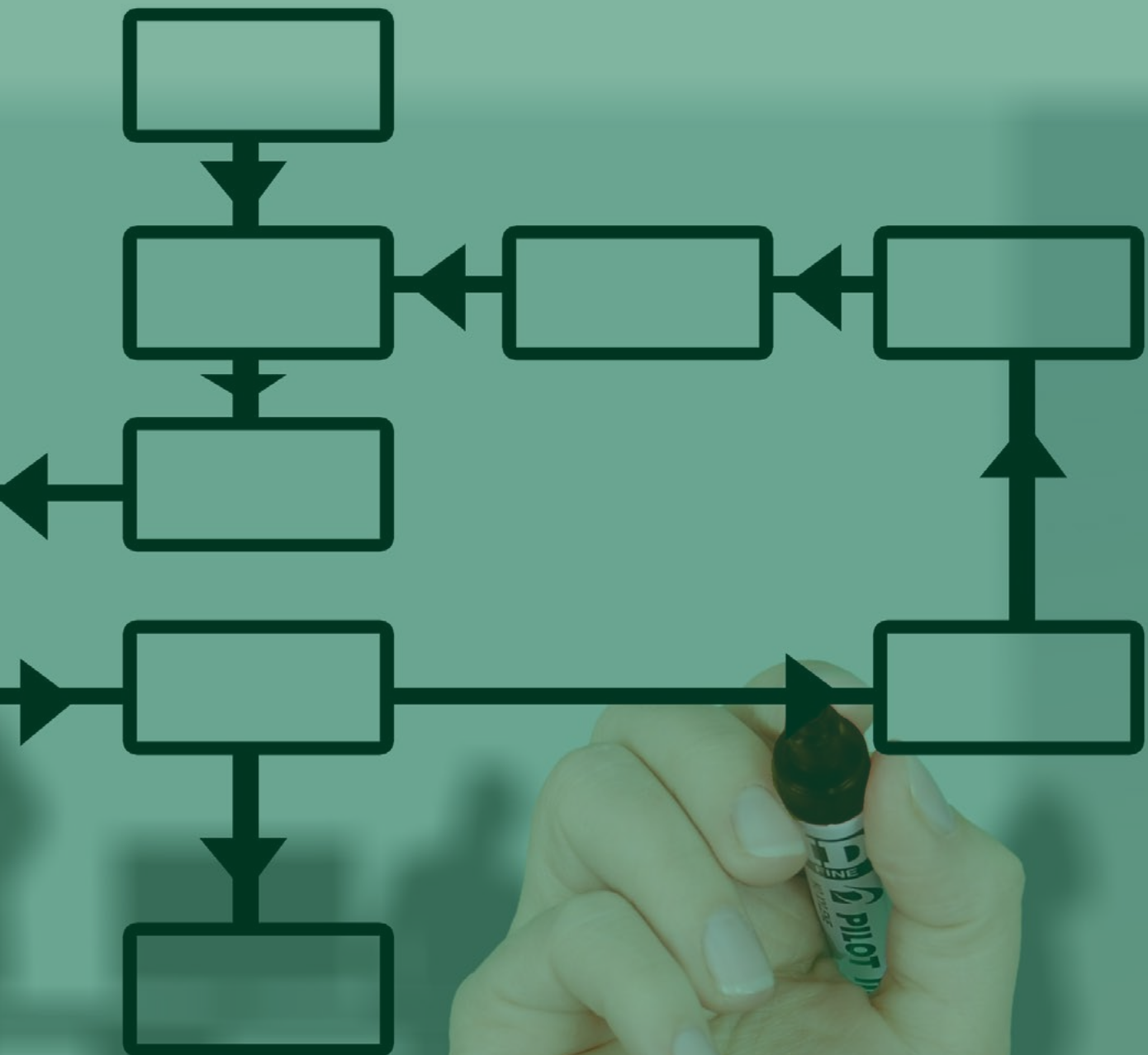


Modelling Business Processes

BCS Practitioner Certificate



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Introduction

The BCS Practitioner Certificate in Modelling Business Processes is designed for those who wish to gain understanding of a range of business process modelling and analysis techniques, know how they are used, and identify when to use them.

