



Qualification Specification:

OCN NI Level 5 Certificate in Digital Transformation

- Qualification No: 610/6491/9

Version: 1.0



1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	Newly developed qualification	V1.0– May 2025

2. Contents

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3. Introduction to Open College Network Northern Ireland (OCN NI)

The Open College Network Northern Ireland (OCN NI) is a UK recognised awarding organisation based in Northern Ireland. We are regulated by CCEA Regulation to develop and award regulated professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is also regulated by Ofqual to award qualifications in England.

OCN NI is also an educational charity that advances education by developing nationally recognised qualifications and recognising the achievements of learners. We work with centres such as Further Education Colleges, Private Training Organisations, Voluntary & Community Organisations, Schools, SME's and Public Sector bodies to provide learners with opportunities to progress into further learning and/or employment. OCN NI's Strategic Plan can be found on the OCN NI website www.ocnni.org.uk.

For further information on OCN NI qualifications or to contact us, you can visit our website at www.ocnni.org.uk. The website should provide you with details about our qualifications, courses, contact information, and any other relevant information you may need.

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4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 5 Certificate in Digital Transformation**.

This specification will provide guidelines for centres to ensure the effective and correct delivery of this qualification. OCN NI qualification specifications are based on research and engagement with the practitioner community to ensure they provide appropriate skills and knowledge for learners.

The qualification specification will detail the following aspects of the OCN NI Level 5 Certificate in Digital Transformation.

- **Qualification Features:** this includes the key characteristics and features of this qualification, such as its intended audience, purpose, and credit value.
- **Centre Requirements:** this details the prerequisites and obligations that centres must fulfil to be eligible to deliver and assess this qualification. These include guidelines on staff qualifications, resources, and required procedures.
- **Structure and Content:** this details the structure and content of the qualification including units, and any specific content that learners will be required to study.
- **Assessment Requirements:** this details assessment criteria and assessment methods for this qualification, ensuring that summative assessment approaches are clear.
- **Quality Assurance:** the quality and consistency of delivery and assessment of this qualification are of paramount importance to OCN NI. The mandatory quality assurance arrangements including processes for internal and external quality assurance that all centres offering this qualification must adhere to are detailed.
- **Administration:** guidance on the administrative aspects of delivering this qualification, including registration, certification and record-keeping.
- Reference to other handbooks and policies as appropriate to the qualifications.

It is important to note that OCN NI will communicate any significant updates or changes to this specification in writing to our centres. Additionally, we will make these changes available on our official website at www.ocnni.org.uk.

To stay current, please refer to the online version of this specification as it is the most authoritative and up-to-date publication. Be aware that downloaded and printed copies may not reflect the latest revisions.

4.1 Additional Support

OCN NI offers a comprehensive range of support services designed to assist centres in meeting the delivery and quality assurance requirements of OCN NI qualifications. These services include:

- **Learner Assessment Booklets**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.
- **Specimen Assessment Materials**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.
- **Qualification Support Pack**: A support pack has been developed to support centres in the delivery of this qualification. The pack includes planning and assessment templates, guides to best practice, etc.
- **Professional Development for Educators**: OCN NI provides opportunities for professional development tailored to meet the various needs of practitioners and quality assurance staff. Centres can join our training sessions, available in both face-to-face and online formats, or explore a wealth of training materials by visiting www.ocnni.org.uk
- **OCN NI Subject Advisors**: Our team of subject advisors offers vital information and support to centres. They provide guidance on specification details, non-exam assessment advice, updates on resource developments, and various training opportunities. They actively engage with subject communities through an array of networks to facilitate the exchange of ideas and expertise, to support practitioners to provide quality education programs to learners.

All centres can access information, support and guidance to support the delivery and quality assurance of this qualification by contacting their designated Business Development Advisor or by contacting us on [Contact Us | OCN NI](#)

5. About this Qualification

5.1 Qualification Regulation Information

OCN NI Level 5 Certificate in Digital Transformation

Qualification Number: 610/6491/9

Operational start date: 15/09/2025

Review date: 14/09/2030

The qualification's operational start and end dates define the regulated qualification's lifecycle. The operational end date is the final date for learner registration, while learners have until the certificate end date to complete the qualification and receive their certificates.

It is important to note that all OCN NI regulated qualifications are listed on the Register of Regulated Qualifications (RQF), which can be found at [Ofqual Register](#). This register is maintained by Ofqual in England and CCEA Regulation in Northern Ireland. It contains information about qualifications that are regulated and accredited. It is a key resource for learners, employers, and educational institutions to verify the status and recognition of qualifications.

Centres must adhere to administrative guidelines diligently, with special attention to the fact that fees, registration, and certification end dates for the qualification may be subject to changes. It is a centre's responsibility to make itself aware of updates on any modifications to ensure compliance with the latest requirements. OCN NI provides centres with timely updates through various channels including website, newsletters and through this specification. Information on qualification fees can be found on the Centre Login section of the OCN NI website www.ocnni.org.uk.

5.2 Sector Subject Area

A subject sector area is a specific category used to classify academic and vocational qualifications. Subject sector areas are part of the educational and qualifications framework to organise and categorise qualifications. The sector subject for this qualification is:

Subject Area: 15.3 Business Management

NOS:

Lead user centred design activities URN: TECDT120151 - [NOS Finder - National Occupational Standards](#)

Deliver technology roadmapping projects URN: TECIS210402 - [NOS Finder - National Occupational Standards](#)

Plan IT business analysis assignments URN: TECDT20151 - [NOS Finder - National Occupational Standards](#)

Design and implement business analysis strategy URN: TECDT20761 - [NOS Finder - National Occupational Standards](#)

5.3 Grading

Grading for this qualification is pass/fail.

