



**AgileBA®**



## **Foundation Syllabus**

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## 1 Purpose

The purpose of this document is to define the syllabus for the AgileBA Examinations.

## 2 Introduction

The AgileBA Handbook provides advice, based on the DSDM approach, on the role of the Business Analyst in an Agile world.

The AgileBA qualification is currently offered at foundation level.

The primary purpose of the syllabus is to provide a basis for accreditation of people in Business Analysis in an Agile project. It documents the learning outcomes related to the role of Agile Business Analysis and describes the requirements a candidate is expected to meet to demonstrate that these learning outcomes have been achieved at each qualification level.

The target audience for this document is:

- Examination Candidates
- Examination Board
- Examination Panel
- Accredited Training Organizations.

This syllabus informs the design of the exams and provides accredited training organizations with a more detailed breakdown of what the exams will assess. Details on the exam structure and content are documented in AgileBA Foundation Design Standards.

## 3 Foundation Qualification

### 3.1 Purpose of the Foundation Qualification

The Foundation-level qualification aims to measure whether the candidate has sufficient knowledge and understanding of the AgileBA guidance to be able to recognise and distinguish between the key elements of the approach.

### 3.2 Target Audience

This qualification is aimed at:

- Practising business analysts
- Agile team members who wish to become an Agile BA

### 3.3 High Level Performance Definition of a Successful Foundation Candidate

The candidate should understand the key principles and terminology within AgileBA guidance. Specifically the candidate should understand:

- The underpinning philosophy and principles of Agile
- The processes within an Agile project, including alternative configurations
- The products produced during an Agile project and their purpose
- The practices used and their benefits and limitations
- The people within an Agile project.

## **4 Learning Outcomes Assessment Model**

A classification widely used when designing assessments for certification and education is the Bloom's Taxonomy of Educational Objectives. This classifies learning objectives into six ascending learning levels, each defining a higher degree of competencies and skills. (Bloom et al, 1956, Taxonomy of Educational Objectives).

APMG have adapted this into a four-step variation of the Bloom's model – The APMG Learning Outcomes Assessment Model which defines the standard for each qualification's Learning Outcome Assessment Model. The Model is used as a basis for classifying learning outcomes when developing exam qualification schemes and syllabi.

This structured approach helps to ensure that:

- There is a clear delineation in learning level content between different qualification levels
- Learning outcomes are documented consistently across different manual areas
- Exam questions and papers are pitched consistently and appropriately for each of the learning levels.

#### 4.1 AgileBA Learning Outcome Assessment Model

For AgileBA the four levels of learning outcomes are shown below. These learning outcomes are independent of the method used to assess whether a qualification level has been achieved.

<b>AGILEBA Learning Outcomes Assessment Model</b>				
	<b>1. Knowledge</b>	<b>2. Comprehension</b>	<b>3. Application</b>	<b>4. Analysis</b>
<b>Generic Definition from APMG Learning Outcomes Assessment Model</b>	Know key facts, terms and concepts from the guidance	Understand key concepts from the guidance	Be able to apply key concepts relating to the syllabus area for a given scenario	Be able to identify, analyse and distinguish between appropriate and inappropriate use of the guidance
<b>Qualification Learning Outcome Assessment Model</b>	Know key facts, including terms, concepts, principles, processes and components, products, practices, people from the guidance	Understand the concepts, principles, processes, products, people, core practices and project management controls and explain how these are applied effectively in AgileBA	Be able to: <ul style="list-style-type: none"> <li>(i) Use a DSDM Agile approach to business analysis</li> <li>(ii) Use appropriate information and practices to identify and implement the correct variant of the processes</li> <li>(iii) Select and describe the AgileBA application of the appropriate Agile core practices</li> </ul>	Be able to identify, analyse and distinguish between appropriate and inappropriate use of the framework/ guidance given in AgileBA guidance for a given scenario situation

## 5 Syllabus Presentation

For each of the above learning levels, the syllabus defines the individual learning outcomes required for the qualification. Each learning outcome is then supported by a description of the requirements that a candidate is expected to meet to demonstrate that the learning outcome has been achieved at the qualification level indicated. These are shown as syllabus topics.

