# Digital and Technology Solutions

# Professional Degree Apprenticeship

Business Systems and Processes

Level 5

20 credits

Written by: Sharon Moyo (Sibanda)

Checked by:

Programme Leader Approval:

Approved for Single / Multiple Use:

Review (Multiple Use): 12 months from creation

## Assessment Brief

This assessment brief provides details of the overall assessment for your module. Where a module has multiple components, these are listed below. It will provide outline details of the examination and specific instructions for any coursework elements.

Component 1: Coursework Assignment (100%)   
Description: 3,000-word assignment  
Title: *Use the process in scope within your title*.

An overall mark of at least 40% must be achieved to pass the module.

Submission details

|  |  |  |
| --- | --- | --- |
| Component | Date | Time |
| Early draft – will provide feedback up to 1/3rd of an assignment or some aspect draft | Monday Week 9 | 14:01 |
| Coursework | Friday Week 10 | 14:01 |

Module Learning Outcome Assessment Matrix

|  |  |
| --- | --- |
| Learning Outcome | Coursework |
| Examine the importance of analysing business systems and processes in various contexts. | ✓ |
| Apply a range of appropriate tools and techniques to model a business process. | ✓ |
| Demonstrate how business process modelling tools and techniques can be applied to develop process improvement. | ✓ |

# Component 1: Assignment Brief

Total Marks: 100%

Word count: The overall word count for this assignment is 3000 words. It is suggested that this amount is divided in proportion to the weightings of the questions within the marking rubric.

**All submissions must have a completed cover sheet attached (See Appendix A).**

## Assignment Context:

This assignment allows you to show your understanding of the concepts discussed within the module, and to draw on those within your own organisation or for a client, or an alternative organisational setting if yours is not possible.

This will be by developing a business case for a business process change project. You will have opportunities to conduct analysis and modelling that will support the identification of strategic positions and options for the identified organisation.

Task 1: (30%) Process Analysis and Modelling

Analyse a specific critical business process within a functional unit or a critical business process for your organisation of focus. Analyse the documented process and scope the business process problem(s), with a focus on identifying inefficiencies.

Include high-level and low-level detail as appropriate, including relevant analysis/modelling diagrams, with a discussion around the benefits and challenges of the current process. Explain your choice of analysis technique(s) and how each model helps to visualise different aspects of the process.

Task 2: (30%) Process Redesign and Modelling

Discuss two process improvements for process redesign and modelling for the chosen business process. This may refer to the analysis from Task 1 but must include relevant module material. High-level and low-level detail, including relevant analysis/modelling diagrams, should be included in addition to the benefits and challenges these process changes will bring to the company.

In your analysis, apply relevant theoretical frameworks and concepts related to your suggested business process improvements. Provide the reader with an understanding of the company’s viable options and a justified recommendation.

Task 3: (30%) Process Implementation

Discuss implementation and process management of the business process from Task 2 using relevant module material. Review the role of technology and reflect on the tools/concepts that can be utilised to assess viability to support organisational choices.

You may consider one or more of the following technologies or choose other alternatives in your reflection: Artificial Intelligence, Machine Learning, and Robotic Process Automation (RPA) as possible areas of discussion. Discuss the importance and application of ongoing monitoring and evaluation of processes.

Academic Conventions: (10%)

**Up to 10 marks** can be awarded for the entire task for the overall structure, strength of argument, referencing and use of language including the use of the Roehampton Harvard Referencing Style. For an excellent performance, your work will be based on several good qualities and relevant resources.

Please note:

The completed tools/concepts should be included in your appendices and discussed within the main body of your report. They must be appropriately referenced using Roehampton’s latest full Harvard Reference guide. Third person is required for this assignment.

