



**End-Point Assessment**  
Business Analyst Level 4 (V1.2)  
Support Pack



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## INTRODUCTION

This document sets out the requirements, advice and guidance for the End-Point Assessment (EPA) of the Business Analyst Level 4 apprenticeship standard. This document is designed for apprentices, employers and training providers involved in the End-Point Assessment of an apprentice studying the Business Analyst standard.

An apprentice for Business Analyst Level 4 typically spends 18 months on programme and must spend at least 12 months on programme.

This support pack is divided into sections covering the relevant aspects of EPA for this standard.

Should you require any additional information, please do not hesitate to contact [admin@nqual.co.uk](mailto:admin@nqual.co.uk)

Within this guide, you will find references to End-Point Assessments. This information has been outlined in the Skills England Business Analyst Level 4 Assessment Plan. For reference, you can find this document by clicking below:

[\*Business Analyst Level 4 EPA Plan \(Skills England\)\*](#)



## EPA TIMESCALE

Register with  
NQual

Training Providers should register apprentices For EPA with NQual a minimum of 90 days before assessment. Providers will pay a registration fee of £30.

This is when the employer, apprentice and training provider confirm that the apprentice is ready for End-Point Assessment. Gateway evidence should include the project proposal title and 500-word scope.

## Gateway

## EPA Booking

The training provider should complete the booking section on the gateway form or training providers can arrange the booking via ACE360. NQual will confirm booking within 48 hours.

NQual will send an invoice for the remaining fee once EPA is approved.

## EPA Approved

## Assessment

The apprentice will complete two components: a Project Proposal with presentation and Professional Discussion underpinned by a portfolio of evidence.

Results will be communicated within 10 working days of final assessment. If the apprentice passes, NQual will send details to the apprentice and training provider containing an EPA results document. If the apprentice fails, NQual will send details to the learner and training provider outlining feedback and next stages.

## Results

## GATEWAY

This section outlines the requirements an apprentice must have met in order to complete their End-Point Assessment.

Once the employer is fully satisfied that the apprentice has the knowledge, skills and behaviours set out within this standard, the employer can formally confirm that the apprentice is ready for EPA via the Gateway.

Gateway requirements for Business Analyst Level 5 outline that the apprentice must have:

- **Evidence of achieving relevant maths and English qualifications if required by funding regulations or the employer**
- **Submitted a Portfolio of Evidence**
- **Submitted a Project Proposal title and a 500-word scope**

All EPA activity will take place within 3 months of Gateway.

You can access the NQual Gateway form by emailing: [admin@nqual.co.uk](mailto:admin@nqual.co.uk)

\*For those with an education, health and care plan or a legacy statement, the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for those whom this is their primary language

## PORTFOLIO OF EVIDENCE

As part of the apprenticeship, apprentices are required to prepare a Portfolio of Evidence which will be developed on programme to demonstrate their practice in achieving the knowledge, skills, and behaviours (KSBs) associated with the Professional Discussion. The portfolio is not directly assessed but will be used to aid discussion; therefore, the apprentice is allowed to submit 10 discreet pieces of evidence.

It is recommended that the portfolio shows examples of the apprentice's work, including:

- Examples or screenshots 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
- Employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions

This is not a definitive list; other evidence sources are allowed. However, the portfolio should not include any methods of self-assessment.

## COMPONENTS OF END-POINT ASSESSMENT

The Business Analyst standard has two distinct assessment methods: Project Proposal with Presentation and Questioning and a Professional discussion Underpinned by a Portfolio of Evidence. The assessment methods can be completed in any order.

### Project Proposal with Presentation and Questioning.

Apprentices must produce a project proposal which provides a real business benefit. The project proposal must be undertaken after the apprentice has gone through the gateway.

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, however the implementation of the project proposal must begin during the EPA period to allow the apprentice to meet the criteria (S1, S5, S6 and S7 rely on the project having been started 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 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 apprentice will have a maximum of 6 weeks to work on and submit their project proposal and presentation. The project proposal and presentation will be submitted to NQual 2 weeks prior to EPA taking place therefore 8 weeks in total from Gateway acceptance to completing the associated EPA component. The project proposal must be 5,000 words (+/- 10%), including tables, graphs, figures. In addition to the word count, the apprentice should provide an appendix to show how management/leadership have supported the work.

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.

### Presentation and Questioning

The presentation will have been submitted to NQual, 2 weeks prior to EPA taking place, along with the Proposal submission.

