2023 | AUGUST V1.0

BCS FOUNDATION CERTIFICATE IN DIGITAL BUSINESS CHANGE

SYLLABUS

This professional certification is not regulated by the following United Kingdom Regulators - Ofqual, Qualifications Wales, CCEA or SQA.

CONTENTS

INTRODUCTION AND OVERVIEW

INTRODUCTION

The planning and implementation of any change requires detailed consideration to ensure that it is the right change, that it will meet the required outcomes, and that it will be implemented successfully.

Digital change needs to be aligned to the organisation's strategy and its current architecture and capability, as well as to the external business environment. There is also the need to consider the future of technology, ethical concerns and user-centred design.

Using the business change lifecycle model, this award provides a holistic view of the change process, from business alignment to benefit realisation.

The Foundation Certificate in Digital Business Change can be taken as a knowledge module that forms part of the BCS International Diploma in Business Analysis.

For further information, please visit:
https://www.bcs.org/qualifications-and-certifications/certifications-for-professionals/business-analysis/bcs-international-diploma-in-business-analysis/

LEARNING OUTCOMES

Upon completion of this award, learners will be able to demonstrate knowledge and understanding of:

- Aligning change to the external environment, internal strategy and the enterprise architecture.
- Techniques for identifying the need or opportunity for change.
- Establishing, validating and categorising change requirements.
- The ethical considerations of digital change.
- The Agile Manifesto and Agile development practices.

QUALIFICATION SUITABILITY AND OVERVIEW

The BCS Foundation Certificate in Digital Business Change is relevant to anyone wanting to develop an understanding of all aspects of the planning, implementation and review of digital and business change. This includes, but is not limited to, those working in business analysis, project management and change management roles.

There are no formal prerequisites or entry requirements to be able to undertake this award, but candidates should have a good standard of written English.

Recommended texts are provided at the end of this syllabus that will supplement the content of this award.

This is a foundation certificate which will:

- assess the learner's ability to identify, describe and explain key concepts within the business change lifecycle.
- assess the learner's ability to recognise and describe the considerations of digital and business change.
- enable learners to progress in their professional development.

Candidates can study for this award by attending a training course provided by a BCS accredited training provider, or through self-study.

TOTAL QUALIFICATION TIME	GUIDED LEARNING HOURS	ASSESSMENT TIME
19 hours	18 hours	1 hour

TRAINER CRITERIA

It is recommended that to deliver this award effectively, trainers should possess:

- BCS Foundation Certificate in Business Analysis.
- Training experience, or have a Train the Trainer qualification.
- A minimum of three years of practical experience in the subject area.

SFIA LEVELS

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

LEVEL	LEVELS OF KNOWLEDGE	LEVELS OF SKILLS AND RESPONSIBILITY (SFIA)
K7		Set strategy, inspire and mobilise
K6	Evaluate	Initiate and influence
K5	Synthesise	Ensure and advise
K4	Analyse	Enable
K3	Apply	**Apply**
K2	**Understand**	**Assist**
K1	**Remember**	**Follow**

This syllabus has been linked to the SFIA knowledge, skills and behaviours required at levels 2 and 3 for an individual working in change and transformation. For further information regarding the SFIA levels, please visit: https://www.bcs.org/it-careers/sfiaplus-it-skills-framework/

SFIA*PLUS*

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

KSB13

Understanding the needs of the internal or external customer and keeping these in mind when taking actions or making decisions.

KSC04

Applying techniques that help investigating, analysing, modelling and recording a business area or system of interest.

KSC09

Using tools (manual or automated) to record the structure, relationships and use of information within an organisation.

KSD01

Methods, tools and techniques to analyse and optimise processes in order to improve the quality of a product or service.

KSD04

The selection and application of information elicitation methods, tools and techniques that are appropriate to the information required and the sources available.

KSD07

Organisational structures; their mission, objectives, strategies and tactics adopted by organisations; measures of performance such as critical success factors and key performance indicators; organisational cultures and cultural dimensions.

