



**EXIN  
BCS Business  
Analysis**

**MODELLING BUSINESS  
PROCESSES**

Certified by  


**Preparation Guide**

Edition 201901

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# 1. Overview

EXIN BCS Modelling Business Processes (MBP.EN)

## Scope

After successfully completing the EXIN BCS Modelling Business Processes exam, candidates should be able to demonstrate knowledge, understanding and application of Modelling Business Processes principles and techniques in the following areas:

- The role of business process modelling in describing how an organization carries out its internal processes; the hierarchy of process models and techniques to describe them; and why this is a key skill of the business analyst in supporting change.
- Modelling core business processes at an organizational level.
- Modelling business processes at the process level, showing all the elements involved from triggering events to process end-points.
- Documenting and analyzing tasks.
- The use of gap analysis in improving business processes.

## Summary

This exam covers the range of concepts, approaches and techniques that are applicable to the Practitioner Certificate in Modelling Business Processes. It is relevant to anyone requiring an understanding of Modelling Business Processes and focuses on the investigation, modelling, analysis and improvement of business processes.

## Context

The certificate EXIN BCS Modelling Business Processes is part of the EXIN BCS Business Analysis qualification program.



## Target group

- This exam is designed for people who want to understand a range of business process modelling and analysis techniques, know how they are used and identify when to use them.
- Suitable for business analysts, business managers and members of their team, business change managers and project managers.

## Requirements for certification

- Successful completion of the EXIN BCS Modelling Business Processes exam.

## Examination details

Examination type:	Multiple-choice questions
Number of questions:	40
Pass mark:	62.5%
Open book/notes:	No
Electronic equipment/aides permitted:	No
Time allotted for examination:	60 minutes

The Rules and Regulations for EXIN's examinations apply to this exam.

## Bloom level

The EXIN BCS Modelling Business Processes certification tests candidates at Bloom Level 3 and Level 4 according to Bloom's Revised Taxonomy:

- Bloom Level 3: Remembering – relies on recall of information. Candidates will need to absorb, remember, recognize and recall. This is the building block of learning before candidates can move on to higher levels.
- Bloom Level 4: Understanding – a step beyond remembering. Understanding shows that candidates comprehend what is presented and can evaluate how the learning material may be applied in their own environment. This type of questions aims to demonstrate that the candidate is able to organize, compare, interpret and choose the correct description of facts and ideas.

## Training

Candidates can choose to study for this certificate from one of two ways: by either attending a training course provided by an EXIN accredited training organization, or by self-study. Accredited training is strongly recommended.

## Contact hours

The recommended number of contact hours for this training course is 12. This includes group assignments, exam preparation and short breaks. This number of hours does not include homework, logistics for exam preparation and lunch breaks.

## Indication study effort

120 hours, depending on existing knowledge.

## Training organization

You can find a list of our accredited training organizations at [www.exin.com](http://www.exin.com).

## 2. Exam requirements

The exam requirements are specified in the exam specifications. The following table lists the topics of the module (exam requirements) and the subtopics (exam specifications).

Exam requirement	Exam specification	Weight
<b>1. The Context for Business Processing Modelling</b>		15%
	1.1 Demonstrate an understanding of the purpose and benefits of business process modelling.	
	1.2 Identify the three levels of the business process hierarchy; organization, process and task level.	
	1.3 Explain the importance of the process view versus the functional view of an organization.	
	1.4 Describe the use of the POPIT model in assessing the impact of a new process design.	
	1.5 Discuss the use of pilot, phased, direct changeover and parallel running to implement business change.	
<b>2. The Organizational Context for Business Processes</b>		20%
	2.1 Understand the construction of an organizational level model of business process for a given business scenario.	
	2.2 Understand how to construct an organizational model for a given scenario (Paul et al, Business Analysis, 3rd Edition).	
	2.3 Apply knowledge to distinguish between the external and internal elements of an organizational model.	
	2.4 Explain how the processes on the organizational model support the delivery of the value proposition.	
<b>3. Modelling the Business Processes</b>		30%
	3.1 Understand the construction of a business process model for a given business scenario, using given elements.	
	3.2 Explain why using a standard notation set is important.	
	3.3 Apply knowledge to distinguish between the terms process, task and step; describe how they relate to each other.	
	3.4 Demonstrate that a task typically involves one person (actor) at one place at one time (OPOPOT), and that it is represented as a single 'box' on a process model.	
	3.5 Based on a given business scenario, identify external, internal and time-based business events.	
	3.6 Explain the difference between internal performance measures and customer expectations of performance.	

