This is a United Kingdom government regulated qualification which is administered and approved by one or more of the following: Ofqual, Qualifications Wales, CCEA Regulation or SQA.
3. Introduction
4. Qualification Suitability and Overview
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Introduction

The second stage within the BCS three-stage Higher Education Qualification programme, the Level 5 Diploma enables candidates who have already achieved the Level 4 Certificate in IT to progress to higher levels of knowledge and competency.

This internationally-recognised qualification introduces you to the business-related aspects of the IT industry, developing your technological expertise while also considering the potential challenges of the day-to-day running of an organisation, such as legal obligations and intellectual property.

Our modules have been created in-line with the latest developments in the industry, giving you a competitive edge in the IT job market. You will have the opportunity to learn about object-oriented programming, user experience, systems analysis and design, as well as to build upon knowledge and skills developed during the Level 4 Certificate.

To successfully achieve the qualification, candidates need to complete:

- One core module
- Three optional modules
- One Professional Project in IT

Candidates who wish to progress onto the next stage will need to complete the Project at end of the Level 6 Professional Graduate Diploma in IT.

Systems Analysis and Design Optional Module

The Systems Analysis and Design module is an optional module that forms part of the Level 5 Diploma in IT – the second stage within the BCS three-stage Higher Education Qualification programme.

Candidates will explore the context of systems analysis and design, gain an understanding of what stakeholder analysis is and how data on stakeholder requirements can be elicited. Candidates will learn about systems analysis techniques and tools, logical data design and basic object-oriented design concepts.
Qualification Suitability and Overview

Candidates must have achieved the Certificate in IT or have an appropriate exemption to be entered for the Diploma in IT. Candidates can study for this diploma by attending a training course provided by a BCS accredited Training Provider or through self-study, although it is strongly recommended that all candidates register with an approved centre. Studying with an approved centre will deliver significant benefits.

Candidates are required to become a member of BCS, The Chartered Institute for IT, to sit and be awarded the qualifications. Candidates may apply for a four-year student membership that will support them throughout their studies.

The Level 5 Diploma is suitable for professionals wishing to gain a formal IT qualification, and this module may be particularly relevant for candidates interested in career opportunities such as business analysis, systems architecture, or consultancy.

### SFIA Levels

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Levels of Knowledge</th>
<th>Levels of Skill and Responsibility (SFIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K7</td>
<td>Evaluate</td>
<td>Set strategy, inspire and mobilise</td>
</tr>
<tr>
<td>K6</td>
<td>Synthesise</td>
<td>Initiate and influence</td>
</tr>
<tr>
<td>K5</td>
<td>Analyse</td>
<td>Ensure and advise</td>
</tr>
<tr>
<td>K4</td>
<td>Apply</td>
<td>Enable</td>
</tr>
<tr>
<td>K3</td>
<td>Understand</td>
<td>Apply</td>
</tr>
<tr>
<td>K2</td>
<td>Remember</td>
<td>Assist</td>
</tr>
<tr>
<td>K1</td>
<td></td>
<td>Follow</td>
</tr>
</tbody>
</table>
SFIA Plus
This syllabus has been linked to the SFIA knowledge skills and behaviours required at Level 5.

BUAN3
Investigates operational needs and problems, and opportunities, contributing to the recommendation of improvements in automated and non-automated components of new or changed processes and organisation. Assists in defining acceptance tests for these recommendations.

REQM3
Defines and manages scoping, requirements definition and prioritisation activities for small-scale changes and assists with more complex change initiatives. Follows agreed standards, applying appropriate techniques to elicit and document detailed requirements. Provides constructive challenge to stakeholders as required. Prioritises requirements and documents traceability to source. Reviews requirements for errors and omissions. Provides input to the requirements base-line. Investigates, manages and applies authorised requests for changes to base-lined requirements, in line with change management policy.

DESN4
Designs components using appropriate modelling techniques following agreed architectures, design standards, patterns and methodology. Identifies and evaluates alternative design options and trade-offs. Creates multiple design views to address the concerns of the different stakeholders of the architecture and to handle both functional and non-functional requirements. Models, simulates or prototypes the behaviour of proposed systems components to enable approval by stakeholders. Produces detailed design specification to form the basis for construction of systems. Reviews, verifies and improves own designs against specifications.

HCEV3
Applies tools and methods to design and develop users’ digital and off-line tasks, interactions and interfaces to meet agreed usability and accessibility requirements for selected system, product or service components. Creates workable prototypes. Assists, as part of a team, on overall user experience design. Assists in the evaluation of design options and trade-offs. Consistently applies visual design and branding guidelines.

