The Open Group® Certification for People: Credentials Program

TOGAF® Business Architecture Level 1 Conformance Requirements

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1.   Introduction

This document, the TOGAF Business Architecture Level 1 Conformance Requirements, is an integral part of The Open Group® Certification for People: Credentials Program (the Program).

This document defines the requirements for issuance of credentials to individuals within the Program, which in turn form the learning requirements for Accredited Training Courses.

1.1   Terminology and Definitions

This table defines terms or clarifies the meaning of words used within this document. Where an acronym is also used, it is provided in parentheses.

Accredited Training Course (ATC)	A training course, operated by a training course provider, that has successfully completed the accreditation process and which is listed in the register of Accredited Training Courses on the Certification Authority's website.
Body of Knowledge (BoK)	The set of information within the subject area that a Candidate is expected to have understanding of in order to earn the credential within the Program.
Candidate	A person seeking to earn the credential.
Certification Authority	The organization that manages the day-to-day operations of the Program. The Open Group is the Certification Authority for the Program.
Credential	Recognition of an achievement earned by a Candidate. A credential is backed by metadata providing detailed information about it. A credential is earned by passing an Indicator of Compliance.
Examination Provider	The organization(s) contracted by The Open Group to provide and administer examinations.
Indicator of Compliance	The assessment used to determine if a Candidate has met the criteria to earn the credential.
Key Learning Point (KLP)	A self-contained learning objective, derived from the Body of Knowledge with a unique reference, typically ranging from 2 to 15 minutes' study time.
Learning Outcome	What the Candidate should know, understand, or be able to do on completion of learning about one or more Key Learning Points. Each Learning Outcome defines the learning level (depth of knowledge) required to achieve the Key Learning Point.
Learning Unit	A related set of Learning Outcomes. It is expected that a Learning Unit would equate to between 30 and 90 minutes of taught learning equivalence.

2.   Conformance Terminology

The Conformance Requirements are specified as sets of Learning Units. To earn a credential, Candidates are required to complete the applicable Learning Units and successfully pass the corresponding Indicator of Compliance (see Section 4).

The definition of the Learning Units does not dictate the structure, order, or time duration that topics should be taught in an Accredited Training Course. Training organizations are free to structure their courses as they see fit, so long as Candidates have the mandatory Learning Outcomes at the end of a course for the target credential.

2.1   Learning Unit Format

Each Learning Unit is defined in a table organized as follows:

	UNIT Number	Unit Name – A descriptive name for the Learning Unit		Bloom's Taxonomy Level	KLP Reference
(A)	**Purpose**	….			
(B)	**Learning Outcome**	1.1	The Candidate ...		
			The Candidate is able to:		
(C)		1.1.1		(D)	(E)
		1.1.2			
		1.1.3			
		1.1.4			
		1.1.5			

Notes

(A)   Purpose: The Purpose of the Learning Unit. What a Candidate will have learned by completing the Unit. Most of the time this corresponds with a chapter or major section of the Body of Knowledge.

(B)   Learning Outcome: A "high"-level description of the Learning Outcome for this section.

(C)   One or more detailed Learning Outcome statements together with an associated Bloom's Taxonomy level and KLP Reference. A specific term is used to define the depth of learning, from low to high as follows:

- **Identify** – name one or more items

- **List** – name multiple items

- **Understand** – an understanding of the concept or item

- **Define** – provide a definition of a term

- **Demonstrate** – describe and explain a concept or term

- **Describe/State** – provide a description of or statement for a concept or item; give a factual statement

- **Explain** – provide a description with a rationale

- **Discuss** – the ability to write logically about a topic

- **Justify** – demonstrate the correctness of an assertion through a written discussion

(D)   Bloom's Taxonomy Level: Defined using "Bloom" action verbs (see Section 6.1).

(E)   KLP Reference: A reference back to the Key Learning Point within the Body of Knowledge. **This is required for traceability.**

3.   Conformance Requirements

To earn this credential Candidates must complete all Learning Units defined in this section and successfully pass the corresponding Indicator of Compliance (see Section 4).