<b>4. Documenting Tasks</b>		15%
	4.1 Understand how to construct a task description for a given business scenario, which includes given elements.	
	4.2 Demonstrate an ability to document the steps and business rules within a task, using UML activity diagram notation, or structured English.	
<b>5. Improving Business Processes</b>		20%
	5.1 Apply the following approaches to improving business processes: task automation; removal of gaps and disconnects; process re-engineering.	
	5.2 Show understanding of the need to challenge business rules and assumptions when improving business processes.	
	5.3 Identify the areas of a business process that may contribute to unsatisfactory performance from a given scenario.	
	5.4 Explain the use of business scenarios in identifying combinations of conditions that the improved business process will need to handle.	
	5.5 Conduct a gap analysis on a given 'to be' business process model, in order to identify the functional requirements for the IT system support for that business process	
<b>Total</b>		<b>100%</b>



## Exam specifications

### 1 The Context for Business Processing Modelling (15%)

The candidate can...

- 1.1 Demonstrate an understanding of the purpose and benefits of business process modelling.
- 1.2 Identify the three levels of the business process hierarchy; organization, process and task level.
- 1.3 Explain the importance of the process view versus the functional view of an organization.
- 1.4 Describe the use of the POPIT model in assessing the impact of a new process design.
- 1.5 Discuss the use of pilot, phased, direct changeover and parallel running to implement business change.

### 2 The Organizational Context for Business Processes (20%)

The candidate can...

- 2.1 Understand the construction of an organizational level model of business process for a given business scenario.
- 2.2 Understand how to construct an organizational model for a given scenario (Paul et al, Business Analysis, 3rd Edition).
- 2.3 Apply knowledge to distinguish between the external and internal elements of an organizational model.
- 2.4 Explain how the processes on the organizational model support the delivery of the value proposition.

### 3 Modelling the Business Processes (30%)

The candidate can...

- 3.1 Understand the construction of a business process model for a given business scenario, using the following elements:
  - 3.1.1 Actors.
  - 3.1.2 Swim lanes.
  - 3.1.3 Tasks.
  - 3.1.4 Decision points with guard conditions.
  - 3.1.5 Start and end points.
  - 3.1.6 Process flows.
  - 3.1.7 Forks and joins.
- 3.2 Explain why using a standard notation set is important.
- 3.3 Apply knowledge to distinguish between the terms process, task and step; describe how they relate to each other.
- 3.4 Demonstrate that a task typically involves one person (actor) at one place at one time (OPOPOT), and that it is represented as a single 'box' on a process model.
- 3.5 Based on a given business scenario, identify external, internal and time-based business events.
- 3.6 Explain the difference between internal performance measures and customer expectations of performance.

#### 4 Documenting Tasks (15%)

The candidate can...

- 4.1 Understand how to construct a task description for a given business scenario, which includes the following elements:
  - 4.1.1 The name of the task.
  - 4.1.2 The actor (or role) carrying out the task.
  - 4.1.3 The trigger or business event that initiates the task.
  - 4.1.4 Any inputs to the task.
  - 4.1.5 The outputs expected from the task.
  - 4.1.6 The costs associated with the task.
  - 4.1.7 The measures that are applicable to the task.
  - 4.1.8 The standards that constrain the task.
  - 4.1.9 A detailed breakdown of the steps within the task.
  - 4.1.10 The business rules that are to be followed in performing the task.
- 4.2 Demonstrate an ability to document the steps and business rules within a task, using UML activity diagram notation, or structured English.

#### 5 Improving Business Processes (20%)

The candidate can...

- 5.1 Apply the following approaches to improving business processes: task automation; removal of gaps and disconnects; process re-engineering.
- 5.2 Show understanding of the need to challenge business rules and assumptions when improving business processes.
- 5.3 Identify the areas of a business process that may contribute to unsatisfactory performance from a given scenario.
- 5.4 Explain the use of business scenarios in identifying combinations of conditions that the improved business process will need to handle.
- 5.5 Conduct a gap analysis on a given 'to be' business process model, in order to identify the functional requirements for the IT system support for that business process.