SYLLABUS

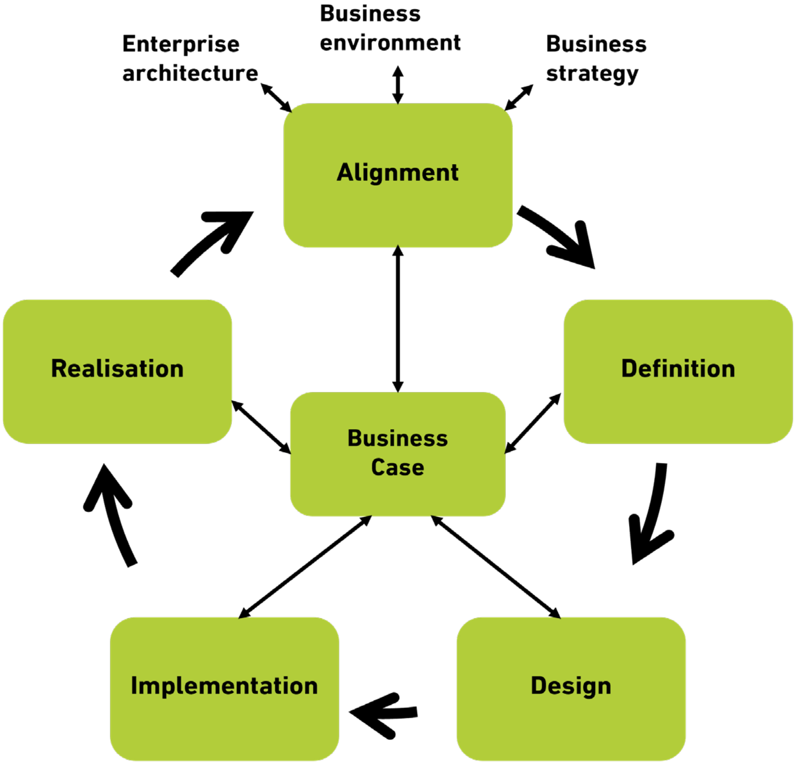
SYLLABUS

1. CHANGE PRINCIPLES (5%) K2

1.1 Describe the business change lifecycle.

Indicative content

a.



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Guidance

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

1.2 Describe drivers of change.

Indicative content

a. External drivers, internal drivers.

Guidance

Candidates should understand what change drivers are and recognise that drivers for change can come from an organisation's external environment or from within the organisation.

1.3 Describe risk appetite and risk categories.

Indicative content

a. Risk appetite.
   - Risk averse, risk neutral, risk-taking.
b. Risk categories.
   - Strategic, compliance, operational, financial, reputational.

Guidance

Every organisation will have a risk appetite, which may change over time. Risks can be categorised into broad groups to help identify and manage them. Candidates should understand the term 'risk', as defined in the ISO 31000 risk management guidelines, and be able to identify different risk appetites and categories.

THE BUSINESS CHANGE LIFECYCLE

"THE NEED TO ADOPT A BROADER VIEW OF BUSINESS CHANGE RATHER THAN FOCUSING PURELY ON THE IT ELEMENT HAS BEEN RECOGNISED BY ORGANISATIONS FOR MANY YEARS. THE BUSINESS CHANGE LIFECYCLE REFLECTS THIS, HIGHLIGHTING THE NEED TO ENSURE THAT CHANGE PROGRAMMES FOCUS ON ALIGNING WITH, AND MEETING, BUSINESS NEEDS."

BUSINESS ANALYSIS, 4TH EDITION.
(DEBRA PAUL ET AL., BCS, 2020)

SYLLABUS

2.ALIGNING CHANGE WITH THE BUSINESS (20%) K2

2.1 Describe techniques to analyse the external environment.

Indicative content

a. PESTLE analysis.
b. Porter's Five Forces Model.

Guidance

The external environment can present both opportunities and threats to an organisation. The PESTLE analysis framework and Porter's Five Forces Model are techniques that can be used to help an organisation analyse the environment in which it operates. Candidates should recognise examples of the different PESTLE factors and the five forces of Porter's model.

2.2 Describe techniques to analyse the internal environment.

Indicative content

a. VMOST.
b. Resource audit.