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| **Task** | **80-100%** | **70-79%** | **60-69%** | **50-59%** | **40-49%** | **0-39%** |
| **Task 1: (30%) Process Analysis and Modelling** | The learner has provided an outstanding and well detailed problem statement and demonstrated deep knowledge regarding the various factors which relate to the problem such as the reasons why it exists. The problem has been discussed and clearly contextualised in the business environment.  The learner has produced an outstanding current process evaluation which has clear analysis and modelling throughout, and they have discussed the impact on the organisation, with regards to overall impacts, costs, and revenue. Expansive evidence of wider reading and supporting information is provided. | The learner has provided an excellent and detailed problem statement and demonstrated clear knowledge regarding the various factors which relate to the problem such as the reasons why it exists. The problem has been discussed and contextualised in the business environment.  The learner has produced an excellent current process evaluation which has detailed analysis and modelling throughout, and they have discussed the impact on the organisation, with regards to overall impacts, costs, and revenue.  Evidence of wider reading and supporting information is provided. | The learner has provided a very good and detailed problem statement and demonstrated some knowledge regarding the various factors which relate to the problem such as the reasons why it exists. The problem has been linked to the business environment.  The learner has produced a very good current process evaluation which has detailed analysis and modelling throughout, and they have discussed the impact on the organisation, with regards to overall impacts, costs, and revenue.  Evidence of further reading and supporting information is provided. | The learner has provided a good problem statement. References are made regarding various factors related to the problem statement and some links to the business environment have been made.  The learner has produced a good current process evaluation which has some analysis and modelling throughout, and they have referred to the impact on the organisation. Some supported information is provided. | The learner has provided a basic problem statement. Limited references to analysis are made regarding various factors related to the problem statement and limited links to the business environment have been made.  The learner has produced a basic current process evaluation which has limited analysis and modelling and they have made some reference to the impact on the organisation. Limited supporting information is provided. | The learner has provided little or no problem statement. Little or no references to analysis are made regarding various factors related to the problem statement and little or no links to the business environment have been made.  The learner has produced little or no current process evaluation which has little or no analysis and modelling making little or no reference to the impact on the organisation. |
| **24-30 marks** | **21-23 marks** | **18-20 marks** | **15-17 marks** | **12-14 marks** | **0-11 marks** |
| **Task 2: (30%) Process Redesign and Modelling** | The learner has discussed alternatives outstandingly well when making comparisons. Simultaneously, they have provided an exceptional justification of the selected alternatives.  The learner has produced an outstanding recommendation which has clear analysis and modelling throughout, and they have discussed the impact on the organisation, with regards to overall impacts, costs and revenue, and the technical implementation required.  Expansive evidence of wider reading and supporting information is provided. | The learner has discussed excellent alternatives when making comparisons. Simultaneously they have provided an outstanding justification of the selected alternatives.  The learner has produced an excellent recommendation which has detailed analysis and modelling throughout, and they have discussed the impact on the organisation, with regards to overall impacts, costs and revenue, and the technical implementation required.  Evidence of wider reading and supporting information is provided. | The learner has provided a very good and detailed discussion of alternatives when making comparisons. Simultaneously they have provided a clear and detailed justification of the selected alternatives.  The learner has produced very good recommendation which have detailed analysis and modelling throughout, and they have discussed the impact on the organisation, with regards to overall impacts, costs and revenue, and the technical implementation required.  Evidence of further reading and supporting information is provided. | The learner has provided a good discussion of alternatives when making comparisons. Simultaneously they have provided a detailed justification of the selected alternatives.  The learner has produced a good recommendation which has some analysis and modelling throughout, and they have referred to the impact on the organisation and the technical implementation required.  Some supported information is provided. | The learner has provided a basic discussion of alternatives including some comparisons. They have also provided some limited justification of the selected alternatives.  The learner has produced a basic recommendation which has limited analysis and modelling and they have made some reference to the impact on the organisation and the technical implementation required.  Limited supporting information is provided. | The learner has provided little or no discussion of alternatives with little or no comparison. They have also provided little or no justification of the selected alternatives  The learner has produced little or no recommendation which has little, or no analysis and modelling and they have made little or no reference to the impact on the organisation and the technical implementation required. |
| **24-30 marks** | **21-23 marks** | **18-20 marks** | **15-17 marks** | **12-14 marks** | **0-11 marks** |
| **Task 3: (30%) Process Implementation** | The learner has discussed the process implementation approach outstandingly well and have provided expansive evidence of goals, metrics and milestones clearly contextualised in the business environment. | The learner has discussed an excellent process implementation approach, and have provided very detailed evidence of goals, metrics and milestones clearly contextualised in the business environment. | The learner has discussed a very good process implementation approach, and have provided detailed evidence of goals, metrics and milestones clearly contextualised in the business environment. | The learner has provided a good process implementation approach and have provided some evidence of goals, metrics and milestones mainly contextualised in the business environment. | The learner has produced basic documentation regarding the process implementation approach and have provided limited evidence of goals, metrics and milestones which lacks some contextualised to the business environment. | The learner has produced little or no documentation regarding the process implementation approach and have provided little or no evidence of goals, metrics and milestones which severely lacks any contextualisation to the business environment. |
| **24-30 marks** | **21-23 marks** | **18-20 marks** | **15-17 marks** | **12-14 marks** | **0-11 marks** |
| **Academic Conventions (10%)** | Outstanding and well-presented report that contains all key elements. Wide range of relevant literature used critically to inform argument, balance discussion and/or inform problem-solving. Consistently accurate and assured use of academic conventions. | An excellent and well-presented report that contains all key elements. Wide range of relevant literature used critically to inform argument, balance discussion and/or inform problem-solving. Consistently accurate and assured use of academic conventions. | Very good and well-presented report that contains all or most key elements. Critical engagement with appropriate reading. Research-informed literature integrated into the work. Good use of academic conventions. Consistently accurate use of academic conventions. | Well-presented report that contains all or most key elements. Knowledge of literature beyond core text(s). Literature used accurately but descriptively. Academic skills generally sound. Good use of academic conventions. | Basic level. Report presented with some key elements. Some evidence of reading, with superficial linking to given text(s) Some academic conventions evident and largely consistent, but with some weaknesses. | Report presented with some key elements. Evidence of little reading appropriate for the level of study, and/or indiscriminate use of sources. Academic conventions used weakly. |
| **8-10 marks** | **7 marks** | **6 marks** | **5 marks** | **4 marks** | **0-3 marks** |