The presentation will be followed by questioning.

This component will take 45 minutes. The presentation will typically last 15 minutes, and the questioning will typically last 30 minutes (plus 10% to finish the last answer if required).

## Professional Discussion Underpinned by a Portfolio of Evidence

This will be a discussion between the independent assessor and the apprentice.

The discussion will give the apprentice the opportunity to demonstrate their competency across the KSBs for this assessment method, as shown in the End Point Assessment Methods Table below.

The apprentice can refer to their portfolio to illustrate their answers, but the portfolio is not directly assessed.

The Professional Discussion must last for 60 minutes with an additional 10% allowed for the apprentice to finish their last answer.

The assessor will ask a sufficient number of questions to cover the KSBs for this assessment method and enable them to make a sound grading judgement in line with the criteria stated in the Grading & Criteria section stated below.

## END-POINT ASSESSMENT METHODS TABLE

The below highlights criteria that will be covered in each assessment component. Please review these details for guidance on what will be covered in each assessment component.

Learning Outcomes	What is Required	Professional Discussion Underpinned by Portfolio of Evidence	Project Proposal, Presentation and Questioning
<b>Knowledge</b>			
K1	The definition of Business Analysis and the range of activities that constitute it		✓
K2	The value of Business Analysis in enabling business improvement and delivering IT system changes		✓
K3	The role of the Business Analyst, and its relationship with other roles on a business change initiative, including those with system development responsibility		✓
K4	Business change and system development life-cycles, including the use of appropriate methodologies and the impact of organisational culture and context		✓
K5	The principles, features and differences of waterfall and agile methodologies for project delivery and software development	✓	
K6	The importance of effective communication and engagement with a range of stakeholders in relation to Business Analysis assignments		✓
K7	The purpose and value of quality assurance techniques		✓
K8	Approaches to conducting internal and external environmental analysis of an industry domain	✓	
K9	The advantages and disadvantages of a range of investigative techniques	✓	
K10	The purpose of process modelling and the importance of an organisational view of business processes	✓	
K11	Different approaches to document business processes including when it is most appropriate to use each	✓	

K12	Techniques to elicit requirements, including when it is most appropriate to use each	✓	
K13	The importance of eliciting requirements rather than gathering solution descriptions	✓	
K14	Approaches to categorise, validate and prioritise requirements	✓	
K15	The importance of requirements management including change control	✓	
K16	A broad range of non-functional requirement areas, and the importance of including these within requirements engineering	✓	
K17	The importance of considering user experience, accessibility and usability requirements in the design of digital solutions	✓	
K18	The value of data to an organisation, and how data needs are considered in business improvement	✓	
K19	The purpose and activities of the gap analysis process	✓	
K20	The role of the business analyst in facilitating business acceptance of changes	✓	
K21	The different phases of testing of business and system changes	✓	
K22	The importance and the principles of engaging internal and external stakeholders		✓
K23	Techniques to support the identification and analysis of internal and external stakeholders		✓
K24	The purpose and importance of business change impact assessment		✓
K25	The concepts of benefits realisation and management	✓	
K26	Legislation and industry standards relevant to the organisation and sector		✓

K27	Data protection regulations and the importance of managing information and data in line with legislation and organisational policies	✓	
K28	Technology and industry trends across the digital sector, and the opportunities these bring for business improvement and IT solutions	✓	
<b>Skills</b>			
S1	Apply appropriate approaches to scope, plan and perform Business Analysis		✓
S2	Communicate in a variety of situations with a range of stakeholders to deliver business analysis outcomes		✓
S3	Apply a range of structured investigation techniques to a business situation	✓	
S4	Produce an outline definition of a business situation using an appropriate business analysis technique	✓	
S5	Apply appropriate techniques to identify problems and opportunities within a business situation.		✓
S6	Support the identification and presentation of proposed actions to stakeholders in order to gain agreement for further analysis activity		✓
S7	Apply appropriate business analysis techniques to analyse and document options and recommendations for change		✓
S8	Elicit process information from stakeholders	✓	
S9	Model business processes using relevant techniques, standards, notation and software tools	✓	
S10	Analyse business process models to identify opportunities for improvement	✓	
S11	Produce models of redesigned business processes	✓	
S12	Elicit requirements from stakeholders to identify business and user needs	✓	