Guidance

Within the internal environment, VMOST analysis provides a framework for assessing an organisation's strategy, while a resource audit can help to identify its strengths and weaknesses. Candidates should understand how these techniques are used and their different components.

2.3 Describe the components and purpose of a SWOT analysis.

Indicative content

a. Strengths, weaknesses, opportunities, threats.

b. Internal and external factors.

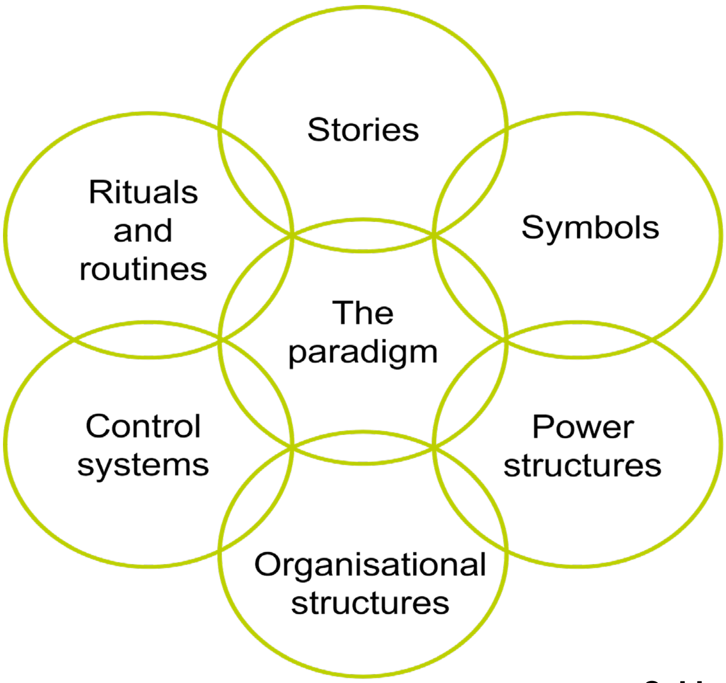
Guidance

Candidates should understand that a SWOT analysis summarises the strengths, weaknesses, opportunities and threats from the internal and external audits. They should be able to identify examples from each area of the analysis and recognise whether they are internal or external to the business.

2.4 Describe the cultural web framework for analysing organisational culture.

Indicative content

a.



Johnson *et al*. 2013

Guidance

Analysing the culture of an organisation can help to understand its identity. The cultural web provides a framework for cultural analysis and can be used to support change by comparing the current culture with where it needs to be. Candidates should understand the different elements of the cultural web and be able to recognise examples of each.

2.5 Describe organisational performance measurement techniques.

Indicative content

a. The balanced scorecard.
b. Critical success factors (CSFs).
c. Key performance indicators (KPIs).

Guidance

The balanced scorecard provides a holistic view of performance, CSFs are the key factors that must be in place for an organisation to achieve its objectives, and KPIs are the specific metrics used to asses performance in achieving CSFs. Candidates should recognise examples and the use of these techniques, as well as the elements that make up the balanced scorecard.

2.6 Describe the components of an organisation's enterprise architecture.

Indicative content

a. Enterprise architecture domains.
   - Business architecture.
   - Applications architecture.
   - Data architecture.
   - Infrastructure architecture.
   - Software infrastructure.
   - Security architecture.

Guidance

An enterprise architecture provides an overview of an organisation's processes, systems and technologies, and the interrelationship between them. Candidates should understand the term architecture and be able to identify different domains and examples of assets that make up an enterprise architecture.

2.7 Describe ethical considerations of digital change.

Indicative content

a. Sustainability and responsible computing.
b. The triple bottom line.

Guidance

Candidates should understand the meaning of the term “ethics”, and the ethical considerations involved when planning and implementing digital change, as listed.

SYLLABUS

3. IDENTIFYING CHANGE
(27.5%) K2

3.1 State the purpose, advantages and disadvantages of qualitative and quantitative investigation techniques.

Indicative content

a. Qualitative techniques.
   - Workshops, observation, interviews, scenarios, prototyping, user role analysis.

b. Quantitative techniques.
   - Surveys, activity sampling, document analysis.