3.1   Business Modeling

UNIT 1	Business Modeling		Bloom's Taxonomy Level	KLP Reference
Purpose	1. The purpose of this Learning Unit is to create an understanding of the topic of business modeling and how it relates to Enterprise Architecture within the context of the TOGAF standard.			G18A
Learning Outcome	1.1	The Candidate understands the essential concepts of business modeling and can relate them to the TOGAF standard.		
		The Candidate is able to:		
	1.1.1	Define what a business model is.	1_Remembering	G18A/2
	1.1.2	Describe the impact and benefits of business models.	1_Remembering	G18A/3
	1.1.3	Describe different example representations of business models.	1_Remembering	G18A/2
	1.1.4	Explain the typical contents of a business model, using the nine building blocks of the business model canvas as an example.	2_Understanding	G18A/7, Appendix A
Learning Outcome	1.2	The Candidate understands how business models can be used with the TOGAF standard.		
		The Candidate is able to:		
	1.2.1	Explain the relationship between business models and Business Architecture.	2_Understanding	G18A/4
	1.2.2	Explain how business models can be used according to the TOGAF standard.	2_Understanding	G18A/5
	1.2.3	Explain why business model innovation should be approached in a structured manner.	2_Understanding	G18A/6, 7

3.2 Business Capabilities

UNIT 2	Business Capabilities		Bloom's Taxonomy Level	KLP Reference
Purpose	2. The purpose of this Learning Unit is to create an understanding of the concept of business capabilities and how business capabilities can be modeled.			G189
Learning Outcome	2.1	The Candidate understands the concept of a business capability.		
		The Candidate is able to:		
	2.1.1	Describe what a business capability is.	1_Remembering	G189/1, 2
	2.1.2	Explain how a business capability can be defined.	2_Understanding	G189/1, 2.1
	2.1.3	List the components of a business capability.	1_Remembering	G189/2.2-3
Learning Outcome	2.2	The Candidate understands how business capabilities can be modeled.		
		The Candidate is able to:		
	2.2.1	Describe what a business capability model is.	1_Remembering	G189/3
	2.2.2	Explain the capability modeling approach.	2_Understanding	G189/3.1
	2.2.3	Explain how a business capability model can be structured.	2_Understanding	G189/3.2
Learning Outcome	2.3	The Candidate understands how business capabilities can be mapped to other business perspectives.		
		The Candidate is able to:		
	2.3.1	Describe the characteristics of heat mapping	1_Remembering	G189/4.1
	2.3.2	Explain how to interpret a heat map.	2_Understanding	G189/4.1
	2.3.3	Describe the characteristics and types of cross-mapping.	1_Remembering	G189/4.2

3.3 Value Streams

UNIT 3	Value Streams		Bloom's Taxonomy Level	KLP Reference
Purpose	3. The purpose of this Learning Unit is to create an understanding of value streams and value stream mapping and how they can be applied.			G178
Learning Outcome	3.1	The Candidate knows the concepts, approaches, and benefits of value streams.		
		The Candidate is able to:		
	3.1.1	Describe what "value" is in the context of Business Architecture.	1_Remembering	G178/1
	3.1.2	Explain the benefits of value streams and value stream mapping.	2_Understanding	G178/1.5
	3.1.3	Briefly describe different approaches to value analysis (including value streams, value chains, value networks, and lean value streams).	1_Remembering	G178/1.2 Appendix A
	3.1.4	Explain the use of value streams in Business Architecture.	2_Understanding	G178/1.3
	3.1.5	Explain the relationship of value streams to other Business Architecture concepts, including process, capability, value stage, value stream, value, and stakeholder.	2_Understanding	G178/1.4
Learning Outcome	3.2	The Candidate understands the value stream description, decomposition and mapping, and the approach to creating value streams.		
		The Candidate is able to:		
	3.2.1	Explain how a value stream is defined.	2_Understanding	G178/2.1
	3.2.2	Explain how a value stream can be decomposed to a value stream stage.	2_Understanding	G178/2.2
	3.2.3	Describe the purpose of mapping capabilities to value stream stages.	1_Remembering	G178/2.3
	3.2.4	Explain the approach and guiding principles to creating value streams.	2_Understanding	G178/3
	3.2.5	Explain with an example how a value stream is decomposed into value stream stages.	2_Understanding	G178/4.1
	3.2.6	Explain with an example how value streams/value stream stages can be mapped to business capabilities.	2_Understanding	G178/4.2