5.4 Qualification's Aim and Objectives

Qualification's Aim

The aim of the OCN NI Level 5 Certificate in Digital Transformation is to provide individuals with the knowledge and skills to accurately identify digital transformation opportunities within a business setting and to implement these to drive productivity or service level improvements.

Qualification's Objectives

The objectives of the OCN NI Level 5 Certificate in Digital Transformation are to enable learners to understand:

- the principles, drivers and benefits of digital transformation
- digital technology applications and emerging trends
- digital transformation strategy development
- how to plan, implement, lead and evaluate a digital transformation project

5.5 Target Learners

This qualification is targeted at individuals who are currently in or wish to progress into roles which involve business improvement through digital transformation as a key component

5.6 Entry Requirements

The learners should be at least 18 years of age and have a minimum level 3 qualification.

5.7 Progression

Progression from the OCN NI Level 5 Certificate in Digital Transformation is to higher level qualifications in the areas of business management and/or improvement, project management and/or systems analysis and design or into employment in these areas.

5.8 Delivery Language

This qualification is exclusively available in English. If there is a desire to offer this qualification in Welsh or Irish (Gaeilge), we encourage you to get in touch with OCN NI. They will assess the demand for such provisions and, if feasible, provide the qualification in the requested language as appropriate.

6. Centre Requirements for Delivering this Qualification

6.1 Centre Recognition

New and existing OCN NI recognised centres must apply for and be granted approval to deliver this qualification prior to the commencement of delivery.

6.2 Qualification Approval

Once a centre has successfully undergone the Centre Recognition process, it becomes eligible to apply for qualification approval. The centre's capability to meet and sustain the qualification criteria will be assessed. Throughout the qualification approval process, OCN NI will aim to ensure that:

- centres possess suitable physical resources (e.g., equipment, IT, learning materials, teaching rooms) to support qualification delivery and assessment
- centre staff involved in the assessment process have relevant expertise and/or occupational experience
- robust systems are in place for ensuring ongoing professional development for staff delivering the qualification
- centres have appropriate health and safety policies concerning learner equipment use
- qualification delivery by centres complies with current equality and diversity legislation and regulations

6.3 Centre Staffing

To offer this qualification centres are mandated to establish the following roles as a minimum, although a single staff member may serve in more than one capacity*:

- Centre contact
- Programme Co-ordinator
- Assessor
- Internal Quality Assurance (IQA)

*Note: An individual cannot serve as an IQA for their own assessments.

6.4 Tutor Requirements

Tutors responsible for delivering this qualification are expected to possess a high degree of occupational competency. They should meet the following criteria:

- **Occupational Competency:** Tutors should demonstrate a clear understanding of the subject matter, including up-to-date knowledge. They should also have a minimum of one year's relevant experience in this area. This competence should enable them to effectively impart knowledge and practical skills to learners.
- **Qualifications:** Tutors should hold qualifications at a level that is at least one level higher than the qualification they are teaching. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.

These requirements collectively ensure that learners receive instruction from highly qualified and experienced instructors, thereby enhancing the quality and effectiveness of their educational experience.

6.5 Assessor Requirements

The assessment of this qualification takes place within the centre and is subjected to OCN NI's rigorous quality assurance procedures. The achievement of individual units is based on the criteria defined in each unit.

Assessors play a pivotal role in ensuring the validity and fairness of assessments. They are required to meet the following criteria:

- **Occupational Competency:** Assessors should possess a high degree of occupational competency in the relevant subject matter. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills. Additionally, they should hold qualifications at a level that is at least one level higher than the qualification they are assessing, ensuring their in-depth understanding of the subject matter.
- **Assessment Expertise:** Assessors should have direct or related experience in the field of assessment. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **Assessors Qualification:** Assessors should hold or be currently undertaking a recognised assessor's qualification; or must have attended the OCN NI Assessment Training.
- **Comprehensive Assessment Oversight:** Assessors are responsible for evaluating all assessment tasks and activities comprehensively. They must thoroughly review and assess each element to ensure a fair and accurate representation of a learner's skills and knowledge.

These rigorous requirements uphold the quality and integrity of the qualification's assessment process, ensuring that learners receive a fair and reliable evaluation of their competencies.

6.6 Internal Quality Assurer Requirements

The Internal Quality Assurer plays a crucial role in the centre's internal quality assurance processes. The centre must designate a skilled and trained IQA who assumes the role of an internal quality monitor responsible for verifying the delivery and assessment of the qualification.

The Internal Quality Assurer for this qualification must meet the following criteria:

- **IQA Expertise:** IQA should have direct or related experience in the field of internal assurance and have at least one year's occupational experience in the areas they are internally quality assuring. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **IQA Qualification:** IQA should hold or be currently undertaking a recognised IQA qualification or must have attended the OCN NI IQA Training.
- **Thorough Evaluation of Assessment Tasks and Activities:** IQAs are tasked with conducting in-depth reviews and assessments of all assessment tasks and activities. Their responsibility is to ensure a comprehensive and meticulous oversight of each element to guarantee a just and precise reflection of a learner's abilities and knowledge and to ensure that all assessment and quality assurance requirements are fulfilled.

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Level 5 Certificate in Digital Transformation is designed to equip learners with the advanced knowledge and practical skills to implement digital transformation within a business setting with the aim of improving productivity or service levels. Learners will gain insight into the principles, drivers and benefits of digital transformation and associated emerging developments. Learners will also gain an understanding of how to develop digital transformation strategies and plan, implement, lead and evaluate digital transformation projects.