Guidance

Qualitative techniques are concerned with gathering opinions and perceptions, while quantitative techniques are used to obtain measurable data. Candidates should understand when a certain technique might be used and its advantages and disadvantages.

3.2 Describe techniques used to record business situations.

Indicative content

a. Fishbone diagrams.
b. Mind maps.
c. Rich pictures.

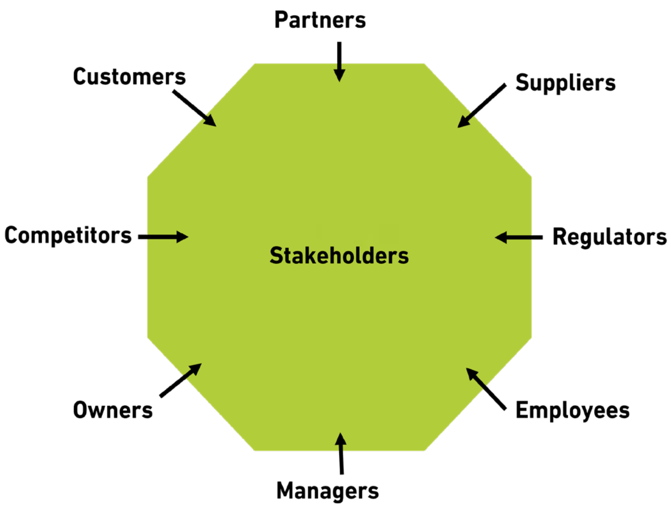
Guidance

Diagrammatic techniques can be used to help record the findings from business investigations and identify the root cause of any issues. Candidates should recognise examples of these techniques and describe their use.

3.3 Identify stakeholder categories using the stakeholder wheel.

Indicative content

a.



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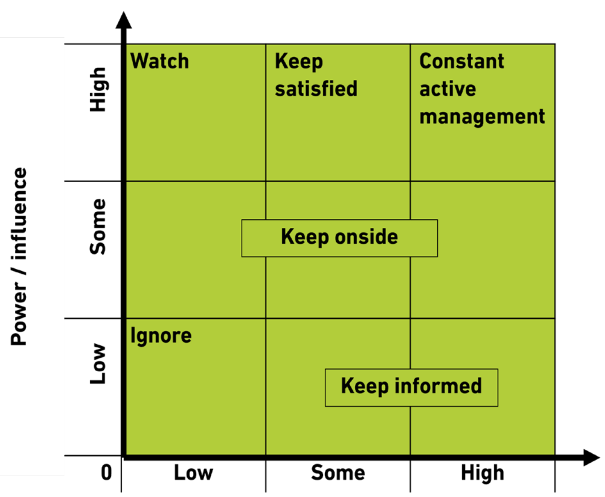
Guidance

The stakeholder wheel can be used to identify and categorise an organisation's stakeholders. Candidates should be able to recognise descriptions of different stakeholders and categories.

3.4 Describe the use of the power/interest grid to analyse and manage stakeholders.

Indicative content

a.



Guidance

Once stakeholders have been identified, the power/interest grid provides a model for assessing their level of interest in a project, along with their power to support or block it. By plotting stakeholders on the power/interest grid, possible strategies for managing them can be explored. Candidates should recognise stakeholder management strategies, based on their position on the power/interest grid.

3.5 Describe business process modelling.

Indicative content

a. Business events.
b. Tasks.
c. Actors.
d. Swimlanes.
e. Sequence.
f. Decision points.
g. Outcomes.

Guidance

A business process model may be constructed to understand how a business process is currently carried out or to represent a desired process. Candidates should understand the elements that make up a business process model and the way in which they are represented.

3.6 Describe customer journey mapping.

Indicative content

a. Role.
b. Persona.
c. Goal.
d. Stages of the customer journey.
e. Touchpoints.
f. Emotional responses.
g. Potential opportunities for improvement.

