

BCS PRACTITIONER CERTIFICATE IN MODELLING BUSINESS PROCESSES

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BCS Practitioner Certificate in Modelling Business Processes



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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.

Assessment Objectives

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 construct organisational models of business process at the enterprise level
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 improving business processes
6. Considerations when managing and implementing change

Target Audience

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.

Eligibility for the Examination

There are no pre-requisites for entry to the examination, although candidates should be prepared to be assessed in line with the objectives listed in the previous section. Candidates can study for the certificate by:

- Using our self-study material (approximately 20 hours)
- Attending our instructor-led BCS accredited training course (2-days)

Duration and Format of the Examination

The format for the examination is a supervised 60-minute multiple choice assessment. The examination is closed book i.e. no materials can be taken into the examination room. The pass mark is 26/40 (65%).

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Additional time for Candidates Requiring Reasonable Adjustments

Candidates may request additional time if they require reasonable adjustments. Please refer to the reasonable adjustments policy for detailed information on how and when to apply.

Additional time for Candidates Whose Native Language is not that of the Examination

If the examination is taken in a language that is not the candidate's native / official language then they are entitled to 25% extra time.

If the examination is taken in a language that is not the candidate's native / official language then they are entitled to use their own paper language dictionary (whose purpose is translation between the examination language and another national language) during the examination. Electronic versions of dictionaries will not be allowed into the examination room.

Syllabus

For each top-level area of the syllabus a percentage and K level is identified. The percentage is the exam coverage and the K level identifies the maximum level of knowledge that may be examined for that area.

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

- Demonstrate an understanding of the purpose and benefits of business process modelling
 - Benefits for customers
 - Benefits for business staff
 - Benefits for the organisation
- Identify the three levels of the business process hierarchy
 - Enterprise level
 - Event-response level
 - Actor-task level
- Explain the importance of the process view versus the functional view of an organisation
 - Organisation chart
 - Enterprise level process

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

- Interpret the construction of an organisational model of business process
 - Porter's value chain
 - Value proposition
 - SIPOC
 - Harmon's Organisational Model
- Explain how the processes on the organisational model support the delivery of the value proposition
 - Product/service attributes that define the product itself
 - Customer relationship aspects. c. Image and reputation aspects

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

- Interpret the construction of a business process model
 - Event; Actor; Task; Swimlane; Decision point; Fork and join; Outcome; Process flow; Timeline
- Explain why using a standard notation set is important
 - Unified Modelling Language (UML)
 - Business Process Model and Notation (BPMN)
- Apply knowledge to distinguish between modelling business process terms and describe how they relate to each other:
 - Process
 - Task
 - Step

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

- 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:
 - OPOPOT (one person, one place, one time)
- Identify the different types of business events:
 - External
 - Internal
 - Time-based
- Explain the purpose of process performance measures and the difference between internal performance measures and customers' expectations of performance:
 - Financial
 - Customer experience
 - Process efficiency

4. Modelling at the Actor-Task Level (15%) (K3)

- Construct a task description
- Demonstrate an ability to document the steps and business rules within a task:
 - UML activity diagram notation
 - Structured English
 - Use case descriptions

5. Improving Business Processes (20%) (K3)

- Apply approaches to improving business processes:
 - Simplification
 - Redesign
 - Bottleneck removal
 - Change task sequence
 - Redefine boundary
 - Automate processing
 - Robotic Process Automation (RPA)
- Show understanding of the need to challenge business rules and assumptions when improving or automating business processes:
 - Simplification
 - Redesign
 - Bottleneck removal
 - Change task sequence
- Identify the areas of a business process that may contribute to unsatisfactory performance:
 - Lack of required skills
 - Insufficient resources
 - Lack of ownership
 - Lack of supporting systems
 - Constraints posed by out-of-date business rules
- Explain the need to test processes through use of business scenario analysis:
 - Strengths of scenario analysis
- 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:
 - Functional requirements

6. Managing and Implementing Change (5%) (K2)

- Describe the considerations of introducing a new process design
- Discuss the use of implementation strategies for implementing business change:
 - Direct changeover
 - Parallel running
 - Pilot running
 - Phased implementation

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Levels of Knowledge / SFIA Levels / Blooms

This course will provide candidates with the levels of difficulty / knowledge skill highlighted within the following table, enabling them to develop the skills to operate at the levels of responsibility indicated. The levels of knowledge and SFIA levels are explained in on the website www.bcs.org/levels. The levels of knowledge above will enable candidates to develop the following levels of skill to be able to operate at the following levels of responsibility (as defined within the SFIA framework) within their workplace:

Levels	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

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Question Weighting

Syllabus Area	Target number of questions (weighting)
1 - The Context for Business Processing Modelling	6 (15%)
2 - Modelling at the Enterprise Level	6 (15%)
3 - Modelling at the Event Response Level	12 (30%)
4 - Modelling at the Actor Task Level	6 (15%)
5 - Improving Business Processes	8 (20%)
6 - Managing and Implementing Change	2 (5%)
Total	40 (100%)

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 - The same case study is used throughout all practitioner and professional courses so that candidates can see how different tools & techniques are applied to business situations in the same organisation
 - All Diploma courses have TWO full BCS 40 question sample exam papers
 - All Diploma courses have ONE full 40 question mock exam paper
 - All Advanced Diploma courses have ONE full 40 question mock exam paper
 - All graphics are professionally designed and suitable for anyone who is colour blind
 - All courses are professionally narrated – invaluable for auditory learners and anyone with dyslexia
- All courses are academically excellent – authored by BCS oral examiners/practitioners with decades of experience
- Engaging content – includes examples, games, exercises, multiple choice questions and case studies
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- Near zero carbon footprint
- What our customers say:
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