7.2 Qualification Level

In the context of the OCN NI Level 5 Certificate in Digital Transformation it is essential to understand the significance of qualification levels, as they play a pivotal role in assessing the depth and complexity of knowledge and skills required for successful attainment. This qualification aligns with Level 5, which signifies a advanced level of difficulty and intricacy. It's important to note that qualification levels in the educational framework range from Level 1 to Level 8, complemented by three 'entry' levels, namely Entry 1 to Entry 3.

7.3 Qualification Size

Total Qualification Time (TQT)

This represents the total amount of time a learner is expected to spend to complete the qualification successfully. It includes both guided learning hours (GLH) and independent study or additional learning time.

Guided Learning Hours (GLH)

These are the hours of guided instruction and teaching provided to learners. This may include classroom instruction, tutorials, or other forms of structured learning.

OCN NI Level 5 Certificate in Digital Transformation	
Total Qualification Time (TQT):	250 hours
Total Credits Required:	25 credits
Guided Learning Hours (GLH):	125 hours

7.4 How to Achieve the Qualification

To achieve the **OCN NI Level 5 Certificate in Digital Transformation** learners must complete all three units – 25 credits.

8. Assessment Structure

This qualification is assessed through internal assessment and each unit is accompanied by specific assessment criteria that define the requirements for achievement.

8.1 Assessment Guidance: Portfolio

The portfolio for this qualification is designed to provide a comprehensive view of a learner's skills and knowledge. It is a holistic collection of evidence that may include a single piece of evidence that satisfies multiple assessment criteria. There is no requirement for learners to maintain separate evidence for each assessment criterion.

When learners are creating their portfolio, they should refer to the assessment criteria to understand the evidence required. Explanations of command words/verbs used in the assessment criteria can be found in [Appendix 1](#) of this document.

It is essential that the evidence in the portfolio reflects the application of skills in real-world situations. Learners should ensure that they provide multiple examples or references whenever the assessment criteria require it.

8.2 Understanding the Units

The units outlined in this specification establish clear assessment expectations. They serve as a valuable guide for conducting assessments and ensuring quality assurance efficiently. Each unit within this specification follows a consistent structure. This section explains the operational framework of these units. It is imperative that all educators, assessors, Internal Quality Assurers, and other personnel overseeing the qualification review and familiarise themselves with this section to ensure a comprehensive understanding of how these units function.

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within this qualification are Level 5.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Unit Content:** This provides indicative content to assist in teaching and learning.
- **Scope:** This includes possible teaching content.

9. Qualification Summary by Unit

OCN NI Level 5 Certificate in Digital Transformation

In order to achieve the OCN NI Level 5 Certificate in Digital Transformation the learner must successfully complete all three units – 25 credits.

Total Qualification Time (TQT) for this qualification:	250 hours
Guided Learning Hours (GLH) for this qualification:	125 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
K/651/7715	CBG810	Digital Transformation in an Organisational Context	8	40	Five
L/651/7716	CBG811	Digital Transformation Strategy	7	35	Five
M/651/7717	CBG812	Digital Transformation Planning	10	50	Five

10. Unit Content

10.1 Digital Transformation in an Organisational Context

Title	Digital Transformation in an Organisational Context
Level	Five
Credit Value	8
Guided Learning Hours (GLH)	40
OCN NI Unit Code	CBG810
Unit Reference No	K/651/7715
Learn Direct Code	AG2
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of digital transformation within organisations. This includes the drivers, benefits and ethical considerations associated with digital transformation as well as the factors impacting including technologies, trends, organisational leadership and structures.	
Learning Outcomes	Assessment Criteria
1. Understand the principles, drivers and benefits of digital transformation.	1.1. Research and define the key principles of digital transformation. 1.2. Evaluate the key drivers and benefits of digital transformation. 1.3. Research an organization that has undergone digital transformation identifying the key drivers and benefits.
2. Understand ethical concerns and associated considerations relating to digital transformation.	2.1. Research ethical concerns and associated considerations relating to digital transformation including: a) data privacy and security concerns b) job displacement c) environmental impact d) inclusivity and accessibility considerations e) human oversight of automated processes 2.2. Evaluate the impact of one of the ethical considerations identified in AC 2.1 on a given organisation including: a) customers or clients b) workforce
3. Understand digital technology applications and emerging trends.	3.1. Analyse emerging digital technologies and their impact within a chosen organisational context, including: a) artificial intelligence (AI) b) internet of things (IoT) c) big data d) cloud computing e) virtual reality (VR) or augment reality (AR)
4. Understand the influence and impact of leadership in digital transformation.	4.1. Analyse the role of leadership in driving and supporting digital transformation. 4.2. Summarise the main approaches that can be utilised for building a culture of innovation, experimentation and digital adoption within teams and individuals.

5. Understand how organisational structure impacts the success of digital transformation.

5.1. Evaluate the use of centralised and decentralised organisational structures within digital transformation.

5.2. Summarise the main methods teams may utilise to break down barriers and eliminate silos to enhance collaboration during digital transformation.