All Foundation level requirements are assumed to have been met for Practitioner level and are not directly assessed again, although Foundation level knowledge and understanding will be used when demonstrating Practitioner application and analysis learning outcomes. Each of the syllabus areas is presented in a similar format as follows:

1. Syllabus Area Unit of learning – e.g. a chapter of the manual/guidance document.
2. Learning Outcome (topic header shown in bold) A statement of what a candidate will be expected to know, understand or do.
3. Level Classification of the learning outcome against the APMG Learning Outcomes Assessment Model.
4. Topic Description of what is required of the candidate in order to demonstrate that a learning outcome has been achieved at the qualification level indicated.

## 6 Syllabus Areas

Syllabus Area Code	Syllabus Area Title
BF	Business Analyst Fundamentals
SO	Strategy and Organisation
PR	Practices
RQ	Requirements

Syllabus Area Code		Syllabus Area :	Foundation	Practitioner	Primary Manual Reference
BF		<b>AgileBA Syllabus Area (BF)</b> <b>Theme: AgileBA Fundamentals</b>			
Level	Topic				
<b>Know facts, terms and concepts relating to the syllabus area. Specifically to recall:</b>					
01	01	The Holistic View of the Business and the Agile BA	Y		1.2
01	02	The Techniques used for analysis of the Business Environment: 1. PESTLE 2. Porter's Five Forces Analysis 3. MOST 4. Resource Audit 5. SWOT 6. TOWS 7. Value Chain and value stream 8. Lean thinking	Y		1.3.2
01	03	The Techniques for measuring the success of implementing change: 1. McKinsey 7S Model 2. The Balanced Business Scorecard	Y		1.5
01	04	The core characteristics to consider when planning and implementing change.	Y		1.6
01	05	The Agile approach: 1. DSDM Philosophy. 2. Agile Approach to project variables. 3. Title and definition of the 8 DSDM Principles. 4. Phases in the DSDM process.	Y		2.2
01	06	The DSDM Team Model	Y		2.6
01	07	The Management Products from each process phase	Y		2.7
<b>Understand how the BF theme is applied throughout the project processes. Specifically to identify:</b>					
02	01	Analysis of the Business Environment using: 1. External analysis techniques 2. Internal analysis techniques 3. Value analysis techniques	Y		1.3, 1.4
02	02	The core characteristics when planning and implementing change.	Y		1.6
02	03	How the eight DSDM Principles are used in an Agile project.	Y		2.4
02	04	The Phases in the DSDM process and how they relate to one another.	Y		2.5
02	05	The Roles and Responsibilities in the DSDM Team Model.	Y		2.6
02	06	Purpose and content of the Management Products from each DSDM process phase.	Y		2.7

Syllabus Area Code		Syllabus Area : <i>AgileBA Syllabus Area (SO)</i> Theme: <i>Strategy and Organisation</i>	Foundation	Practitioner	Primary Manual Reference
SO					
Level	Topic				
<b>Know facts, terms and concepts relating to the syllabus area. Specifically to recall:</b>					
01	01	The purpose of the Business Case.	Y		3.2
01	02	Two types of Business Case 1. Project 2. Strategic	Y		3.2.1.
01	03	The content of the Agile project's Business Case	Y		3.4
01	04	The DSDM definition of a Stakeholder.	Y		4.2
01	05	The Three Stakeholder Categories: 1. Project 2. Business 3. External	Y		4.2
<b>Understand how the SO theme applies throughout the project life-cycle. Specifically to identify:</b>					
02	01	The recommended composition of a Business Case, and in which phase(s) it is developed, verified, maintained and confirmed and which roles are responsible for this.	Y		3.3
02	02	Agile Practices and the Agile Business Case.	Y		3.6
02	03	Three different types of Stakeholder.	Y		4.2
02	04	The Agile Culture and Stakeholder Engagement	Y		4.3
02	05	AgileBA when working with Stakeholders: 1. Project 2. Wider Group	Y		4.4-4.6, 4.9
02	06	The key elements of Stakeholder Analysis Techniques: 1. RACI or RASCI Matrices 2. Power/Interest Grid	Y		4.7
02	07	The key factors in communicating with Stakeholders within an Agile project.	Y		4.8
02	08	Stakeholders as Personas (as target stakeholders for the end-product) and Customer Journeys as a Stakeholder perspective			4.5