The learning in this practitioner certificate explores the context in which modelling techniques are used to improve business processes, examines how modelling occurs at the three levels of the business process hierarchy and considers how change can be managed and implemented.

This syllabus provides an outline of the qualification including the learning objectives and assessment. Further guidance on each **learning objective** (the “what”, i.e. what you expected to know and be tested on) has been provided within each topic in the syllabus through the inclusion of **indicative content** (the “how”, i.e. the main points/concepts to be covered in the learning and assessment) as well as general **guidance** (the “why”, i.e. the relevance, context and expectations on how candidates may be tested on a particular learning objective where there is an need to apply or demonstrate their understanding of a topic).

Qualification Suitability and Overview

While there are no mandatory pre-requisites for candidates to be able to undertake this practitioner certificate, information within the BCS Foundation Certificate in Business Analysis (launched December 2020) precedes the knowledge level of this certificate. It is therefore recommended that the Business Analysis Practice and Requirements Engineering core modules are completed prior to this certificate and candidates have some practical experience of business analysis. Candidates will also need to possess a good standard of written English.

It is recommended that candidates who are inexperienced in the field of business analysis, or who have not previously completed the modules of the BCS Foundation Certificate in Business Analysis, should thoroughly understand the Business Analysis 4th Edition textbook prior to embarking on further study.

This qualification has been designed to provide valuable learning for those in roles such as business analysts, business managers and members of their team, business change managers and project managers.

This certificate provides value for candidates in associate and management level roles. Candidates can study for this certificate by attending a training course provided by a BCS accredited training provider or through self-study.

Total Qualification Time

18 hours

Assessment Time

1 hour

Trainer Criteria

It is recommended that to effectively deliver this certification, trainers should possess one or more of the following:

- Hold a relevant qualification in Business Analysis or another, relevant discipline.
- Have a minimum of 2 years' training experience.
- Have a minimum of 3 years' practical experience in the relevant subject area.

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.

Level	Levels of Knowledge	Levels of Skill 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

SFIA Plus

This syllabus has been linked to the SFIA knowledge, skills and behaviours required at level 4 for an individual working in Requirements Definition and Management.

KSB01

Acquiring a proper understanding of a problem or situation by breaking it down systematically into its component parts and identifying the relationships between these parts. Selecting the appropriate method/tool to resolve the problem and reflecting critically on the result, so that what is learnt is identified and assimilated.

KSB02

Acquiring understanding and insights regarding the underlying issues in complex problems or situations through the development of abstract representations, the identification of patterns and the analysis of hypotheses.

KSC04

Applying techniques which help investigating, analysing, modelling and recording a business area or system of interest. Example, but not limited to: business environment analysis and process modelling.

KSC09

Using tools (manual or automated) to record the structure, relationships and use of information within an organisation. Examples, but not limited to class diagram and relational data model.

KSC19

Applying standards, practices, codes, and assessment and certification programmes relevant to the IT industry and the specific organisation or business domain.

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

Learning Outcomes

Upon achievement of the certificate, candidates will be able to demonstrate a practical understanding of:

1. The context in which business process modelling occurs.
2. How to interpret construction of organisational business process models.
3. The use of modelling techniques at the event-response level.
4. The use of modelling techniques at the actor-task level.
5. The approaches used for analysing, improving, and considerations when managing business processes.



Syllabus

1. The Context for Business Process Modelling (15%) (K3)



Required reading for this key topic:

Business Analysis 4th Edition Chapter 7

Learners will be able to:

1.1 Demonstrate an understanding of the purpose and benefits of business process modelling.

Indicative content

- a. Benefits for customers.
- b. Benefits for business staff.
- c. Benefits for the organisation.

Guidance

Candidates should be able to explain the reasons for using business process models and what value these bring to various stakeholders and the organisation.

1.2 Identify the three levels of the business process hierarchy.

Indicative content

- a. Enterprise level.
- b. Event-response level.
- c. Actor-task level.