Assessment Guidance

NOS: Deliver technology roadmapping projects URN: TECIS210402 - [NOS Finder](#) - [National Occupational Standards](#)

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit title: Digital Transformation in a Organisational Context
1. Understand the principles, drivers and benefits of digital transformation.	<p>Scope</p> <p>Teaching will cover:</p> <p>Understanding the principles, drivers, and benefits of digital transformation how this can guide strategic decisions, fosters innovation, can improve customer experiences and contribute to organisation success.</p> <p>Topics:</p> <ul style="list-style-type: none"> digital transformation fundamentals key principles: <ul style="list-style-type: none"> customer-centricity agility technological integration innovation and experimentation data driven decision making employee empowerment drivers of digital transformation: <ul style="list-style-type: none"> changing customer expectations competition operational efficiencies technological advancement compliance and regulation employee expectations growth opportunities expected outputs/outcomes and benefits of digital transformation
2. Understand ethical concerns and associated considerations relating to digital transformation.	<p>Scope</p> <p>Teaching will cover:</p> <p>How digital transformation raises several ethical concerns and considerations which should be addressed by organisations to ensure their efforts are socially responsible and sustainable.</p> <p>Topics:</p> <ul style="list-style-type: none"> data collection, storage & use / employee surveillance and security concerns job displacement environmental impact – energy consumption / sustainable practices / reducing waste inclusivity and accessibility considerations – positive contributions to society, protecting user rights, eliminating biases in automated decision-making processes human oversight of automated processes

<p>3. Understand digital technology applications and emerging trends.</p>	<p>Scope</p> <p>Teaching will cover:</p> <p>Understanding that by embracing digital technology and emerging trends, organisations can secure a competitive edge, adapt to evolving markets, and position themselves for sustained success.</p> <p>Topics</p> <ul style="list-style-type: none"> • emergent technologies and their application/use case in organisation such as AI, cloud computing, big data, IoT etc. • processes enabled by emerging technology • utilising emergent technology • digital disruptors • digital transformation related concepts such as Nexus of forces, Industry 4.0, the third platform, social, mobile analytics and cloud (SMAC) etc.
<p>3. Understand the influence and impact of leadership in digital transformation</p>	<p>Scope</p> <p>Teaching will cover:</p> <p>The way leadership plays a pivotal role in the success of digital transformation initiatives. How leadership can understand and leverage these aspects and positively impact the success of digital transformation efforts.</p> <p>Topics:</p> <ul style="list-style-type: none"> • setting vision /strategic direction for digital transformation, long-term objectives • empowering teams • communication approaches • role modelling • decision making • market disruption • leadership and vision • calculated risks • acknowledging and rewarding innovation • employee engagement and the digital mindset • upskilling / reskilling • diverse perspectives / cross-functional teams • continuous learning and improvements
<p>4. Understand how organisational structure impacts the success of digital transformation.</p>	<p>Scope</p> <p>Teaching will cover:</p> <p>How organisational structure influences the direction and success of digital transformation and by understanding and leveraging these structures, companies can create environments that effectively support digital transformation.</p> <p>Topics:</p> <ul style="list-style-type: none"> • characteristics of organisational structures • digital strategy and innovation

	<ul style="list-style-type: none"> • IT data infrastructure • control / efficiencies / agility • cultural alignment • resource allocation • Governance • flat hierarchies • training needs analysis • cross-functional communication • empowerment / autonomy • collaborative tools • feedback methods • virtual / physical spaces • training / development
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10.2 Digital Transformation Strategy

Title	Digital Transformation Strategy
Level	Five
Credit Value	7
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBG811
Unit Reference No	L/651/7716
Learn Direct Code	AG2
<p><i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of the principles underpinning digital transformation strategies and tools and methodologies to assist with development. The learner will also develop a digital transformation strategy for a given organisation.</p>	
Learning Outcomes	Assessment Criteria
1. Understand the principles of digital transformation strategy.	<p>1.1. Evaluate the factors that impact digital transformation success within a given industry sector.</p> <p>1.2. Research and evaluate business models enabled by digital transformation including:</p> <ul style="list-style-type: none"> a) ad supported b) e-commerce c) subscription d) crowdfunded e) access over ownership f) data monetization g) digital twins h) PaaS
2. Understand change management and compliance issues associated with developing a digital transformation strategy.	<p>2.1. Evaluate two change management methods that can be used utilised in a digital transformation context.</p> <p>2.2. Evaluate two strategies for maintaining compliance with legal and regulatory standards as they relate to a chosen organization undergoing digital transformation.</p>
3. Understand processes and methods of assessing and addressing deficiencies in team capabilities in the delivery of digital transformation.	<p>3.1. Research and summarise methods and practices of assessing team skills and competencies relating to digital transformation.</p> <p>3.2. Research and summarise approaches and strategies that may be employed to bridge skills gaps and address the needs of individuals and teams.</p>
4. Understand how to assess preparedness for digital transformation and evaluate existing process and system inefficiencies.	<p>4.1. Research and summarise techniques, tools and models for assessing digital transformation preparedness.</p> <p>4.2. Evaluate and explain methods of identifying inefficiencies in current processes and systems including:</p> <ul style="list-style-type: none"> a) process mapping b) root cause analysis c) workflow observations
5. Be able to develop a digital transformation strategy.	<p>5.1. Use evaluation undertaken in AC 4.2 to select and apply appropriate methods to identify inefficiencies in current processes</p>

and systems in a given organisation identifying opportunities for digital transformation.

5.2. Use opportunities for digital transformation identified in AC5.1 to develop a digital transformation strategy that will include the following:

- a) vision and objectives
- b) current state assessment
- c) opportunities
- d) challenges
- e) roadmap

Assessment Guidance

NOS: Lead user centred design activities URN: TECDT120151 - [NOS Finder](#) - [National Occupational Standards](#)

Design and implement business analysis strategy URN: TECDT20761 - [NOS Finder](#) - [National Occupational Standards](#)