Syllabus Area Code <b>PR</b>		Syllabus Area : <b>AgileBA Syllabus Area (PR) Theme: <i>Practices</i></b>	Foundation	Practitioner	Primary Manual Reference
Level	Topic				
<b>Know facts, terms and concepts relating to the syllabus area. Specifically to recall:</b>					
01	01	The key concept of Agile Facilitated Workshops: <ul style="list-style-type: none"> <li>1. Definition</li> <li>2. Roles</li> <li>3. Common Features</li> <li>4. Associated Activities: <ul style="list-style-type: none"> <li>4.1. Plan the Workshop</li> <li>4.2. Prepare for the Workshop</li> <li>4.3. Run the Workshop</li> <li>4.4. Document the Workshop</li> <li>4.5. Follow-up</li> </ul> </li> </ul>	Y		7.1, 7.3, 7.5, 7.7, 7.9
01	02	The definition and purpose of: <ul style="list-style-type: none"> <li>1. Modelling</li> <li>2. Prototyping</li> </ul>	Y		8.1, 8.2, 8.3, 8.4
01	03	Six Modelling Perspectives	Y		8.7
01	04	Modelling Techniques for the Agile BA	Y		8.8
01	05	The definition of a Timebox, the two different styles and key elements of the steps in each: <ul style="list-style-type: none"> <li>1. Structured</li> <li>2. Free Format</li> </ul>	Y		9.1, 9.2
01	06	The definition and purpose of Iterative Development	Y		9.4
<b>Understand how the PR theme applies throughout the DSDM process. Specifically to identify:</b>					
02	01	The Agile BA Role in Facilitated Workshops.	Y		7.3
02	02	The typical roles in a Facilitated Workshop, common features and how to achieve success.	Y		7.5, 7.7, 7.8
02	03	The benefits and activities associated with Facilitated Workshops.	Y		7.9, 7.10
02	04	The benefits and key concepts of Modelling and Prototyping in the Agile project.	Y		8.4.2, 8.6
02	05	Modelling Techniques for the Agile BA.	Y		8.8
02	06	The Agile BA Role in Modelling.	Y		8.9
02	07	Modelling and the DSDM Principles.	Y		8.10
02	08	Key steps in a DSDM Structured Timebox and a DSDM Freeform Timebox (including Daily Stand-ups) and the Agile BA role in each.	Y		9.2
02	09	The Agile BA Role in Iterative Development.	Y		9.4
02	10	Key considerations during Iterative Development.	Y		9.5



Syllabus Area Code		Syllabus Area :	Foundation	Practitioner	Primary Manual Reference
RQ		<i>AgileBA Syllabus Area (RQ)</i> <i>Theme: Requirements</i>			
Level	Topic				
<b>Know facts, terms and concepts relating to the syllabus area. Specifically to recall:</b>					
01	01	The definition of a Requirement and the Categories of Requirements.	Y		5.3, 5.3.1
01	02	The definition of a User Story and the Hierarchy of User Stories: Themes, EPICS and User Stories.	Y		5.4.1, 5.5
01	03	The definition of the INVEST model and what the letters stand for.	Y		5.4.3
01	04	The definitions of the MoSCoW technique and what the letters stand for	Y		6.3.1
01	05	The KANO model: 1. Three types of customer need 2. Two dimensions	Y		6.5.1
01	06	The definition of Requirements Engineering.	Y		11.1
01	07	The Lifecycle stages of a Requirement.	Y		11.3
<b>Understand how the RQ theme applies throughout the project life-cycle. Specifically to identify:</b>					
02	01	The use of Story Cards and how they add value when writing a Good User Story.	Y		5.4.2, 5.4.3
02	02	The key elements of Bill Wake's INVEST model in writing Good User Stories.	Y		5.4.3
02	03	The Agile BA Role in the Prioritised Requirements List.	Y		5.4.4, 5.7
02	04	The Requirements Activities throughout the DSDM process.	Y		5.6
02	05	The Techniques for Eliciting Requirements.	Y		5.8
02	06	The Agile BA Role and Communication of Requirements.	Y		5.9
02	07	The MoSCoW prioritisation approach.	Y		6.3.1
02	08	The key elements of Effective Prioritisation throughout the DSDM process.	Y		6.6, 6.7
02	09	The Prioritised Requirements List and Requirements Planning Activities Throughout the DSDM process.	Y		10.4, 10.5
02	10	The key elements of Estimating within a DSDM Project.	Y		10.6
02	11	The Role of the Agile BA in Handling Requirements.	Y		11.2
02	12	The Lifecycle stages of a Requirement within the Agile Project process.	Y		11.3, 11.4