Guidance

Business process models provide an organised hierarchy of the value stream and the business processes and tasks. Candidates should be able to describe the activities and processes each level represents and how they relate to each other. Candidates should recognise the 3 levels of the business hierarchy and understand:

- the rationale for modelling at each level
- the relationship between the levels and
- the difference in the level of detail represented at each level.

1.3 Explain the importance of the process view versus the functional view of an organisation.

Indicative content

- a. Organisation chart.
- b. Enterprise level process.

Guidance

Deconstructing organisations into functional departments and mapping the ways in which products or services are created are two approaches that enable organisations to manage business processes. Candidates should be able to explain of the advantages and disadvantages of each view. Candidates should understand that an enterprise can be analysed by looking at:

- an organisation's structure, which shows the functions within an organisation and how they relate to each other (such as an organisation chart).
- an organisation's process view which depicts the flow of key activities carried out by multiple functions within an organisation (the cross functional process view at the enterprise level).

2. Modelling at the Enterprise Level (15%) (K3)



Required reading for this key topic:

Business Analysis 4th Edition Chapter 7

Learners will be able to:

2.1 Interpret the construction of an organisational model of business process.

Indicative content

- a. Porter's value chain.
- b. Value proposition.
- c. SIPOC.
- d. Harmon's Organisational Model.

Guidance

Candidates should demonstrate understanding of activities, elements and areas of models residing at the enterprise level and explain what business processes they represent.

2.2 Explain how the processes on the organisational model support the delivery of the value proposition.

Indicative content

- a. Product/service attributes that define the product itself (functionality, price, quality, choice, availability or timing).
- b. Customer relationship aspects.
- c. Image and reputation aspects.

Guidance

A value proposition is a key concept for organisations. Its areas of focus clarify outcomes offered by an organisation, demonstrate that what is delivered will meet what customers desire or need, and differentiates organisations from their competitors. An understanding of the organisation's value proposition is essential in helping analysts define the focus and objectives of the business process hierarchy.

3. Modelling at the Event-Response Level (30%) (K3)



Required reading for this key topic:

Business Analysis 4th Edition Chapter 7

Learners will be able to:

3.1 Interpret the construction of a business process model.

Indicative content

- a. Event.
- b. Actor.
- c. Task.
- d. Swimlane.
- e. Decision point.
- f. Fork and join.
- g. Outcome.
- h. Process flow.
- i. Timeline.

Guidance

Candidates can expect to be tested on their ability to interpret a business process model and explain the role of each element. This may include selecting the correct element.

3.2 Explain why using a standard notation set is important.

Indicative content

- a. Unified Modelling Language (UML).
- b. Business Process Model and Notation (BPMN).

Guidance

All standards for modelling business processes have a defined notation set that includes common elements such as layout, symbols and sequencing. Whether using UML or BPMN, it is important to have a standard way of writing process in order to promote a consistent understanding of operations within and across organisations, avoid ambiguity, improve communication and enable continuous service improvement.

Candidates are required to explain the benefits of standardisation and be able to identify the consequences of disregarding conventions.

3.3 Apply knowledge to distinguish between modelling business process terms and describe how they relate to each other.

Indicative content

- a. Process.
- b. Task.
- c. Step.

Guidance

The term 'process', 'task' and 'step' relate to levels within the business process hierarchy. Candidates will be expected to classify aspects of a given scenario as items to be modelled as 'processes', 'tasks' or 'steps'.

3.4 Demonstrate that a task typically involves one person (actor) at one place at one time, and that it is represented as a single 'box' on a process model.

Indicative content

- a. OPOPOT (one person, one place, one time).

Guidance

Each instance of a task is carried out by an actor in one location at a single point in time. This convention is applied to aid the clarity and readability of a process model as it avoids the need to draw each step in a task as an individual box.

3.5 Identify the different types of business events.

Indicative content

- a. External.
- b. Internal.
- c. Time-based.

Guidance

Business events occur outside the business process under consideration and trigger the process to begin. The events may be internal to the organisation or take place outside of it. Some events are time-related where a business process is automatically initiated at a point in time. Candidates are required to describe and classify various types of events.