Section 2: General Assessment Brief Guidance

Supporting assessment documentation, rules, and regulations.

To view the academic rules and guidance documents for the topics listed below, please follow this link to the Degree Apprenticeship Handbook (DAH) module in Canvas: <https://canvas.qa.com/courses/1041>

If you are unable to access this module, please contact [qaadegreeadmin@qa.com](mailto:qaadegreeadmin@qa.com) who will be able to resolve this for you.

Guidance found in the DAH:

* University of Roehampton Academic Regulations
* Regulations and Quality Assurance Overview
* Key contacts
* Mitigating Circumstance documentation
* Academic misconduct Procedure
* Final degree award calculation
* Appeals guidance
* Examination regulations
* Student feedback committees
* External examiner reports

### ASSIGNMENT COVER SHEET

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| --- | --- | --- |
| Student’s name | (First name) | (Last name) |
| Module name |  |  |
| Title of assignment |  |  |
| Complete Word Count in my assignment |  |  |
| Date submitted |  |  |

All work must be submitted by the due date. If an extension of time to submit work is required, a [Mitigating Circumstances Extension Form](https://canvas.qa.com/courses/1041/files/660514?module_item_id=143660) must be submitted.

Has an extension been approved? Yes No   
  
If yes, please give the new submission date ….…/..…./…….

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| **IMPORTANT: THIS STATEMENT MUST BE READ AND SIGNED**  Academic Integrity Statement  Academic integrity and honesty are fundamental to the academic work you produce at the University of Roehampton. You are expected to complete coursework which is your own and which is referenced appropriately. The university has in place measures to detect academic dishonesty in all its forms. If you are found to be cheating or attempting to gain an unfair advantage over other students in any way, this is considered academic misconduct, and you will be penalised accordingly. We declare that the work we are submitting is our own work, is properly referenced and has not been submitted elsewhere. |
| Student signature (to include student’s full name):    Date: |