S13	Document clear Functional and non-Functional requirements in line with local standards	✓	
S14	Analyse documented requirements to remove duplication, conflict and overlap	✓	
S15	Prioritise requirements using an appropriate prioritisation approach	✓	
S16	Validate requirements with stakeholders	✓	
S17	Support the establishment of requirements traceability	✓	
S18	Elicit business data needs from relevant sources	✓	
S19	Support the development of simple data models using relevant techniques, standards, notation and software tools	✓	
S20	Document current business situations to enable gap analysis and decision making	✓	
S21	Support the development of models of future state business situations	✓	
S22	Identify key differences between current and future business situations	✓	
S23	Identify actions required to move from the current to future business situation	✓	
S24	Define acceptance criteria for business and system changes	✓	
S25	Support business acceptance of business and system changes	✓	
S26	Apply relevant business analysis techniques to research and identify stakeholders		✓
S27	Analyse and document stakeholders' areas of interest and influence		✓
S28	Support the development of cost/benefit analysis for proposed business changes		✓
S29	Evaluate and document the key impacts on people, process, organisation, technology and information		✓
S30	Present information and concepts in a manner appropriate to the audience		✓

Behaviours			
B1	Act logically, analytically and objectively in a range of situations	✓	
B2	Apply creative thinking when problem solving		✓
B3	Work independently and collaboratively		✓
B4	Use own initiative and take responsibility appropriate to the role of Business Analyst		✓
B5	Take a thorough and organised approach and plan analysis activities in line with business priorities		✓
B6	Build and maintain positive working relationships with a range of people	✓	
B7	Use a range of methods of communication appropriate to the situation	✓	
B8	Maintain a productive, professional and secure working environment	✓	
B9	Aware of the wider business environment and own contribution to business objectives	✓	
B10	Be comfortable and confident interacting with people from technical and non-technical backgrounds		✓
B11	Tailor manner of presentation to be appropriate to the audience		✓
B12	Work flexibly and effectively as part of a multidisciplinary team throughout the full lifecycle	✓	
B13	Demonstrate commitment to continuous professional development in relation to Business Analysis and the digital sector	✓	

## GRADING & CRITERIA

Assessments will result in the apprentice achieving an overall grade of Fail, Pass, Merit or Distinction. This decision is dependent on whether they have met the standard and the End-Point Assessment criteria.

Results will be communicated to the apprentice within 10 working days of completion of the final component.

### Assessment Breakdown

An apprentice must achieve a minimum of a Pass in both assessment methods to achieve a Pass overall. The overall grade will be decided by the following combinations.

Assessment Method: Professional Discussion Underpinned by Portfolio of Evidence	Assessment Method: Project Proposal with Presentation and Questioning	Overall Grade
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

The Pass and Distinction descriptors can be found in the tables below, separated into the Professional Discussion Underpinned by Portfolio of Evidence and the Project Proposal with Presentation and Questioning.

### Grading Descriptors for the Professional Discussion Underpinned by Portfolio of Evidence

KSBs	Pass Descriptors	Distinction Descriptors	Guidance Notes
<p><b>BA Fundamentals</b> K5, K27, K28 B1, B6, B7, B8, B9, B12, B13</p>	<p>Describes the principles, Features and differences of waterFall and agile methodologies For project delivery and software development K5</p> <p>Explains relevance of data protection regulations to role and organisation, and manages information and data in line with legislation and organisational policies K27</p> <p>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</p> <p>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</p> <p>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</p>	<p>Discusses and analyses technology and industry trends across the digital sector, and the opportunities these bring for business improvement and IT solutions K28</p> <p>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</p>	<p><b>Pass</b></p> <p>Methodologies: The apprentice should clearly explain the principles and differences between waterFall and agile and link these to real project practice.</p> <p>Data Protection: Must explain GDPR / organisational data handling expectations and show how they personally follow them in their BA work.</p> <p>Technology &amp; Industry Trends: Apprentices should comment on how they stay current with digital trends and how these trends support improvement. (For example but not limited to Artificial Intelligence &amp; Generative AI, Automation and RPA (Robotic Process Automation), Extended Reality (AR/VR/MR), Cloud &amp; Edge Computing, 5G/6G and advanced connectivity, Digital Twins, Blockchain and Smart Contracts</p> <p>Professional Behaviours: Evidence of being logical, analytical, organised, collaborative, communicative and professional. Wider Business Context: Must show awareness of the organisation and how their role contributes to wider business goals.</p>