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit title: Digital Transformation Strategy
1. Understand the principles of digital transformation strategy.	<p>Scope</p> <p>Teaching will cover:</p> <p>How a digital transformation strategy forms a guiding vision for integrating digital technologies within an organisation. How it focuses on identifying and utilising new capabilities to harness opportunities. How the strategy helps in making informed decisions about adopting and investing in digital transformation processes</p> <p>Topics:</p> <p>Strategy success factors i.e. preparedness, leadership/vision, employee engagement, culture, senior support, IT infrastructure, skills and capabilities, customer focus, analytics and data, feedback and reporting.</p> <p>The following organisation models and understanding their key features and how they utilise digital technologies:</p> <ol style="list-style-type: none"> ad supported ecommerce freemium marketplace/platform subscription aggregator site crowdfunded on demand access over ownership data monetization digital twins PaaS
2. Understand change management and compliance issues associated with developing a digital transformation strategy.	<p>Scope</p> <p>Teaching will cover:</p> <p>The use of effective change management for successful adoption of digital transformation.</p> <p>Topics:</p> <ul style="list-style-type: none"> Kotter's 8 step model awareness, desire, knowledge, ability, and reinforcement model (ADKAR) Lewin's change management model McKinsey's S7 Prosci's change management methodology Bridges transition model Compliance auditing Monitoring change Frameworks for compliance

<p>3. Understand processes and methods of assessing and addressing deficiencies in team capabilities in the delivery of digital transformation.</p>	<p>Scope</p> <p>Teaching will cover:</p> <p>The assessment of team skills and competencies and how they are crucial for identifying strengths, addressing weaknesses, and fostering development. How adopting approaches to assessing and developing a team's skills and capabilities will be beneficial when defining digital transformation strategy.</p> <p>Topics:</p> <ul style="list-style-type: none"> • stakeholder/employee surveys and questionnaires • performance reviews / self-assessments • skills tests • SWOT analysis • gap analysis • training, upskilling, reskilling • development programs • mentorship and coaching • workshops and accreditations • culture of continuous learning • talent acquisition
<p>4. Understand how to assess preparedness for digital transformation and evaluate existing process and system inefficiencies.</p>	<p>Scope</p> <p>Teaching will cover:</p> <p>Evaluating technical capabilities for digital transformation requiring a blend of tools, methods, and processes to ensure a detailed assessment and determine the feasibility of any initiatives.</p> <p>Topics:</p> <ul style="list-style-type: none"> • digital Maturity models • technical audits (ITIL / COBIT) • cyber security assessment tools • capability mapping / benchmarking • digital capability framework / digital readiness index • process analysis • risk assessments • pilot projects • process mapping / visualization • analysis data • root cause analysis (RCA) - 5 ways method / fishbone diagrams etc • organisation process management software • stress testing • simulations
<p>5. Be able to develop a digital transformation strategy.</p>	<p>Scope</p> <p>Teaching will cover:</p> <p>The development of a digital transformation strategy involving developing elements that, when combined, establish a vision necessary to implement initiatives that are transformative.</p> <p>Topics:</p>

	<ul style="list-style-type: none">• Vision and objectives - defined goals and the desired end state of the transformation• Current state assessment - analysis of the organisation's current capabilities, processes, and systems.• Opportunities / challenges - benefits sought• Roadmaps – milestones, timescales, deliverables, dependencies
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10.3 Digital Transformation Planning

Title	Digital Transformation Planning
Level	Five
Credit Value	10
Guided Learning Hours (GLH)	50
OCN NI Unit Code	CBG812
Unit Reference No	M/651/7717
Learn Direct Code	AG2
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of how to carry out the planning of a digital transformation project including project management methodologies, management and monitoring. The learner will also understand how to develop a digital transformation project plan for a given organisation example.	
Learning Outcomes	Assessment Criteria
1. Understand project management methodologies used in digital transformation projects.	1.1. Research and evaluate the following project management methodologies and their potential to deliver successful digital transformation projects: a) agile b) scrum c) waterfall d) lean 1.2. Critically compare methodologies evaluated in AC 1.1 in terms of their effectiveness to deliver a successful digital transformation project for a given organisation.
2. Understand how to control and solve problems associated with the delivery of digital transformation projects.	2.1. Research and summarise methods to monitor and control progress of digital transformation projects. 2.2. Examine two techniques for problem solving and data driven decision making.
3. Understand how to measure outcomes of digital transformation projects.	3.1. Research and evaluate methods and metrics used to measure success of digital transformation projects. 3.2. Evaluate the outcomes of a given digital transformation project against the planned objectives and success criteria, identifying opportunities for improvement.
4. Be able to develop a digital transformation project proposal.	4.1. Explain the principles of each of the following elements of a digital transformation project proposal: a) executive summary b) scope statement c) business case d) project plan e) risk management 4.2. Develop a digital transformation project proposal in line with the strategic objectives of a given organisation, comprising the elements identified in AC 4.1

Assessment Guidance
NOS: Plan IT business analysis assignments URN: TECDT20151 - [NOS Finder](#) - National Occupational Standards

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit title: Digital Transformation Planning
1. Understand project management methodologies commonly used in digital transformation projects.	<p>Scope</p> <p>Teaching will include:</p> <p>Why digital transformation projects require effective project management methodologies to ensure successful outcomes. Understanding how distinctions between methodologies and their use cases allows for selection of the most appropriate approach for each project.</p> <p>Topics:</p> <ul style="list-style-type: none"> • Methodologies including • Agile – iterative development, continuous improvement, flexibility and adaptability. • SCRUM processes, removal of obstacles, sprints, time-boxing • Waterfall - A linear and sequential project management approach that is structured and predictable, involving clearly defined project requirements and phases such as PRINCE 2, a popular process-based methodology. • Lean – maximising value & minimising waste, JIT (just-in-time) delivery.
2. Understand how to manage and lead the delivery of a digital transformation project	<p>Scope</p> <p>Teaching will include:</p> <p>The importance of projects staying on track if they are to achieve the desired outcomes and deliver benefits sought. Applying and implementing the appropriate tools, processes, and methods to increase the success of projects delivery.</p> <p>Topics:</p> <ul style="list-style-type: none"> • project management tools • Gantt charts • Work breakdown structure (WBS) • earned value management • project milestones • quality control • data driven decision making (DDDM) • organisation intelligence (BI) • interpreting data • A/B Testing • forecasting / predictive analytics • mind mapping
3. Understand how to monitor and measure outcomes of digital transformation projects.	<p>Scope</p> <p>Teaching will include:</p> <p>Understanding why evaluating the success of digital transformation projects requires tracking a variety of metrics and employing different methods and tools. Understanding which metrics should be monitored and their implications to ensure that initiatives are achieving the desired outcomes.</p>