3.6 Explain the purpose of process performance measures and the difference between internal performance measures and customers' expectations of performance.

Indicative content

- a. Financial.
- b. Customer experience.
- c. Process efficiency.

Guidance

Process measures are used to monitor the organisation's performance when delivering products and services and to identify where improvements are required. Measurements should be defined at the three levels of the process hierarchy (enterprise level, event-response level and actor-task level). Candidates should understand issues that may arise if organisations focus on internal performance measures at the expense of customer concerns.

4. Modelling at the Actor-Task Level (10%) (K3)



Required reading for this key topic:

Business Analysis 4th Edition Chapters 4, 7 and 11

Learners will be able to:

4.1 Construct a task description.

Indicative content

- a. The name of the task.
- b. The actor (or role) carrying out the task.
- c. The trigger or business event that initiates the task.
- d. Any inputs to the task.
- e. The outputs expected from the task.
- f. The costs associated with the task.
- g. The measures that are applicable to the task.
- h. A detailed breakdown of the steps within the task.
- i. The business rules that are to be followed in performing the task.

Guidance

The actor-task level of the process hierarchy is concerned with the work conducted within each individual task. While an 'as is' business process model provides insights into some issues, further investigation is required in order to understand improvements needed. Each task within the business process model needs to be analysed, with consideration given to each aspect. To clarify the steps involved in completing a task, candidates should identify and describe the appropriate method of modelling (UML activity diagrams, use case descriptions).

4.2 Demonstrate an ability to document the steps and business rules within a task.

Indicative content

- a. UML activity diagram notation.
- b. Use case descriptions.

Guidance

Candidates need to be able to interpret the following standard ways of modelling at the task level: UML activity diagram notation and Use case descriptions. Candidates may be asked to identify inconsistencies and mistakes that are presented to them in accordance with a scenario.

5. Analysing and Improving Business Processes (30%) (K3)



Required reading for this key topic:

Business Analysis 4th Edition Chapters 5, 7, 8 and 10

Learners will be able to:

5.1 Analyse processes.

Indicative content

- a. Customer journey maps
- b. Wastes of lean

Guidance

Candidates should show an understanding of analysing an existing process from a customer perspective by constructing a customer journey map including role, persona, persona goal. Business analysts should be able to construct stages of the customer journey as a value stream that indicates and describes the customer touchpoints as well as an emotional response of the persona.

Candidates should show an understanding of the wastes of lean using the TIMWOODS acronym.

5.2 Show understanding of the need to challenge business rules and assumptions when improving or automating business processes.

Indicative content

- a. Internal procedures.
- b. External constraints.
- c. Policies.

Guidance

Candidates should recognise that Business Rules can be internal or external and that many business rules constrain processes. Some rules, particularly operational procedures can be challenged to allow for business improvements. Note that process modelling depicts business rules in many ways, for example which roles can carry out certain tasks, certain decisions and approval steps. External constraints should be checked to ensure that they are still relevant.

5.3 Apply approaches to improving business processes.

Indicative content

- a. Simplification.
- b. Redesign.
- c. Bottleneck removal.
- d. Change task sequence.
- e. Redefine boundary.
- f. Automate processing.

Guidance

Generic business process improvement strategies may be applied individually or in combination and candidates are expected to identify suitable improvement strategies for given processes or scenarios.

5.4 Identify the areas of a business process that may contribute to unsatisfactory performance.

Indicative content

- a. Lack of required skills.
- b. Insufficient resources.
- c. Lack of ownership.
- d. Lack of supporting systems.
- e. Constraints posed by out-of-date business rules.

Guidance

Candidates should show understanding of the reason business initiative improvements may fail to be adopted by an organisation.

5.5 Prepare a gap analysis on a 'to be' business process model, in order to identify the functional requirements that could be supported by an IT solution.

Indicative content

- a. Functional requirements.

Guidance

IT solutions can be used as an enabler to support business process. Candidates will be given a scenario and asked to identify functional requirements within a process that could be supported by an IT system.

5.6 Explain the need to evaluate processes through use of business scenarios.

Indicative content

- a. Strengths of scenario analysis.