	<p>stakeholders, so as to gain their confidence, keep them involved and maintain their support for the task/project in hand B6</p> <p>Describes the selection and application of methods of communication appropriate to the situation. Identifies the advantages and disadvantages associated with each method B7</p> <p>Demonstrates maintaining a productive, professional and secure working environment in line with organisational guidelines B8</p> <p>Describes the wider business environment, and explains how own role contributes to the wider business objectives B9</p> <p>Demonstrates working flexibly and effectively throughout the full lifecycle, contributing fully to the work of teams B12</p> <p>Describes taking initiative in identifying and undertaking appropriate personal and professional development opportunities B13</p>		<p>CPD: Apprentices should describe how they maintain and develop their BA knowledge and skills.</p> <p><b>Distinction</b></p> <p>Demonstrates deeper evaluation, leads others by example, and shows strong professionalism and reliability.</p>
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<p><b>Investigation Techniques</b></p> <p>K8, K9 S3, S4</p>	<p>Describes approaches to conducting internal and external environmental analysis of an industry domain K8</p> <p>Identifies the advantages and disadvantages of investigative techniques and applies structured investigation techniques to a business situation K9, S3</p> <p>Produces an outline definition of a business situation using a business analysis technique S4</p>	<p>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</p>	<p><b>Pass</b></p> <p>The apprentice should explain internal/external environmental analysis and how these support understanding of business context.</p> <p>Must identify advantages/disadvantages of investigative techniques.</p> <p>Should show they can apply structured investigation techniques to define a business situation (e.g., rich pictures, CATWOE, interviews).</p> <p><b>Distinction</b></p> <p>Applies structured techniques to complex situations and evaluates when each technique is most appropriate.</p>
<p><b>Business Process Modelling</b></p> <p>K10, K11 S8, S9, S10, S11</p>	<p>Explains the purpose of process modelling and describes the purpose of an organisational view of business processes K10</p> <p>Identifies and explains different approaches to documenting business processes and explains the situations appropriate for their selection and application K11</p> <p>Demonstrates elicitation of process information from stakeholders and explains approach S8</p> <p>Creates business processes models, using appropriate techniques, standards notation and software tools S9</p>	<p>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</p>	<p><b>Pass</b></p> <p>Should explain purpose of process modelling, the value of the organisational view and when different modelling approaches are used.</p> <p>Must demonstrate eliciting process information from stakeholders.</p> <p>Must produce accurate process models using correct notation.</p> <p>Should be able to analyse and identify improvements and produce redesigned processes that address issues.</p>

	<p>Analyses business process models to identify opportunities for improvement S10</p> <p>Creates models of redesigned business processes S11</p>		<p><b>Distinction</b></p> <p>Creates models of complex processes and evaluates method selection.</p>
<p><b>Requirements Engineering and Management</b></p> <p>K12, K13, K14, K15, K16, K17 S12, S13, S14, S15, S16, S17</p>	<p>Describes techniques to elicit requirements, including when it is most appropriate to use each and their importance K12</p> <p>Explains the relevance and importance of eliciting requirements rather than gathering solution descriptions K13</p> <p>Explains approaches to categorise, validate and prioritise requirements and documents Functional and non Functional requirements in line with local standards K14, S13</p> <p>Describes approaches to requirements management including change control and explains the relevance and importance of managing requirements K15</p> <p>Identifies non-functional requirement areas, and justifies their inclusion within requirements engineering K16</p> <p>Explains the relevance and importance of considering user experience, accessibility and usability requirements in the design of digital solutions K17</p> <p>Demonstrates elicitation of requirements from stakeholders to identify business and user needs and explains approach S12</p>	<p>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</p>	<p><b>Pass</b></p> <p>Apprentice should explain requirements elicitation techniques and when each is appropriate.</p> <p>Must explain the importance of eliciting requirements vs. collecting solutions.</p> <p>Must demonstrate Functional &amp; non-Functional requirements, prioritisation, change control, and validation activities.</p> <p>Should show ability to analyse requirements to remove duplication/conflict.</p> <p>Must demonstrate awareness of UX, accessibility and usability in digital solutions.</p> <p>Should describe and support traceability.</p> <p><b>Distinction</b></p> <p>Evaluates documentation approaches and contributes to improving local standards.</p>