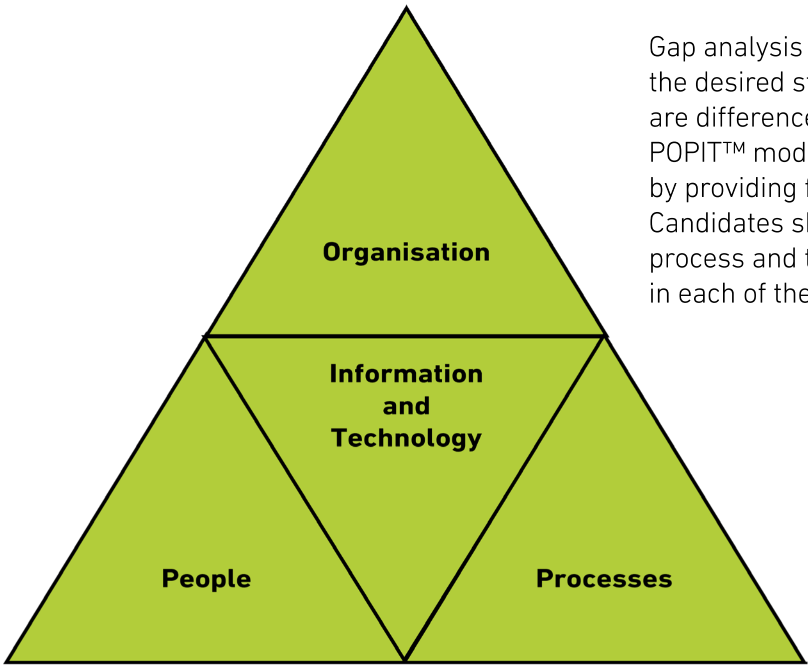
Guidance

Customer journey maps are used to examine engagement with an organisation, from a customer's perspective. They show an end-to-end view of the customer experience and can help identify where improvements are needed. Candidates should recognise the elements of a customer journey map and examples of each.

3.7 Explain the use of POPIT™ in the gap analysis process.

Indicative content

a.



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b. Compare the current and target states.
c. Identify gaps to be addressed.

Guidance

Gap analysis compares the existing situation with the desired state in order to identify where there are differences, and changes need to be made. The POPIT™ model helps to structure a gap analysis by providing five distinct areas for comparison. Candidates should understand the gap analysis process and the use of POPIT™ in identifying gaps in each of the five areas of the model.

3.8 Explain the process for developing options.

Indicative content

a. Identify, shortlist, evaluate.
b. Types of option.
   - Basic.
   - Extended.
   - Exhaustive.

Guidance

Options are best identified through discussion, with the aim being to identify a range of possible options which are then shortlisted and evaluated. The identification and evaluation process may produce basic, extended and exhaustive options. Candidates should be familiar with the option development process and the different types of option.

3.9 Describe the three main areas for evaluating the feasibility of options.

Indicative content

a. Business feasibility, technical feasibility, financial feasibility.

Guidance

Once a possible solution has been identified, its feasibility needs to be assessed to judge whether it is suitable for implementation. Feasibility criteria fall under three broad headings, which candidates should recognise, along with examples of each.

3.10 Describe the fundamental differences in identifying change in Agile environments.

Indicative content

a. Iterative and incremental.
b. Each iteration is like a short project.
c. The product backlog.

Guidance

Change identification in linear environments relies on careful upfront planning and detailed requirements gathering. In Agile environments, solution development begins before all the details are known, and customers are expected to use a solution, knowing that its design will likely change. Candidates should understand that the detailed process of change identification and analysis is not common to Agile approaches, and they should be aware of the fundamental concepts, as listed.

3.11 Describe the design thinking approach to generating options and designing solutions.

Indicative content

a. The stages of design thinking and associated techniques.
b. Divergent and convergent thinking.
c. The Double Diamond model.
   - Discover.
   - Define.
   - Develop.
   - Deliver.

Guidance

Design thinking helps to uncover innovative options by encouraging learning from trying out ideas, divergent and convergent thinking, and keeping a customer focus in mind. Candidates should understand the stages of design thinking and the techniques used at each stage, as well as the stages and use of the Double Diamond model.