UNIT 3	Value Streams		Bloom's Taxonomy Level	KLP Reference
	3.2.7	Explain with an example how heat mapping can be applied to a mapping of value streams/value stream stages to business capabilities.	2_Understanding	G178/4.3

3.4 TOGAF Business Scenarios

UNIT 4	Business Scenarios		Bloom's Taxonomy Level	KLP Reference
Purpose	4. The purpose of this Learning Unit is to create an understanding of the business scenario method and where it is used in the TOGAF ADM.			G176
Learning Outcome	4.1	The Candidate understands how to apply the TOGAF business scenario method.		
		The Candidate is able to:		
	4.1.1	Describe what a TOGAF business scenario is and its purpose.	1_Remembering	G176/1, 2
	4.1.2	Describe the benefits of developing a TOGAF business scenario.	1_Remembering	G176/2
	4.1.3	Explain where TOGAF business scenarios are used in the TOGAF ADM.	2_Understanding	G176/1, 6
	4.1.4	Explain how to develop and validate a TOGAF business scenario.	2_Understanding	G176/3.1, 3.2, 7
	4.1.5	Describe where business capabilities and value streams are used in developing a TOGAF business scenario.	1_Remembering	G176/3.1

3.5 Information Mapping

UNIT 5	Information Mapping		Bloom's Taxonomy Level	KLP Reference
Purpose	5. The purpose of this Learning Unit is to create an understanding of the topic of information mapping, how it relates to Enterprise Architecture, and supports the TOGAF standard.			G190
Learning Outcome	5.1	The Candidate knows the concepts, approaches, and benefits of information mapping.		
		The Candidate is able to:		
	5.1.1	Describe what an information map is.	1_Remembering	G190/2
	5.1.2	Explain the impact and benefits of information mapping.	2_Understanding	G190/3

UNIT 5	Information Mapping		Bloom's Taxonomy Level	KLP Reference
	5.1.3	Explain the relationships of information maps to other Business Architecture concepts.	2_Understanding	G190/4
	5.1.4	Explain the relationship of information maps to data models.	2_Understanding	G190/5
	5.1.5	Explain how information maps can be used with the TOGAF ADM.	2_Understanding	G190/6

3.6 Developing a Business Architecture with the TOGAF ADM

UNIT 6	Developing a Business Architecture with the TOGAF ADM		Bloom's Taxonomy Level	KLP Reference
Purpose	6. The purpose of this Learning Unit is to create an understanding of how a Business Architecture can be developed with the TOGAF ADM.			C182
Learning Outcome	6.1	The Candidate understands how the Business Architecture techniques can be applied within Phase A of the TOGAF ADM.		
		The Candidate is able to:		
	6.1.1	Describe the objectives of Phase A.	1_Remembering	C182/6.1
	6.1.2	Explain the approach in Phase A for creating the Architecture Vision.	2_Understanding	C182/6.5
	6.1.3	Describe the inputs of Phase A, including business principles, business goals, business drivers, and architectural inputs.	1_Remembering	C182/6.2, 32
	6.1.4	Explain the steps of Phase A, including: • Identification of stakeholders, concerns, and business requirements • Confirming business goals, business drivers, and constraints • Evaluating capabilities • Assessing readiness for business transformation • Confirming architecture principles (including business principles) • Creating the Architecture Vision • Identifying business transformation risks and mitigation activities	2_Understanding	C182/6.3