	<p>Analyses documented requirements to remove duplication, conflict and overlap S14</p> <p>Demonstrates and justifies prioritising requirements using an appropriate prioritisation approach S15</p> <p>Demonstrates validating requirements with stakeholders and explains approach S16</p> <p>Supports the establishment of requirements traceability S17</p> <p>Identifies non-Functional requirement areas, and justifies their inclusion within requirements engineering K16</p> <p>Explains the relevance and importance of considering user experience, accessibility and usability requirements in the design of digital solutions K17</p> <p>Demonstrates elicitation of requirements from stakeholders to identify business and user needs and explains approach S12</p> <p>Analyses documented requirements to remove duplication, conflict and overlap S14</p> <p>Demonstrates and justifies prioritising requirements using an appropriate prioritisation approach S15 Demonstrates validating requirements with stakeholders and explains approach S16</p> <p>Supports the establishment of requirements traceability S17</p>		
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<p><b>Data Modelling</b></p> <p>K18 S18, S19</p>	<p>Explains the value of data to an organisation, and summarises how data needs are considered in business improvement K18</p> <p>Demonstrates elicitation of business data needs from relevant sources S18</p> <p>Supports the development of simple data models and demonstrates the use of relevant data modelling techniques, standards, notation and software tools S19</p>	<p>Considers data needs and constraints in relation to business improvement. Explains business analysis techniques for documenting and modelling data K18</p>	<p><b>Pass</b></p> <p>Apprentice should explain why data is valuable and how it informs improvement.</p> <p>Must show how they elicit data needs from stakeholders.</p> <p>Should demonstrate creation of simple data models using appropriate tools and notation.</p> <p><b>Distinction</b></p> <p>Considers wider data constraints and evaluates modelling techniques.</p>
<p><b>Gap Analysis</b></p> <p>K19 S20, S21, S22, S23</p>	<p>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</p> <p>Supports the development of models of future state business situations S21</p> <p>Identifies and documents differences between current and future business situations S22</p> <p>Identifies and documents actions required to move from the current to future business situation S23</p>	<p>Justifies and analyses the key between current and future business situations. Applies a holistic approach to gap analysis S22</p>	<p><b>Pass</b></p> <p>Apprentice should explain purpose of gap analysis.</p> <p>Should show how they document current/future states.</p> <p>Must identify differences and actions required to move from current to future.</p> <p>Should demonstrate realistic, structured decision-making.</p> <p><b>Distinction</b></p> <p>Applies a holistic approach and justifies differences and recommendations.</p>

<p><b>Business Acceptance</b> K20, K21 S24, S25</p>	<p>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</p> <p>Describes the different phases of testing of business and system changes K21</p> <p>Supports business acceptance of business and system changes and explains approach S25</p>	<p>Justifies the rationale for Business Acceptance and Business Analysis involvement and responsibilities in Facilitating acceptance K20</p> <p>Enables business acceptance of business and system changes, taking responsibility for an aspect of transition and adoption S25</p>	<p><b>Pass</b></p> <p>Apprentices' should explain the BA's role in acceptance and define acceptance criteria.</p> <p>Must describe testing phases and their relevance.</p> <p>Should demonstrate how they support acceptance, including stakeholder engagement and transition activities.</p> <p><b>Distinction</b></p> <p>Shows deeper understanding of rationale and takes ownership of part of the adoption process.</p>
<p><b>Business Impact Assessment</b> K25</p>	<p>Explains the concepts of benefits realisation and management K25</p>		<p><b>Pass</b></p> <p>Apprentice must explain benefits realisation and how benefits are tracked, measured or managed.</p> <p>Should reference organisational examples where possible.</p>

## Grading Descriptors for the Project Proposal with Presentation and Questioning

KSBs	Pass Descriptors	Distinction Descriptors	Guidance Notes
<p><b>BA Fundamentals</b> K1, K2, K3, K4, K6, K7, K26 S1, S2, S30 B2, B3, B4, B5, B10, B11</p>	<p>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</p> <p>Explains and evaluates the value of Business Analysis in enabling business improvements and delivering IT system changes K2</p> <p>Explains business change and system development life-cycle methodologies, and evaluates the impact of organisational culture and context K4</p> <p>Explains importance of the ability to communicate in multiple ways and to multiple stakeholders or stakeholder groups K6</p> <p>Explains the purpose and value of quality assurance techniques K7</p> <p>Identifies relevant legislation and industry standards, and describes their impact on business improvement and IT solutions within the organisation K26</p> <p>Describes the selection and application of business analysis approaches to scope, plan and perform Business Analysis S1</p> <p>Communicates effectively in a variety of</p>	<p>Justifies the role of the business analyst and compares the BA with other roles within a business change initiative K3</p> <p>Demonstrates effective engagement utilising different communication styles aligned with stakeholder preferences and needs K6</p> <p>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</p> <p>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</p> <p>Demonstrates an ability to extend or enhance their approach to work and the quality of outcomes. B4</p> <p>Drives solutions, has a strong goal focus and appropriate level of urgency. Shows management skills in defining problems and identifying solutions B5</p>	<p><b>Pass</b></p> <p>Apprentice must explain what BA is, its value, lifecycle approaches, and links to organisational culture.</p> <p>Should demonstrate strong communication, analysis, problem solving, professional behaviours, and planning skills throughout the project.</p> <p>Must tailor communication to audiences and show clear reasoning in recommendations.</p> <p><b>Distinction</b></p> <p>Provides strong justification, shows leadership behaviours, and evaluates communication methods.</p>