SYLLABUS

4. CHANGE REQUIREMENTS (12.5%) K2

4.1 Describe the process of establishing change requirements.

Indicative content

a. The requirements engineering framework.
   - Elicitation.
   - Analysis.
   - Validation.
   - Documentation.
   - Management.

Guidance

The requirements engineering framework sets out five core activities to be carried out in order to come up with well defined requirements that are unambiguous and relevant. Candidates should be able to describe each stage of the framework, its purpose, and typical tasks that might be undertaken.

4.2 Identify the key roles and responsibilities in establishing requirements.

Indicative content

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

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

Guidance

Candidates should be able to identify the key individuals or groups involved in requirements engineering and the roles they play in the process..

4.3 Identify the different types of requirement.

Indicative content

a. Business, solution.
b. General, technical, functional, non-functional.

Guidance

Requirements are features or characteristics that determine what a solution should provide and how well it should perform. All requirements fall under the broad categories of business or solution. Candidates should be able to identify and categorise examples of each type of requirement.

4.4 Describe the principles of user-centred design.

Indicative content

a. The design is based upon an explicit understanding of users, tasks and environments.
b. Users are involved throughout design and development.
c. The design is driven and refined by user-centred evaluation.
d. The process is iterative.
e. The design addresses the whole user experience.
f. The design team includes multidisciplinary skills and perspectives.

Guidance

At the heart of usability, a non-functional requirement, is ensuring that solutions are designed around the people that will be using them. Candidates should understand the concept of user-centred design and recognise the six key principles as listed in ISO 9241-210 (2019).

4.5 Identify the four design principles of Web Content Accessibility Guidelines (WCAG).

Indicative content

a. Perceivable.
b. Operable.
c. Understandable.
d. Robust.

Guidance

As a non-functional requirement, accessibility is concerned with enabling access to systems for those who may otherwise have difficulty using them. WCAG provides guidance for creating accessible websites and digital content, and consists of four design principles, each with an associated set of guidelines. Candidates should be able to identify and categorise different WCAG guidelines.

4.6 Describe configuration management and change control.

Indicative content

a. Configuration management.
b. Change control.

Guidance

Both configuration management and change control are elements of requirements management. Candidates should be able to describe both processes and understand the difference between them.

SYLLABUS

5. THE BUSINESS CASE (7.5%) K2

5.1 Describe the structure and content of a business case.

Indicative content

a. Introduction.
b. Management summary.
c. Description of the current situation.
d. Options considered.
   - Analysis of costs and benefits.
   - Impact assessment.
   - Risk assessment.
e. Recommendations.

Guidance

A business case is a key document in a change project and it should provide sufficient detail to allow decisions to be made on the basis of the best possible information and analysis. Candidates should be familiar with the structure and purpose of a business case, and the type of information that should be included in each section.

5.2 Describe the payback investment appraisal technique.

Indicative content

a. Layout, benefits, costs, yearly cash flow, cumulative cash flow.

Guidance

A business case must include the financial implications of each option, allowing the costs and benefits to be analysed. A payback analysis provides a simple means for forecasting the costs and benefits of a solution over time, looking at yearly and cumulative cash flows. Candidates should be familiar with the layout and use of a payback analysis.

5.3 Describe business case development within an Agile environment.

Indicative content

a. The key features relevant to business case production in an Agile environment.
b. The MoSCoW approach to prioritisation.
   - Must have.
   - Should have.
   - Could have.
   - Want to have, but won't have this time.

Guidance

A modified approach to business case production is adopted in an Agile environment to reflect the iterative delivery of streams of work, recognising that the business case will be revisited and updated with each iteration. Options that will be part of the business case are formulated using the MoSCoW prioritisation approach. Candidates should be aware of the content as listed.

SYLLABUS

6. DESIGN AND DEVELOPMENT (10%) K2

6.1 Describe linear and incremental development lifecycles.

Indicative content

a. Linear development lifecycles.
    - The waterfall lifecycle.
    - The 'V' model.

b. The incremental lifecycle.

Guidance

Candidates should be familiar with the key stages of each development lifecycle listed and their associated advantages and disadvantages.