	<p>Topics:</p> <ul style="list-style-type: none"> • setting goals / prioritization • key performance indicators (KPIs) • performance monitoring tools • return on investment ROI • productivity tracking • customer experience metrics including net promoter score (NPS) , customer satisfaction score (CSAT), customer effort score (CES) etc.
<p>5. Understand the processes involved with creating a digital transformation project proposal.</p>	<p>Scope</p> <p>Teaching will include:</p> <p>How effective project planning is essential for enabling digital transformation, ensuring that implemented projects are strategically aligned, feasible, and capable of delivering value</p> <p>Topics:</p> <ul style="list-style-type: none"> • Project = the tactical and finite component of digital transformation • components of a plan project i.e. scope, business case, project plans including the following: <ul style="list-style-type: none"> a) executive summary - summation of the project objectives, timelines, and key deliverables / outputs b) scope statement – project boundaries, acceptance criteria, assumptions, constraints, project deliverables. c) organisation case – providing justification for project proposal, recommendations, outline of project undertaking, decision making. d) project plan – schedules, resource planning, communication plans, quality e) risk management – risk identification, impact, ownership and mitigation.

11. Quality Assurance of Centre Performance

11.1 Internal Quality Assurance

When delivering and assessing this qualification, centres must align with stakeholders' expectations and address learners' needs by implementing a practical and applied programme. Centres have the flexibility to customise programmes to meet local requirements and establish connections with local employers and the broader vocational sector.

The Assessor should work with the Internal Quality Assurer to ensure that the assessment is planned in line with OCN NI requirements. Assessment Plans must be developed and approved by the Internal Quality Assurer prior to the delivery of the qualification.

All units within this qualification must undergo internal assessment. Learners must provide evidence that they have appropriately met all assessment criteria required for that grade.

The assessment format for all units involves a task conducted after the delivery of the unit's content, or part of it, if multiple tasks are used. Tasks may exhibit in various forms, encompassing practical and written types. Please refer to 'OCN NI's Assessment Definitions Guide' for additional details.

A task constitutes a distinct activity completed independently by learners, separated from teaching, practice, exploration, and other activities guided by tutors. Tasks are assigned to learners with a specified start date, completion date, and explicit requirements for the evidence to be produced. Some tasks may include observed practical components and require diverse forms of evidence.

A valid assignment will enable a clear and formal assessment outcome which meets the requirements of the assessment criteria. Assessment decisions are based on the specific assessment criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualification.

It is the Assessor's role to ensure that learners are appropriately prepared for assessment, this begins from induction onwards. Assessors should ensure that learners understand how assessment tasks are used to determine the award of credit, the importance of meeting assessment timelines, and that all learners work must be independently created, where source documents are used this should be appropriately referenced, learners should be aware of what would constitute plagiarism and the possible consequences.

When conducting the assessment, Assessors must ensure they do not provide direct input, instructions or specific feedback which may compromise the authenticity of the work submitted.

Once the Assessor has authenticated the learners work, they must transparently demonstrate the rationale behind their assessment decisions. Once a learner completes all assigned tasks for a unit, the Assessor will allocate a grade for the unit. Refer to the 'Unit Grading Matrix' for additional information on the grading process.

Once the Assessor has completed the assessment process for the task, the assessment decision is recorded formally, and feedback is provided to the learner. The feedback should show the learner the outcome of the assessment decision, how it was determined or where the criteria has been met, it may indicate to the learner why achievement of the assessment criteria has not been met. It must be clear to the learner that this Assessment outcome is subject to verification.

For further information on assessment practice, please see the 'OCN NI Centre Handbook'. Assessment Training is also available and can be booked through the OCN NI Website.

11.2 Internal Quality Assurance

The role of the Internal Quality Assurer is to ensure appropriate internal quality assurance processes are carried out. The Internal Quality Assurer must oversee that assessments are conducted in accordance with relevant OCN NI policies, regulations, and this specification.

The Internal Quality Assurer must ensure assessments are fair, reliable, and uniform, thereby providing a consistent standard for all learners.

Internal Quality Assurers are required to provide constructive feedback to Assessors, identifying areas of strength and those that may require improvement. This feedback contributes to the ongoing professional development of Assessors.

Contributing to the standardisation of assessment practices within the centre is an important function of this role. This entails aligning assessment methods, grading criteria, and decision-making processes to maintain fairness and equity.

Internal Quality Assurers will actively engage in the sampling and monitoring of assessments to ensure the consistency and accuracy of assessment decisions. This process helps identify trends, areas for improvement, and ensures the robustness of the overall assessment system.

For further information on Internal Quality Assurance practice, please see the 'OCN NI Centre Handbook'. Internal Quality Assurance Training is also available and can be booked through the OCN NI Website.

11.3 Documentation

For internal quality assurance processes to be effective, the internal assessment and Internal Quality Assurance team needs to keep effective records.