Further detail around the SFIA Levels can be found at www.bcs.org/levels.
Learning Outcomes

Upon completion of this module, candidates will be able to:

• Describe different lifecycle models and explain the contributions of systems analysis and design within them.
• Discuss various approaches to systems analysis and design and explain their strengths and weaknesses.
• Evaluate the tools and techniques of systems analysis and design that may be used in a given context.
• Use appropriate methods and techniques to produce an analysis of a given scenario.
• Use appropriate methods and techniques to produce a system design for a given scenario.
• Provide suitable documentation for systems analysis and design activities.
Syllabus

1. The context of systems analysis and design

Learners will be able to:

1.1 Explain the systems development lifecycle.

**Indicative content**

- Life cycle
- Position of systems analysis and design (SAD) within life cycle

**Guidance**

Candidates should be able to describe the various stages in systems development.

1.2 Describe the role of business analysts, system analysts and system architects.

**Indicative content**

- Business analysts
- System analysts
- System architects

**Guidance**

Candidates should be able to describe the different ways in which these roles contribute to the systems development life cycle.

1.3 Explain the characteristics and purpose of systems analysis.

**Indicative content**

- Design methods and methodologies, including agile approaches, such as:
  - Atern/DSDM Dynamic Systems Design Method
  - XP eXtreme Programming

**Guidance**

Candidates should have an appreciation for and be able to describe different design methodologies.
1.4 Explain the adaption of methodologies.

**Indicative content**

a. Adaptation of methodologies to deal with the circumstances of a development or application environment
b. Adoption and/or adaptation of existing software solutions

**Guidance**

Candidates should be able to appreciate that sometimes different approaches are necessary and should understand and be able to explain the need to adapt.

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2. Requirements elicitation and business analysis

**Learners will be able to:**

2.1 Explain stakeholder analysis.

**Indicative content**

a. Primary stakeholders
b. Secondary stakeholders
c. Tertiary stakeholders

**Guidance**

Candidates should be able to understand the importance of identifying different stakeholders and considering their needs.

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2.2 Describe requirements gathering techniques.

**Indicative content**

a. Interviews
b. Surveys
c. Questionnaires
d. Focus groups

**Guidance**

Candidates need to be able to describe different techniques for establishing user requirements.

---

2.3 Describe prioritisation of requirements.

**Indicative content**

a. Differing requirements for stakeholders, such as:
   i. Cost
   ii. Timescale, etc.

**Guidance**

Candidates need to understand that it is unlikely that every requirement of every stakeholder will be met, so there will need to be prioritisation and compromise.
2.4 Explain categorisation of requirements.

<table>
<thead>
<tr>
<th>Indicative content</th>
<th>Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differences between function and quality requirements</td>
<td>Candidates need to be able to identify requirements, differentiate between requirements that address the functionality of a system and those that ensure the quality of the end product.</td>
</tr>
</tbody>
</table>

2.5 Explain gap analysis.

<table>
<thead>
<tr>
<th>Indicative content</th>
<th>Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual performance</td>
<td>Candidates should be able to explain techniques for analysing the difference between what the management information system is delivering and the business needs.</td>
</tr>
<tr>
<td>Potential or desired performance</td>
<td></td>
</tr>
</tbody>
</table>

2.6 Explain the use of business case and feasibility studies.

<table>
<thead>
<tr>
<th>Indicative content</th>
<th>Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost benefit analysis</td>
<td>Candidates should be able to explain the need for establishing a business case, any systems development, and the role of feasibility studies.</td>
</tr>
</tbody>
</table>

2.7 Describe business activity modelling.

<table>
<thead>
<tr>
<th>Indicative content</th>
<th>Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Including the use of data flow diagrams (DFDs)</td>
<td>Candidates will be expected to develop data flow diagrams from a case study.</td>
</tr>
</tbody>
</table>

2.8 Explain the use of prototyping.

<table>
<thead>
<tr>
<th>Indicative content</th>
<th>Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Including as a method of requirements elicitation</td>
<td>Candidates should be able to understand various uses for prototyping and different prototyping methods and types.</td>
</tr>
</tbody>
</table>
3. Systems analysis techniques and tools

Learners will be able to:

3.1 Demonstrate use cases and scenarios.

**Indicative content**
- Use cases
- Actors
- Use case diagrams

**Guidance**
Candidates should be able to develop use cases. In the exam, candidates may be asked to draw these, or to take a theoretical approach.

3.2 Identify events.

**Indicative content**
- Business events
- Signal events
- Temporal events

**Guidance**
Candidates should understand how events are used in systems analysis and be able to identify examples.

3.3 Explain use case realisation.

**Indicative content**
- A brief introduction to interaction diagrams:
  - Communication diagrams
  - Sequence diagrams

**Guidance**
Candidates should understand how events are used in systems analysis and be able to identify examples.

3.4 Describe entity relationship modelling (ERM).

**Indicative content**
- Entity-relationship diagrams (ERDs)

**Guidance**
Candidates should be able to develop an entity relationship model from a case study.
### 3.5 Describe cross referencing functions.