6.2 Describe the Agile development lifecycle.

Indicative content

a. Stages of the Agile lifecycle.
    - Establish business need and evaluate options.
    - Establish the solution backlog.
    - Plan the solution increment.
    - Develop the solution.
    - Deploy and evaluate the solution increment.

b. Advantages and disadvantages.

Guidance

Candidates should be familiar with the key stages of the Agile development lifecycle, as listed, as well as the advantages and disadvantages of Agile development.

6.3 Describe the four overarching values of the Agile Manifesto.

Indicative content

a. Individuals and interactions over processes and tools.
b. Working software over comprehensive documentation.
c. Customer collaboration over contract negotiation.
d. Responding to change over following a plan.

Guidance

The concept of Agile development is built on four key values, which together make up the Agile Manifesto. The Manifesto emphasises collaboration, adaptability and delivering value to customers through iterative and incremental development. Candidates should recognise the four key principles and what underpins them.

6.4 Describe techniques involved in business acceptance testing.

Indicative content

a. Acceptance criteria for testing.
b. Test design.
    - Test cases and test scripts.
    - A/B testing.

Guidance

Business acceptance testing is concerned with evaluating whether a solution accurately reflects the defined requirements and provides what the business needs. Acceptance testing may happen alongside or after the development phase but the conditions for testing and the ways in which tests will be conducted need to be established before implementation of the solution.

Candidates should understand the purpose and use of acceptance criteria, as well as the two test design techniques listed.

SYLLABUS

7. CHANGE IMPLEMENTATION (10%) K2

7.1 Describe the CPPOLDAT framework for assessing an organisation's readiness for change.

Indicative content

a. Customer.
b. Product.
c. Process.
d. Organisation.
e. Location.
f. Data.
g. Application.
h. Technology.

Guidance

Business readiness assessment analyses whether the business area where changes are to be made is sufficiently prepared to accept and operate the new ways of working. CPPOLDAT provides a framework for evaluating business readiness across several key areas. Candidates should be able to identify the different elements of the framework and describe the main activities and questions associated with each.

7.2 Describe strategies used for implementing the identified solution.

Indicative content

a. Direct changeover (big bang).
b. Pilot running.
c. Parallel running.
d. Phased implementation.

Guidance

Candidates should understand the four fundamental change implementation strategies, as listed, and be able to describe each method, along with its advantages and disadvantages.

7.3 Identify stages of the human response to change.

Indicative content

a. SARAH.
   - Shock.
   - Anger.
   - Rejection.
   - Acceptance.
   - Hope.

Guidance

The SARAH curve shows the progressive stages of emotion shown when someone faces change. Candidates should be able to identify each stage of the curve and the associated typical feelings and behaviours experienced.

7.4 Describe techniques used to gather feedback after implementation.

Indicative content

a. Feedback grid.
   - What worked well?
   - What did not work well?
   - What questions do you have?
   - What ideas can you suggest?

b. Project review.
   - Post-project review.
   - Post-implementation review.

Guidance

Following the implementation of a solution, techniques can be used to gather feedback from stakeholders to evaluate its success and record lessons learned. The feedback grid is used to capture the views of recipients of change, while a project review considers how well a project has met its objectives. Candidates should understand the use of each technique listed and recognise examples.

SYLLABUS

8. BENEFITS MANAGEMENT (7.5%) K2

8.1 Identify typical examples of benefits.

Indicative content

a. Tangible, intangible.

Guidance

Benefits refer to the positive outcomes that are expected to result from implementing a change and they can be classified as either tangible or intangible. Candidates should be able to identify typical benefits and state whether they are tangible or intangible.

8.2 Describe the elements of a benefits plan.

Indicative content

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

Guidance

Benefits are most likely to be realised when they are well defined and properly managed through the business change lifecycle. A benefits plan is a structured document that outlines the anticipated benefits expected from implementing a specific change. Candidates should be aware of the purpose of a benefits plan and its different elements. They should also understand the specific role of benefit owner.

8.3 Describe the purpose and processes of a benefits review.

Indicative content

a. Scheduled review, unscheduled review.
b. Benefits realisation report.