Guidance

Scenario analysis involves telling the story of a task or transaction. Scenarios are useful when analysing or redesigning business processes as they help both the staff member and the analyst to think through the steps followed to carry out a piece of work. This enables them to visualise the steps more clearly and to identify where the standard approach may need to develop.

5.7 Describe the considerations of introducing a new process design.

Indicative content

- a. People, Organisation, Process, Information, Technology (POPIT™).
- b. The value of POPIT™ in impact assessment.

Guidance

The POPIT™ model shows the different aspects to be considered when analysing business improvements and identifying required business changes. All areas of the model should be analysed to uncover where problems lie and what improvements might be necessary if the business is to become more effective and efficient. Candidates should be able to explain the importance of considering all elements when introducing a new process design.

Examination Format

This certificate is assessed through completion of an invigilated online exam which candidates will only be able to access at the date and time they are registered to attend.

Type	40 multiple choice and multiple response questions
Duration	60 minutes
Supervised	Yes
Open Book	No (No materials can be taken into the examination room.)
Passmark	26/40 (65%)
Delivery	Digital

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.

Question Weighting

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

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

Syllabus Area	Question type	
 The Context for Business Process Modelling	Multiple choice and multiple response	15%
 Modelling at the Enterprise Level	Multiple choice and multiple response	15%
 Modelling at the Event-Response Level	Multiple choice and multiple response	30%
 Modelling at the Actor-Task Level	Multiple choice and multiple response	10%
 Analysing and Improving Business Processes	Multiple choice and multiple response	30%

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 and James Cadle
Publisher: BCS
Publication Date: July 2020
ISBN: 9781780175102

Note: This title is **required reading** for this certification rather than recommended.

Title: Business Analysis Techniques: 123 essential tools for success
Author: James Cadle, Debra Paul, Jonathan Hunsley, Adrian Reed, David Beckham, Paul Turner
Publisher: BCS
Publication Date: August 2021
ISBN: 9781780175690

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Document Change History

The below summarises any revisions made to this document since first publication.

Version Number **Changes Made**

Version 6.3 November 2025	Title updates to LOs 1 and 5. Percentage updates to LOs 4 and 5. Syllabus review and amendments to LOs 4.2, 5.1.5.3, 5.4, 5.5, 5.6. Chapter references updated for LOs 4 and 5.
Version 6.2 January 2023	Reading chapter references included in topic areas. Guidance for leaning outcome 5.2 corrected.
Version 6.1 November 2021	Guidance updated for learning outcomes 3.2, 4.2, 5.1.
Version 6.0 August 2021	Syllabus review and amendments. Introduction and Target Audience sections updated.
Version 5.2 June 2021	Replacement of “or” to “and” on Learning Outcome 4.2.
Version 5.1 March 2020	Amended to closed book. Pass mark details amended post Angoff review. LO 4.2 updated to reflect the use of structured English. Recommended reading list confirmed. Additional guidance added.
Version 4.0 July 2017	Syllabus finalised. Duplicated information removed. Exam format table moved to front. SFIA information moved to front: K-Level adjusted. Information pertinent to ATOs grouped to one section. Examination methodology changed to MCQ Syllabus review and amendments. Change History introduction updated; Standardisation of use of capitals; full stops added to end of every bullet/paragraph; 'Objectives' changed to 'Learning Objectives' throughout and formatting updated to achieve uniformity across the portfolio. Strapline regarding regulated statement has been added. All syllabus sections converted to learning outcome. Refresh on all syllabus content.
Version 3.3 March 2015	Updated language requirements for extra time and use of dictionaries. Standardised the trainer requirements.
Version 3.2 May 2014	Added updated syllabus sections and related comment. Reading list updated.
Version 3.1 August 2012	Added details of extra time for foreign language candidates.
Version 2.2 September 2012	Updated BCS logos and strapline. Standardised headings. Added table of contents, levels of knowledge, levels of skill and responsibility, format of examination, change history and definition terminology. Technical content: Removed Section 2.5 Importance of metrics and measurements.



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