### 3. Levels of Knowledge / SFIA Levels

This preparation guide will provide candidates with the levels of difficulty highlighted within the following table, enabling them to develop the skills to operate at the highlighted level of responsibility (as defined within the SFIA framework) within their workplace. The levels of knowledge and SFIA levels are further explained on the website [www.bcs.org/levels](http://www.bcs.org/levels).

Level	Levels of Knowledge	Levels of Skill and Responsibility (SFIA)
7		Set strategy, inspire and mobilize
6	Evaluate	Initiate and influence
5	Synthesise	Ensure and advize
4	Analyze	Enable
3	Apply	Apply
2	Understand	Assist
1	Remember	Follow

## 4. e-CF Mapping

The mapping of this exam against the [e-Competence Framework](#).

competence is covered
  partial coverage
  superficial coverage

e-Competence Level		1	2	3	4	5
<b>A.1.</b>	IS and Business Strategy Alignment					
<b>A.6.</b>	Application Design					
<b>B.5.</b>	Documentation Production					
<b>B.6.</b>	Systems Engineering					
<b>D.10.</b>	Information and Knowledge Management					
<b>E.5.</b>	Process Improvement					

## 5. Literature

### Exam literature

The knowledge required for the EXIN BCS Modelling Business Processes exam is covered in the following literature:

- A. Debra Paul, James Cadle and Donal Yeates (editors)  
**Business Analysis**  
BCS (3<sup>rd</sup> edition, September 2014)  
ISBN: 978-1-78017-278-1

### Additional literature

- B. Debra Paul, James Cadle and Paul Turner  
**Business Analysis Techniques**  
BCS (2<sup>nd</sup> edition, September 2014)  
ISBN: 978-1-780172-73-6

### Comment

Additional literature is for reference and depth of knowledge only.

## Additional guidance

These guidance notes have been created to clarify the approach taken in the creation of the syllabus and associated centralised examination for the BCS Practitioner Level Certificate in Business Process Modelling.

Syllabus area	Notes
2 - General	The term organizational model is used in the syllabus to refer to the model developed by Paul Harmon (Business Process Change, Morgan Kaufman) and used in the BCS book Business Analysis, Paul et al. It has five elements; suppliers, customers, environment, competition and, in the centre, processes.
2.4	The organizational model includes, at its centre, the core business processes. A process map is appropriate here, showing the high-level set of activities carried out in order to deliver benefit or value to the customer. A business process map might be structured around Michael Porter's value chain. Considering the value chain is another way of defining appropriate high-level processes for the organizational model.
3.1	The Unified Modeling Language (UML) notation for activity diagrams forms the basis of this learning objective. Specifically; 3.1.4 to 3.1.7. 3.1.2: Time might be represented as a swim lane, to show the elapsed time of a task, set of tasks or indeed the complete process.
3.6	Customer expectations of performance are external measures, usually associated with a complete process. For example, a car manufacturer may have a process measure for 'Make Car'; perhaps 18 hours per car. However, this measure is irrelevant or inaccessible to the actual customer of the car. It is an internal performance measure. The customer's expectation of performance would be measured in days, from placing the order to taking delivery of the new car. The term 'customer' can cover several external stakeholders who have expectations about the process.
4.2	The following Structured English constructs will need to be interpreted. Sequence: DO...ENDO Selection: IF...ENDIF, IF...THEN...ELSE...ENDIF Iteration: DOWHILE...ENDWHILE, DOUNTIL...ENDUNTIL
5.3 and 5.4	Scenarios are defined in in the BCS book Business Analysis, Paul et al, third edition pages 87 – 90. "Scenarios are useful when analyzing or redesigning business processes".
5.5	This learning objective considers two issues: Moving from the business process model to a specification of the functional requirements for an IT system. In effect, showing which elements of the 'to-be' process model will appear on a use case diagram. This links to the Requirements Engineering syllabus. The term functional requirement is used here exactly as it is in Requirements Engineering syllabus. Non-functional, technical and general requirements are not considered. Many process improvements are implemented using Commercial Off The Shelf (COTS) software packages. The 'gap' referred to in this learning objective refers refers to the gap between the proposed process (to-be) and the one that can actually be delivered by the COTS solution.



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