	<p>situations with a range of stakeholders to deliver the specified business analysis outcomes S2</p> <p>Identifies and demonstrates methods of communication and engagement with stakeholders based on an evaluation of the needs of audience S30</p> <p>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</p> <p>Demonstrates working both alone and collaboratively to carry out business analysis activities B3</p> <p>Demonstrates use of own initiative and takes responsibility appropriate to the role of a Business Analyst B4</p> <p>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</p> <p>Describes working with a range of technical and non-technical stakeholders and adapting the approach successfully to meet their diverse needs B10</p> <p>Tailors manner of presentation of information to be appropriate to the audience, taking account of the potential barriers to understanding B11</p>		
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<p><b>Investigation Techniques</b> S5, S6, S7</p>	<p>Applies and justifies appropriate selection and application of techniques to identify problems and opportunities within a business situation S5</p> <p>Applies and justifies approach to presenting proposed actions to stakeholders in order to gain agreement for further analysis activity S6</p> <p>Applies business analysis techniques to analyse and document options and recommendations for change S7</p>		<p><b>Pass</b></p> <p>Apprentice should show structured analysis of problems/opportunities.</p> <p>Must justify chosen techniques and clearly present proposed actions.</p> <p>Should document options with clear rationale for recommendations.</p>
<p><b>Stakeholder Analysis and Management</b> K22, K23 S26, S27</p>	<p>Explains the relevance and importance of the principles of engaging internal and external stakeholders K22</p> <p>Explains and applies techniques to support the identification and analysis of internal and external stakeholders K23</p> <p>Identifies and applies business analysis techniques to research and identify stakeholders S26</p> <p>Analyses and documents stakeholders' areas of interest and influence and devises appropriate strategies for interactions with stakeholders S27</p>	<p>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</p>	<p><b>Pass</b></p> <p>Apprentice should explain principles of stakeholder engagement.</p> <p>Must show stakeholder identification, analysis, and strategy creation.</p> <p>Should evidence adjusting approach based on stakeholder needs.</p> <p><b>Distinction</b></p> <p>Evaluates identification/analysis techniques and explains when each is appropriate.</p>
<p><b>Business Impact Assessment</b> K24 S28, S29</p>	<p>Explains the purpose and relevance of business change impact assessment K24</p> <p>Supports the development of cost/benefit analysis for proposed business changes S28</p> <p>Evaluates and documents the key impacts of change on people, process, organisation, technology and information S29</p>		<p><b>Pass</b></p> <p>Apprentice must explain impact assessment and apply it to their project.</p> <p>Should include cost/benefit considerations.</p> <p>Must evaluate impacts on people, process, organisation, tech, and info.</p>

### Re-sit / Re-take

If an apprentice fails one or more component part, they will be offered the opportunity to re-sit / re-take the component(s). It is then up to the apprentice’s employer how many attempts an apprentice is given.

- The typical timescale for a re-sit or a re-take is within 6 months (dependent on how much re-training is required). All assessment methods must be taken within a 6-month period, otherwise the entire EPA will need to be re-sat / re-taken.

Where any assessment method must be re-sat or re-taken, the apprentice will be awarded a maximum overall EPA grade of Distinction. Re-sits and re-takes are not offered to an apprentice wishing to move from a Pass to a higher grade.

## MOCK PROFESSIONAL DISCUSSION

It is the responsibility of the employer and training provider to complete mock professional discussions with the apprentice and the responsibility of the apprentice to ensure they have practised answering questions for their End-Point Assessment.

Professional discussion mock questions will be given to the training providers when registering learners with NQual.

A mock professional discussion should take 60 minutes (+10%).





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