UNIT 6		Developing a Business Architecture with the TOGAF ADM	Bloom's Taxonomy Level	KLP Reference
	6.1.5	Describe the outputs of Phase A, including: • Architecture Vision • Baseline Business Architecture • Target Business Architecture • Business Model diagram • Business Capability map • Value Stream map	1_Remembering	C182/6.4, 31.6.2, 32
Learning Outcome	6.2	The Candidate understands how the Business Architecture techniques can be applied within Phase B of the TOGAF ADM.		
		The Candidate is able to:		
	6.2.1	Describe the objectives of Phase B.	1_Remembering	C182/7.1
	6.2.2	Explain the approach in Phase B for creating the Business Architecture.	2_Understanding	C182/7.5
	6.2.3	Describe the inputs of Phase B.	1_Remembering	C182/7.2, 32
	6.2.4	Explain the steps of Phase B, including: • The techniques to decompose a Business Architecture • Developing the Baseline and Target Business Architecture Descriptions • Performing gap analysis • Finalizing the Business Architecture	2_Understanding	C182/7.3
	6.2.5	Describe the outputs of Phase B, including: • Validated business principles, business goals, and business drivers • Business Architecture components of the Draft Architecture Definition Document • Business Architecture components of the Draft Architecture Requirements Specification • Business Architecture components of an architecture roadmap • The Business architecture catalogs, matrices, and diagrams	1_Remembering	C182/7.4, 31.6.3, 32

4.   Indicators of Compliance

The Indicator of Compliance for this credential is the TOGAF Business Architecture Part 1 examination.

The descriptions of the examination are maintained by the Certification Authority and displayed on The Open Group website. This includes a description of the examination type (for example, simple multiple-choice, complex scenario, etc.), the number of questions, the duration, supervision requirements, whether an examination is open book, the pass score, the language(s) in which the examination is offered, and the pre-requisites for taking the examination.

5. Body of Knowledge

This section defines the Body of Knowledge for this credential. It provides the list of documents from which Key Learning Points are derived, together with a Document Reference (usually the document number and a chapter/section reference).

5.1 Documents Comprising the Body of Knowledge

The Body of Knowledge for this credential is based on the following documents:

Document Reference	Document Title
C182	The TOGAF® Standard, Version 9.2, a standard of The Open Group, April 2018 (C182); refer to www.opengroup.org/library/c182
G189	TOGAF® Series Guide: Business Capabilities, June 2018 (G189), published by The Open Group; refer to www.opengroup.org/library/g189
G18A	TOGAF® Series Guide: Business Models, June 2018 (G18A), published by The Open Group; refer to www.opengroup.org/library/g18a
G176	TOGAF® Series Guide: Business Scenarios, September 2017 (G176), published by The Open Group; refer to www.opengroup.org/library/g176
G190	TOGAF® Series Guide: Information Mapping, April 2019 (G190), published by The Open Group; refer to www.opengroup.org/library/g190
G178	TOGAF® Series Guide: Value Streams, October 2017 (G178), published by The Open Group; refer to www.opengroup.org/library/g178
The TOGAF Library	The TOGAF Library; refer to http://publications.opengroup.org/togaf-library

Supplemental Reading

The following White Paper is recommended reading for students who hold no formal TOGAF certification (Foundation and/or Certified).

Document Reference	Document Title
W182	An Introduction to the TOGAF® Standard, Version 9.2, White Paper, April 2018 (W182); refer to www.opengroup.org/library/w182

6.   Rationale (Informative)

This section contains informative rationale.

6.1   Bloom's Taxonomy

The terms used to define the depth of learning are drawn from Bloom's Taxonomy.

Bloom's Taxonomy	Level	Cognitive Dimension	Examples of Action Verbs
Lower-order Learning Skills	1	Remembering	Define, list, describe …
	2	Understanding	Explain, summarize …
	3	Applying	Apply, illustrate, classify …
Higher-order Learning Skills	4	Analyzing	Analyze, arrange, select …
	5	Evaluating	Summarize, justify …
	6	Creating	Construct, rewrite, plan …

6.2   Learning Levels

The learning levels that need to be addressed for this credential range from 1-2. The following table shows examples of learning activities for each (Bloom) learning level.

Level	Cognitive Dimension	Examples of Learning Activities
1	Remembering	Lecture, video-clip, examples, illustrations, metaphors, guided reading
2	Understanding	Interactive lecture, Q&A, group discussions, tests
3	Applying	Practice exercises, demonstrations, simple projects, simulations, role play
4	Analyzing	Practical (case-based) exercises, higher-level tests
5	Evaluating	Project, complex case studies, appraisals, debating
6	Creating	Development of plans, complex projects, constructing