



Unit Outline (Higher Education)

Institute / School:	Global Professional School
Unit Title:	DIGITAL TRANSFORMATION: SERVICE DESIGN
Unit ID:	GPSIT1010
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	029999

Description of the Unit:

This project aims to prepare learners to partake in the discovery elements of a digital transformation project. Team projects will be based on a digital challenge starting from the problem identification, scope definition, project planning, gathering and analysing data and execution in the form of prototypes of a digital product being designed from fundamentals.

Working in teams of 4-5, a project manager and a product owner, learners will utilise tools and develop skills necessary in discovery projects for digital transformation, synthesize self-gathered and publicly available qualitative data to turn them into actionable specifications for digital design. The learnings from the project can be applied in job roles that focus on digital design and transformation, agnostic to sector, industry or geographies.

Grade Scheme: Ungraded (S, UN)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: No

Supplementary assessment is not available to students who gain a fail in this Unit.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	✓	■	■	■

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Learn different methods used in discovery projects for digital transformation such as primary and secondary qualitative research, digital design, feature specification writing.
- K2.** Understand the different elements of a digital transformation project plan, its key milestones as determined by the scope of the project, the methods used in the discovery phase and the team's capabilities – to fit within the time allocated for the course.
- K3.** Gain expertise in operational tasks such as mapping project stakeholders, taking comprehensive notes during discovery interviews and developing flow diagrams.
- K4.** Develop the know-how of creating different types of outputs for a digital transformation project such as a visual report, personas, prototypes or a comparative analysis document.

Skills:

- S1.** Set clear goals with the team, work around barriers or blockages to execute the project plan and get the desired outcomes for the course.
- S2.** Undertake secondary research and analyse qualitative data to extract macro insights and trends to help define the project plan and direction.
- S3.** Interact with different stakeholders such as potential users of the digital product, product owners, teams working on a similar project, tailoring communication styles and methods used as appropriate.
- S4.** Work creatively and effectively in a collaborative manner in the team playing to its members' strengths.
- S5.** Communicate effectively, constructively, and in a timely manner with the team and product owner during team meetings, retrospectives, and everyday working sessions.

Application of knowledge and skills:

- A1.** Undertake in-depth analysis of a problem area for the course, learning from solutions offered in different industries and sectors, applying it specifically to the project and its clearly defined scope in the course.
- A2.** Consider and discuss the pros and cons of the different methods and tools that could be used in the discovery phase of digital transformation projects, then choose to apply the most appropriate ones for the course given the time constraints, project scope and capabilities of the team.
- A3.** Apply knowledge gathered in the project through primary and secondary research to develop crucial digital transformation outputs of research report, personas and prototypes of user journeys and design specifications.
- A4.** Make recommendations about:
 - What different user needs should be considered for the product/solution
 - What features and design specifications of said features can be designed and developed in the future
 - Feedback on how the team works together, quality of outputs and team presentations with recommendations on how to improve the teams' ways of working
 - Limitations of the project and the methods used
 - Improving accessibility as part of the solution offering
 - Reflect on your own strengths and weaknesses working on a digital transformation project.

Unit Content:

Topics may include:

- **Sprint 1**
Undertake research, and identify unmet needs and potential opportunities for the pre-onboarding experience of client organisation via primary and secondary research methods.
- **Sprint 2**
Create a plan for the team to gather first-hand data from internal stakeholders and potential users of a pre-boarding digital solution for the client and prepare interview material to gather their thoughts.
- **Sprint 3**
Execute the first phase of the project: gathering data from the stakeholders and potential users of a future preboarding experience by conducting interviews with the core groups of stakeholders and users identified, analysing data and creating a report of learnings to be presented to the Product Owner.
- **Sprint 4**
Develop user personas, scenarios of usage, and visualization of the opportunity via flow diagrams and storyboards to generate empathy for user needs and issues and bring the solution to life.
- **Sprint 5**
Finalize team deliverables for the project, then prepare and present preboarding digital transformation discovery project alongside other teams.
- **Sprint 6**
Create a product design specifications document that will take the data gathered and designs into the next stages of development and digital transformation.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	K1-3, S1, A2	AT2-5

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 2 Leadership	<p>Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Creating a collegial environment • Showing self -awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	K2-3 S3-5, A2, A4	AT1-5
FEDTASK 3 Critical Thinking and Creativity	<p>Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving. 	K1, K4 S2-5, A1-4	AT1-5
FEDTASK 4 Digital Literacy	<p>Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities. 	K1-4, S2-5, A2-3	AT1-5

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	<p>Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	K4, S2-5, A1, A3-4	AT3-5

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K4 S2, S4, S5 A1-2	Secondary research report on preboarding experiences	Team Report and presentation	S/U
K2-3 S1-5 A2-3	Project plan with assumptions for a potential preboarding digital solution	Project plan document presentation	S/U
K1-3 S3-5 A3-4	Primary research including stakeholder mapping and interview guide generation and research report	Stakeholder map Interview guide Team research report and presentation	S/U
K3-4 S3-5 A2-4	Discovery artefacts generation, post-research	Team presentation consisting details on: Personas Scenarios & Flow diagram Storyboards	S/U
K2-4 S1-5 A2-4	XPMC Live challenge	Team presentation Design Specifications document	S/U

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)