**Indicative content**
- Cross-referencing functions to data entities via Create/Delete/Update/Delete tables

**Guidance**
- Candidates should be able to produce Create/Delete/Update/Delete tables.

### 3.6 Describe activity diagrams.

**Indicative content**
- Purpose and notation of activity diagrams.

**Guidance**
- Candidates should be able to develop an activity diagram for a given scenario.

### 4. Logical data design

**Learners will be able to:**

#### 4.1 Explain the conversation of ERM to relational schema.

**Indicative content**
- The basic rules of conversion

**Guidance**
- Candidates should understand how ERM (ERD in particular) can be converted to a relational schema, e.g. relational data base tables.

#### 4.2 Describe normalisation and denormalisation.

**Indicative content**
- First normal form (1NF)
- Second normal form (2NF)
- Third normal form (3NF)

**Guidance**
- Candidates will be expected to explain normalisation and denormalisation, and to carry out the normalisation of unnormalised data.

#### 4.3 Explain validation rules and other data base constraints.

**Indicative content**
- Database validation rules
- Database constraints

**Guidance**
- Candidates should be able to understand the importance of validation rules and other data base constraints and give suitable examples.
Learners will be able to:

5.1 Explain OO concepts.

Indicative content

a. Classes and objects
b. Encapsulation
c. Interfaces
d. Inheritance
e. Polymorphism
f. Message passing

Guidance

Candidates are expected to explain these OO concepts using examples.

5.2 Demonstrate relating objects, associations and aggregations.

Indicative content

a. Relationships between classes/objects:
   i. Association
   ii. Aggregation
   iii. Generalisation/
       inheritance

Guidance

Candidates are expected to explain and illustrate these relationships between classes, e.g. by using examples from a case study.

4.4 Explain views in data bases.

Indicative content

a. Views vs tables in databases

Guidance

Candidates should be able to understand database views and explain their advantages.

4.5 Explain object-relational mapping.

Indicative content

a. Mapping from a UML class model to the RDB schema model:
   i. Mapping classes
   ii. Mapping associations
   iii. Mapping aggregations
   iv. Mapping inheritance/
       generalisations

Guidance

Candidates should be able to explain how various elements of a class diagram can be mapped to relational database (RDB) tables.
5.3 Explain static modelling.

**Indicative content**
- UML class diagrams

**Guidance**
Candidates are expected to explain the main elements of class diagrams and to draw class diagrams.

5.4 Explain dynamic modelling.

**Indicative content**
- Including UML interaction diagrams, e.g.:
  - Sequence
  - Communication/collaboration diagrams
- UML state charts

**Guidance**
Candidates should be able to explain and draw all these diagrams.

6. Interaction design

**Learners will be able to:**

6.1 Describe usability issues.

**Indicative content**
- Ease of use
- Fitness for business purpose

**Guidance**
Candidates should be able to explain the main factors influencing usability of software systems.

6.2 Explain interface design.

**Indicative content**
- Main rules of user interface (UI) design
- Process and main steps of UI design

**Guidance**
Candidates should be able to explain the main rules of UI design and identify its main activities.
Examination Format

This module is assessed through completion of an invigilated written exam.

<table>
<thead>
<tr>
<th>Type</th>
<th>Four written questions from a choice of six, each with equal marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>Two hours</td>
</tr>
<tr>
<td>Supervised</td>
<td>Yes</td>
</tr>
<tr>
<td>Open Book</td>
<td>No (no materials can be taken into the examination room)</td>
</tr>
<tr>
<td>Passmark</td>
<td>10/25 (40%)</td>
</tr>
<tr>
<td>Delivery</td>
<td>Paper format only</td>
</tr>
</tbody>
</table>

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.

Question Weighting

Candidates will choose four questions from a choice of six. All questions are equally weighted and worth 25 marks.
Recommended Reading

Primary texts

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Publisher</th>
<th>Date</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>(fourth edition)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systems analysis and design: an object-oriented approach with UML</td>
<td>A. Dennis, B. H. Wixom and D. Teagarten</td>
<td>Wiley</td>
<td>2015</td>
<td>978-1118804674</td>
</tr>
<tr>
<td>(fifth edition)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requirements Analysis and System Design: developing information</td>
<td>L. A. Maciaszek</td>
<td>Addison Wesley</td>
<td>2001</td>
<td>978-0321440365</td>
</tr>
<tr>
<td>systems with UML (third edition)</td>
<td></td>
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</tbody>
</table>
Using BCS Books

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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 Creation
July 2021  |  

**Title:** Business Analysis  
**Author:** D. Paul, J. Cadle and D. Yeates (eds)  
**Publisher:** BCS  
**Date:** 2010  
**ISBN:** 978-1906124618
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