level of quality against the totality of the skills, knowledge and behaviours specified in the standard and those whose work is significantly above this expected level:

> For a pass, each of the three sets of criteria must demonstrate at least the expected (minimum requirement) level of quality

> For a merit, the What has to be significantly above the level of quality and one of either the How or the With Whom has to be significantly above the level of quality expected

> For a distinction, each of the three sets of criteria must be significantly above the expected level of quality

The assessor makes a holistic judgement about whether or not their assessments demonstrate that the apprentice is "significantly above the expected level of quality" in each of these three areas and can then determine which grade should be awarded.

The what – what the apprentice has shown they can do

Minimum Requirements

The following table shows what the minimum, expected requirements are for a pass on this criterion:.

Competency Standard	Minimum, expected, requirements for a pass
Investigation Techniques Apply structured techniques to investigate wants, needs, problems and opportunities. Document the current situation and apply relevant techniques to structure information Assist in the recommendation of business and IS changes.	The apprentice must be able to: 1. Explain the application of investigative techniques required to conduct a preliminary assignment investigation 2. Explain the advantages and disadvantages of a range of investigative techniques 3. Produce an outline definition of a business situation using a recognised technique 4. Identify the problems and opportunities inherent in the business situation 5. Support the identification and presentation of proposed actions to stakeholders in order to gain agreement for further analysis activity
Business Process Modelling Model business processes with clearly-defined boundaries using contemporary modelling techniques and digital modelling tools . Analyse business process models to identify opportunities for improvement.	The apprentice must be able to: 1. Derive process information from stakeholders 2. Model straightforward business processes in line with a defined notation standard and using a business process modelling software tool 3. Explain the importance of an organisational view of business processes 4. Define the individual tasks within a business process 5. Identify business process elements that require improvement 6. Produce models of redesigned business processes

Redesign business process models using different scenarios and solution models.	
Requirements Engineering & Management Elicit requirements from stakeholders to identify business and user needs. Analyse, validate, prioritise and document functional and non-functional requirements for business situations. Identify data requirements relating to business improvement. Assist in the management and controlled change of requirements.	The apprentice must be able to: 1. Explain the use of different techniques to elicit requirements, including when it is most appropriate to use each 2. Explain the need to elicit requirements rather than gathering solution descriptions 3. Undertake requirements elicitation for a project 4. Produce clear written requirements definitions in line with local standards 5. Analyse documented requirements to remove duplication, conflict and overlap 6. Categorise requirements into standard types: general, technical, functional and non-functional 7. Explain a prioritisation approach and apply this approach when defining requirements 8. Present requirements for validation by stakeholders 9. Support the establishment of requirements traceability
Data modelling Create data models to illustrate how data is represented within a business system. Revise the data model in accordance with different proposed solutions.	The apprentice must be able to: 1. Work with senior colleagues to prioritise business and information needs 2. Analyse data from primary and secondary sources 3. Support the development of a simple data model

Gap Analysis Compare current and future-state business situations with a view to developing a roadmap for business improvement.	The apprentice must be able to: 1. Explain the gap analysis process 2. Document a current business situation 3. Support the development of a model of a conceptual, desired business system or process 4. Identify the key differences between the current and future business systems 5. Produce a list of the actions required to move from the current to desired business system
Acceptance Testing Define acceptance tests for business change and IS system solutions.	The apprentice must be able to: 1. Demonstrate knowledge of the different phases of testing an IT system 2. Demonstrate an understanding of the role of a business analyst within the test lifecycle 3. Contribute to the development or assurance of the test plan and test scripts 4. Support user acceptance testing
Stakeholder Analysis & Management Identify stakeholders impacted by a proposed change, understanding their perspectives and assessing how their interests are best managed.	The apprentice must be able to: 1. Explain the importance and the principles of engaging internal and external stakeholders 2. Explain a range of techniques used to support the identification and analysis of internal and external stakeholders 3. Apply formal techniques to research and identify project stakeholders and their area of interest and influence 4. Prepare and present a stakeholder map that identifies the relevant stakeholders and their areas of interest and influence in a project
Business Impact Assessment Assess and document the drivers, costs, benefits and impacts of a proposed business change.	The apprentice must be able to: 1. Demonstrate an understanding of business change impact assessment 2. Support the development of a cost/benefit analysis for a proposed business change 3. Using a familiar business change scenario, evaluate and document the key impacts on the relevant people, process, organisation, technology and information dimensions.

	4. Explain how the business assessment information would be used to ensure business change readiness

Criteria for a Merit or Distinction

The following table shows what an apprentice would need to demonstrate to be assessed as significantly above the expected level for what they have done

Dimensions	Description of what significantly above the expected level of quality looks like
Breadth – the range of tools and methods understand and applied	Understands and applies a wide range of tools and methods Accurately and appropriately applies and effectively implements the right tools and methods in a variety of different situations
Depth – the level to which these tools and methods are understood and applied	A capable user - exploits the functionality/capability of the tools and methods Broad understanding of different tools and methods and how and why they can be applied in different contexts
Complexity – the extent and prevalence of inter-related and inter-dependant factors in the work and how well the apprentice has dealt with these	Deals confidently and capably with interrelated and interdependent factors in their work

The how: the way in which the work has been done

Minimum Requirements

The following table shows what the minimum, expected requirements are for a pass on this criterion:

Competency Standard	Minimum expected requirements for a pass
Apprentices can demonstrate the full range of skills, knowledge and behaviours required to fulfil their job role.	Knows what skills, knowledge and behaviours are needed to do the job well Are aware of their own strengths in the job role, and any areas for improvement Appreciate who else is important, for them to do their job and fulfil the role effectively (e.g. colleagues, managers, other stakeholders) Are aware of potential risks in the job role (e.g. security, privacy, regulatory) Use personal attributes effectively in the role Understand how the job fits into the organisation as a whole
Apprentices can demonstrate how they contribute to the wider business objectives and show an understanding of the wider business environments.	Understands the goals, vision and values of the organisation Are aware of the commercial objectives of the tasks/ projects they are working on Understands their role in meeting or exceeding customers' requirements and expectations Is in tune with the organisation's culture
Apprentices can demonstrate the ability to use both logical and creative thinking skills when undertaking work tasks, recognising and applying techniques from both.	Logical thinking: • Recognises the conclusion to be reached • Proceeds by rational steps • Evaluates information, judging its relevance and value • Supports conclusions, using reasoned arguments and evidence Creative thinking: • Explores ideas and possibilities • Makes connections between different aspects • Embraces ideas and approaches as conditions or circumstances change
Apprentices can show that they recognise problems inherent in, or emerging during, work tasks, and can tackle them effectively	Problem-solving: • Analyses situations • Defines goals • Contributes to the development of solutions

	• Prioritises actions
	• Deals with unexpected occurrences

Criteria for a Merit or Distinction

The following table shows what the apprentices would need to demonstrate to be assessed as significantly above the expected level for the way in which the work has been done

Dimensions	Description of what significantly above the expected level of quality looks like
Responsibility – the scope of responsibility and level of accountability demonstrated in the apprentices work	Undertakes work that is more complex, more critical or more difficult Works independently and takes responsibility
Initiative	Demonstrates an ability to extend or enhance their approach to work and the quality of outcomes Doesn't just solve the problem but explores all known options to do it better, more efficiently, more elegantly or to better meet customer needs
Delivery focus – the extent to which the apprentice has shown they can grasp the problems, identify solutions and make them happen to meet client needs	Shows good project management skills, in defining problem, identifying solutions and making them happen Demonstrates a disciplined approach to execution, harnessing resources effectively Drives solutions – with a strong goal focused and appropriate level of urgency

The with whom: the personal and interpersonal qualities the apprentice has brought to internal and external relationships

Minimum Requirements

The following table shows what the minimum, expected requirements are for a pass on this criteria

	Minimum expected requirements for a pass
Apprentices can manage relationships with work colleagues, including those in more senior roles, customers/clients and other stakeholders, internal or external and as appropriate to their roles, so as to gain their confidence, keep them involved and maintain their support for the task/project in hand. Apprentices can establish and maintain productive working relationships, and can use a range of different techniques for doing so.	Managing relationships: • Understands the value and importance of good relationships • Acknowledges other people's accomplishments and strengths • Understands how to deal with conflict • Promotes teamwork by participation Customer/client relationships: • Understands their requirements, including constraints and limiting factors • Sets reasonable expectations • Understands how to communicate with them in decisions and actions • Interacts positively with them • Provides a complete answer in response to queries ('transparency', 'full disclosure') Stakeholders: • Understands who they are and the focus of their interest in the project or assignment • Prioritises stakeholders in terms of their importance, power to affect the task and interest in it and attitude to the project or initiative • Devises appropriate strategies for interactions with stakeholders
Apprentices can communicate effectively with a range of people at work, one-to-one and in groups, in different situations and using a variety of methods. Apprentices can demonstrate various methods of communication, with an	Intention/purpose: • Understands the purpose of communicating in a particular situation or circumstance (e.g. inform, instruct, suggest, discuss, persuade, negotiate etc.) • Checks that the person/people with whom one is communicating also understand the purpose • Is sensitive to the dynamics of the situation

	• Is aware of anything that might disrupt the effectiveness of the communication (e.g. status, past history, environment)
understanding of the strengths, weaknesses and limitations of these, the factors that may disrupt it, and the importance of checking other people's understanding.	a. Method: • Understands the most appropriate method for the situation • Are aware of the limitations of the chosen method, and the possible risks of miscommunication (e.g. ambiguity) • Takes account of the affective dimensions of the method (e.g. body language, tone of voice, eye contact, facial expression etc.) b. Execution: • Expresses self clearly and succinctly, but not over-simplifying • Checks that the other person/people understand what is being expressed • Takes account of the potential barriers to understanding (e.g. filtering, selective perception, information overload) • Modifies the purpose and methods of communication during a situation in response to cues from the other person/people

The With Whom: the personal and interpersonal qualities the apprentice has brought to internal and external relationships

Criteria for Merit or Distinction

The following table shows what the apprentices would need to demonstrate to be assessed as significantly above the expected level for the personal and interpersonal qualities the apprentice has brought to internal and external relationships

Dimensions	Description of what significantly above the expected level of quality looks like
Scope and appropriateness – the range of internal and external people and situations that the apprentice has engaged appropriately and effectively with	Internally – works alone, 1:1, in a team and with colleagues at all levels Externally – works with customers, suppliers and partners in a variety of situations Reads situations, adapts behaviours, and communicates appropriately for the situation and the audience
Reliability – the extent to which they perform and behave professionally	Can be trusted to deliver, perform and behave professionally, manages and delivers against

	expectations, proactively updates colleagues and behaves in line with the values and business ethics
A role model and exemplar to others	Actively works with others and leads by example