- The programme must have an assessment and Internal Quality Assurance plan. When producing a plan, they should consider:
 - the time required for training and standardisation activities
 - the time available to undertake teaching and carry out assessment,
 - consider when learners may complete assessments and when quality assurance will take place
 - the completion dates for different assessment tasks
 - the date by which the assignment needs to be internally verified
 - sampling strategies
 - how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
 - how resubmission opportunities can be scheduled

The following documents are available from OCN NI and document templates can be found in the Centre Login section of the OCN NI website www.ocnni.org.uk:

- A1 – Learner Assessment Record per Learner
- Learner Authentication Declarations
- Records of any reasonable adjustments applied for and the outcome – please see 'OCN NI's Reasonable Adjustments and Special Consideration Policy' for further information
- M1 Internal Quality Assurance Sample Record
- M2 Feedback to Assessor
- Records of any complaints or appeals

11.4 External Quality Assurance

All OCN NI recognised centres are subject to External Quality Assurance. External quality assurance activities will be conducted to confirm continued compliance with the CCEA Regulation General Conditions of Recognition, OCN NI terms and conditions and the requirements outlined within this qualification specification.

The External Quality Assurer is assigned by OCN NI. The External Quality Assurer will review the delivery and assessment of this qualification. This will include, but is not limited to, the review of a sample of assessment evidence and evidence of the internal quality assurance of assessment and assessment decisions. This will form the basis of the External Quality Assurance report and will help OCN NI determine the centre's risk.

The role of the External Quality Assurer serves as an external overseer of assessment quality, working to uphold consistency, compliance, and continuous improvement within the assessment process. Their role is crucial in ensuring that assessments are valid, reliable, fair, and aligned with the required standards and regulations.

For further information on OCN NI Centre Assessments Standards Scrutiny (CASS) Strategy, please see the OCN NI Centre Handbook.

11.5 Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and the application of standards. Standardisation events:

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and Internal Quality Assurance

Centres offering this qualification must carry out internal standardisation activities prior to the claim for certification.

Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested.

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant Assessor and Internal Quality Assurer documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

12. Administration

12.1 Registration

A centre must register learners for this qualification within 20 days of commencement of the delivery of the programme.

For further information on learner registration please see the OCN NI Centre Handbook and the QuartzWeb Manual, available through the Centre Login section of the OCN NI website. Administration training is also available and can be booked through www.ocnni.org.uk.

12.2 Certification

Once all internal quality assurance activities have been successfully completed, the centre can claim certification for the learner(s).

Certificates will be issued to centres within 20 working days from completion of a satisfactory external quality assurance activity, if appropriate, alternatively from the submission of an accurate and complete marksheet.

It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

For further information on the uploading of results please see the QuartzWeb Manual for guidance, administration training is also available and can be booked through [OCN NI](#)

12.3 Charges

OCN NI publishes all up-to-date qualification fees in its Fees and Invoicing Policy document. Further information can be found on the centre login area of the OCN NI website.

12.4 Equality, Fairness and Inclusion

OCN NI's are committed to ensuring all learners have an equal opportunity to access our qualifications and assessment, and that our qualifications are awarded in a way that is fair to every learner.

OCN NI is committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers

For information on reasonable adjustments and special considerations please see the OCN NI Centre Handbook and Reasonable Adjustments and Special Considerations Policy held in the back office of the OCN NI website.

12.5 Retention of Evidence

OCN NI has published guidance for centres on the retention of evidence. Details are provided in the OCN NI Centre Handbook and can be accessed via the OCN NI website.

OCN NI Level 5 Certificate in Digital Transformation
Qualification Number: 610/6491/9

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12.6 Appendix 1 - Definition of OCN NI's Assessment Verbs

The following verbs are working definitions of those used in OCN NI assessments with examples of how they can be applied and used in different but equally valid contexts.

Verb	Definition	Example
Analyse	To examine a subject systematically by breaking it into component parts, identifying relationships between elements, and explaining how these parts contribute to the overall meaning or function	The learner will be expected to break down the subject into its key components or constituent parts to understand its structure. Examine relationships between these different elements to identify patterns, connections, or dependencies. Investigate causes and effects to understand how different factors influence outcomes. Compare and contrast different aspects to highlight similarities, differences, and significance. Evaluate the importance of each component in relation to the whole system or concept. Draw evidence-based conclusions about how the individual parts work together to create the overall meaning, purpose, or function. Consider multiple perspectives to provide a comprehensive understanding of the subject's complexity and nuances.
Critically compare	To systematically examine similarities and differences between subjects, evaluating their relative strengths, weaknesses, and significance while making reasoned judgements about their effectiveness or value.	The learner will be expected to identify key criteria for comparison to ensure evaluation is systematic and focused on relevant aspects. Examine similarities between the subjects to understand common features, approaches, or characteristics they share. Analyse differences to highlight distinct qualities, methods, or outcomes that set them apart. Evaluate strengths and limitations of each subject using evidence and reasoned argument rather than personal opinion. Assess relative significance by determining which aspects are most important within the given context or purpose. Make evidence-based judgements about which subject performs better against specific criteria or objectives. Consider multiple perspectives to ensure comparisons acknowledges different viewpoints and potential biases. Draw