Guidance

Benefits should be reviewed throughout a project to identify any amendments required in order to enable their delivery. Once a change has been implemented, a benefits realisation report should be produced to assess whether the predicted benefits have been realised. Candidates should understand the benefits review process and the uses of a benefits realisation report.

EXAMINATION FORMAT

This award is assessed by completing an invigilated online exam that candidates will only be able to access at the date and time they are registered to attend.

Adjustments and/or additional time can be requested in line with the BCS reasonable adjustments policy for candidates with a disability or other special considerations, including English as a second language.

TYPE

40 MULTIPLE CHOICE QUESTIONS

DURATION

60 MINUTES

SUPERVISED

YES

THIS AWARD WILL BE SUPERVISED

OPEN BOOK

NO

(NO MATERIALS CAN BE TAKEN INTO THE EXAMINATION ROOM)

PASSMARK

(65%)

26/40

DELIVERY

ONLINE FORMAT

QUESTION WEIGHTING

Each primary subject heading in this syllabus is assigned a percentage weighting. The purpose of this is to provide:

- Guidance on the proportion of content allocated to each topic area of an accredited course.
- Guidance on the proportion of questions in the exam.

Syllabus Area		Question Type	
1	Change Principles	5%	Multiple choice questions
2	Aligning Change with the Business	20%	
3	Identifying Change	27.5%	
4	Change Requirements	12.5%	
5	The Business Case	7.5%	
6	Design and Development	10%	
7	Change Implementation	10%	
8	Benefits Management	7.5%	

RECOMMENDED READING

The following titles are suggested reading for anyone undertaking this award.
Candidates should be encouraged to explore other available sources.

TITLE:	Business Analysis, 4th Edition
AUTHOR:	Debra Paul, *et al.*
PUBLISHER:	BCS
PUBLICATION DATE:	*2020*
ISBN:	*978-1-78017-5102*

TITLE:	Business Analysis Techniques, 3rd Edition
AUTHOR:	James Cadle, *et al.*
PUBLISHER:	BCS
PUBLICATION DATE:	*2021*
ISBN:	*978-1-78017-5690*

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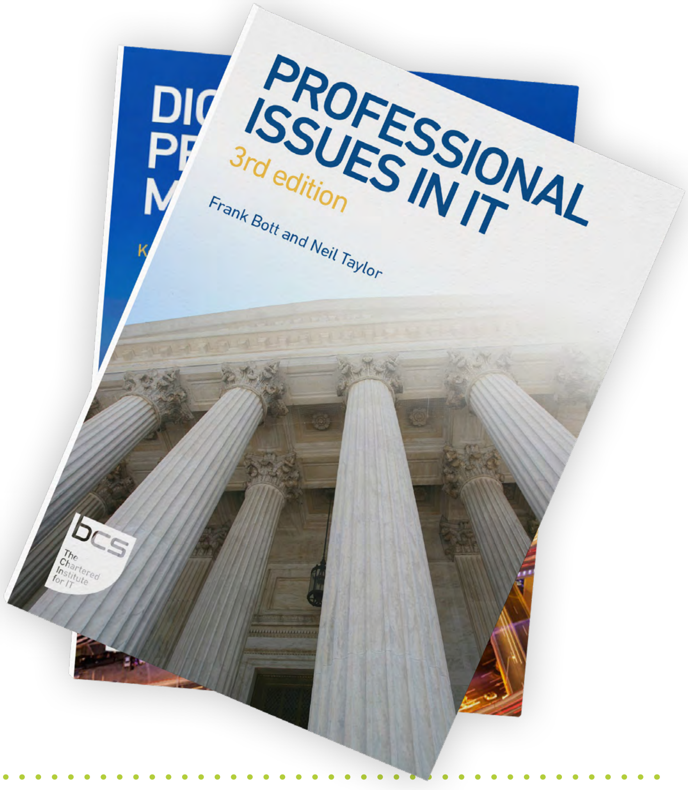

DOCUMENT CHANGE HISTORY

Any changes made to the syllabus shall be clearly documented with a change history log. This shall include the latest version number, date of the amendment and changes made. The purpose is to identify quickly what changes have been made.

VERSION NUMBER	CHANGES MADE
Version 1.0	**Document created.**

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