Unit title:	Supporting Digital Business Transformation
SQA code:	J6VC 48
SCQF level:	8
SCQF credit points:	9

History of changes

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Unit template: January 2022

Unit title:	Supporting Digital Business Transformation (SCQF level 8)

Unit purpose

This involves evaluating the organisational processes to propose digital technology solutions within businesses to reduce costs, enhance performance and deliver improved services as a result of digital transformation.

Learning outcome

To identify, evaluate and prioritise the opportunities to apply digital technology to improve operations by transforming business processes.

Performance requirements	**Knowledge and understanding**
1. Identifying and documenting organisational processes which require digital technology improvement. 2. Establishing information requirements of the organisational processes requiring digital technology improvement. 3. Evaluating the potential for digital technology solutions to transform the organisational processes that deliver organisational competitiveness. 4. Analysing organisational processes to propose potential digital technology solutions. 5. Conducting relevant research to inform decision making for digital transformation. 6. Conducting health and safety risk assessments of digital transformation scenarios. 7. Developing and delivering well-structured digital technology proposals in the form of business reports and presentations which resonate with stakeholders.	1. The meaning and significance of the 'digital economy' and 'digital transformation'. 2. How to model business processes. 3. How organisations manage and implement technology driven change. 4. How to formulate proposals for new digital technology solutions, including estimation of both costs and benefits. 5. How digital technologies can be integrated within business processes. 6. How digital transformation of business processes is implemented to provide improved productivity and service benefits. 7. The legislation, regulations and organisational policies that relate to digital technology and safe use of IT in the workplace. 8. The range of professional and unprofessional behaviour in digital technology contexts. 9. The principles of business change and how organisations develop in the context of technological change. 10. The organisational business objectives and how business strategy is used to achieve these. 11. The range of metrics which might be used to evaluate the success of business operations. 12. Current issues and ethical aspects in digital transformation implementation. 13. The safe use of digital technology equipment in business operations.

Additional information about the unit

Assessment (evidence) requirements:

There should be a mix of **product**, **performance** and **knowledge** evidence for this unit.

Evidence should be sourced from routine work activities. **Simulation is not permissible in this unit.**

The evidence should be produced as a by-product of normal work activities. The evidence should relate to the learner's work role. For example, potential digital technology solutions should relate to the workplace.

An example of product evidence is health and safety risk assessments. An example of performance evidence is observation of the learner delivering well-structured digital technology proposals in the form of a presentation. An example of knowledge evidence is written evidence that the learner knows the legislation, regulations and organisational policies that relate to digital technology and safe use of IT in the workplace.

It is unlikely that the learner will be the only contributor to the production of some of the evidence required for this unit. For example, they may work with others in a digital transformation team, in which case the specific role of the learner should be clearly identified.

Further guidance on the assessment (evidence) requirements for this unit, and other units, can be found in the Assessment Guidance document.

Guidance on instruments of assessment:

It is anticipated that most evidence will be generated as a by-product of routine workplace activities carried out as part of the learner's job role. However, there may be occasions when activities have to be undertaken to satisfy specific performance requirements or demonstrate specific knowledge and understanding. For example, a workplace may use specific approaches to digital transformation and the learner will have to produce evidence that she / he is aware of other approaches.

It may be possible for one type of evidence to imply another. For example, the presentation of well-structured digital technology proposals (performance evidence) may demonstrate a range of under-pinning knowledge and understanding (knowledge evidence). Combining assessment (evidence) in this way is encouraged. However, it is vital that each piece of evidence is clearly related to performance requirements and knowledge and understanding.

Professional recorded discussion and / or personal reflective statements can be used to demonstrate knowledge and understanding.

Additional information about the unit (continued)

Details of the relationship between the unit and relevant National Occupational Standards (if appropriate):

This unit is related to the following National Occupational Standards:

ESKITP2024.03: Carry out business process design and improvement assignments.

ESKITP2034.03: Assist in the design, implementation and maintenance of change management plans and assignments.

ESKITU040: Use safe and secure practices when working with digital systems.

https://www.ukstandards.org.uk/

Details of the relationship between the unit and other standards or curricula (if appropriate):

Assessment requirements specified by a sector or regulatory body (if appropriate):

Please refer to the Overarching Assessment Strategy for Competence-based Qualification and the associated sector-specific guidance relating to Digital Technology (Diploma in Digital Technology at SCQF Level 8) produced by SQA Accreditation (2022).

Simulation is not permissible in this unit.

Meta-skills signposting:

This unit aligns to the following meta-skills:

- Adapting
- Communication
- Critical thinking
- Focusing