		substantiated conclusions about the overall effectiveness, value, or appropriateness of each subject based on your systematic evaluation.
Develop	To create, refine, and advance an item, process, or algorithm from initial concept to a functional and optimized solution.	<p>The learner will be expected to generate an initial concept or idea for the item, process, or algorithm. This involves identifying a problem or need and proposing an innovative solution. The learner conducts thorough research and analysis to inform the development process. This includes gathering relevant information, studying existing solutions, and understanding the requirements and constraints. The learner creates detailed designs and plans for the development. This includes outlining the structure, components, and steps required to bring the concept to fruition. The learner implements the design by constructing the item, executing the process, or coding the algorithm. This involves practical application of skills and knowledge to develop a functional solution. The learner tests and evaluates the developed solution to ensure it meets the desired objectives and performs as expected. This involves identifying and addressing any issues or deficiencies.</p> <p>The learner refines and optimizes the developed solution based on feedback and test results. This involves making improvements to enhance performance, efficiency, and effectiveness. The learner documents the development process, including the initial concept, research, design, implementation, testing, and refinements. This ensures clarity and traceability.</p>
Examine	To investigate a subject thoroughly and systematically, looking closely at its details, features, and characteristics to gain comprehensive understanding and identify key aspects or issues.	<p>The learner will be expected to Investigate thoroughly by gathering comprehensive information from multiple reliable sources to build a complete picture. Look closely at details to identify specific features, components, or characteristics that might not be immediately obvious. Explore systematically by following a logical structure or framework to ensure no important aspects are overlooked. Identify key aspects that are most significant or relevant to the subject being studied. Scrutinise evidence carefully to distinguish between facts, opinions, and</p>

		assumptions. Consider different dimensions of the subject, including its context, background, and potential implications. Document findings clearly to demonstrate the depth and breadth of your investigation. Recognise patterns or trends that emerge from detailed observation and analysis.
Explain	Make clear a given subject matter and / or give reasons for the procedure in a given situation or regarding a given subject matter. Set out purposes or reasons to rationalise a response or action.	The learner will be expected to make the subject clear by presenting information in a logical, structured way that others can easily understand. Give reasons for why something happens, exists, or is done in a particular way, using evidence to support your explanations. Set out purposes by identifying the aims, objectives, or goals behind actions, decisions, or processes. Show cause and effect relationships to demonstrate how one factor leads to or influences another. Use appropriate terminology accurately to ensure explanation is precise and professional. Provide step-by-step processes when describing how something works or should be carried out. Justify reasoning by offering logical arguments and evidence to support points. Connect theory to practice by showing how underlying principles apply in real situations. Anticipate questions an audience might have and address potential areas of confusion or misunderstanding
Evaluate	To make reasoned judgements about the value, effectiveness, or significance of a subject by weighing evidence, assessing strengths and weaknesses, and reaching supported conclusions.	The learner will be expected to establish clear criteria for judgement to ensure evaluation is objective and systematic rather than based on personal preference. Gather relevant evidence from credible sources to support assessment and provide a solid foundation for judgements. Assess strengths and weaknesses by identifying what works well and what doesn't, considering both positive and negative aspects fairly. Weigh evidence carefully by considering the quality, reliability, and relevance of different sources and information. Consider multiple perspectives to ensure evaluation acknowledges different viewpoints and potential biases. Make reasoned judgements based on logical analysis rather than unsupported opinions or assumptions. Measure

		against standards by comparing the subject to established benchmarks, best practices, or expected outcomes. Draw supported conclusions that are clearly linked to the evidence presented and the criteria established. Consider implications of findings for future decisions, actions, or understanding.
Research	To systematically investigate a subject using multiple credible sources, gathering relevant information through structured inquiry methods to develop comprehensive knowledge and understanding.	The learner will be expected to plan an investigation by defining clear research questions, objectives, and scope to ensure inquiry remains focused and purposeful. Identify credible sources including academic journals, professional publications, government reports, and reputable industry sources to ensure reliability. Use multiple research methods such as literature reviews, surveys, interviews, or case studies to gather comprehensive data from different perspectives. Apply systematic search strategies using appropriate keywords, databases, and search techniques to locate relevant and current information. Evaluate source credibility by assessing the authority, accuracy, currency, and relevance of each source before including it in research. Record and organise information systematically using appropriate referencing systems to maintain academic integrity and enable verification. Analyse findings objectively by identifying patterns, trends, and relationships within the data collected. Synthesise information from different sources to develop new insights and comprehensive understanding of the subject. Document methodology used clearly so others can understand and potentially replicate the research approach.
Summarise	To present the main points, key findings, or essential information of a subject in a concise format, capturing the most important aspects without unnecessary detail	The learner will be expected to identify the main points by distinguishing between essential information and supporting details to focus on what is most important. Extract key findings from source material, selecting the most significant results, conclusions, or outcomes that address the core purpose. Eliminate unnecessary detail by removing examples, repetition, and peripheral information that doesn't contribute to the

		central message. Maintain logical structure by organising the summary in a coherent sequence that reflects the original flow of ideas or arguments. Use the learner's own words where possible to demonstrate understanding while preserving the original meaning and intent of the source. Preserve accurate meaning by ensuring condensed version faithfully represents the author's main arguments and conclusions. Apply appropriate length by matching the summary's scope to the requirements while ensuring all essential points are covered. Check for completeness to verify that no critical information has been omitted that would affect understanding of the subject. Maintain objectivity by presenting the information neutrally without adding the learner's own opinions or interpretations.
Use	To effectively apply information, items, or equipment to produce desired outcomes or enhance understanding.	The learner will be expected to effectively apply the information, items, or equipment to achieve specific objectives. This involves understanding how to utilize resources correctly and purposefully. The learner carries out tasks using the provided resources to produce tangible items or results. This involves following procedures accurately and using the resources as intended. The learner uses the resources to solve problems or complete tasks. This involves critical thinking, creativity, and the ability to apply knowledge in practical scenarios. The learner demonstrates a thorough understanding of how to use the resources to inform their actions and decisions. This involves integrating knowledge and resources to enhance their overall comprehension and performance. The learner uses the resources efficiently, minimizing waste and maximizing effectiveness. This involves planning, organizing, and executing tasks in a streamlined manner.