# Unit Outline (Higher Education)

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| **Institute / School:** | Institute of Innovation, Science & Sustainability |
| **Unit Title:** | Business Process Modelling and Tools |
| **Unit ID:** | ITECH2502 |
| **Credit Points:** | 15.00 |
| **Prerequisite(s):** | (ITECH1503) |
| **Co-requisite(s):** | Nil |
| **Exclusion(s):** | (ITECH5404) |
| **ASCED:** | 020399 |

**Description of the Unit:**

This unit is concerned with business process modelling and the use of industrial modelling tools to create graphical business processes. We will cover fundamental concepts related to process-based management principles and methods in IT-enacted change. Students will develop comprehension of the rationale and importance of Business Processes Management (BPM) for companies in globalised and competitive markets. Process modelling techniques and process redesign methods will be demonstrated and practiced. The unit shall provide the detailed understanding of the main steps of the business process lifecycles, methods, notations, grammars and tools related to process modelling.

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| **Grade Scheme:** | Graded (HD, D, C, P, MF, F, XF) |

**Work Experience:**

No work experience

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| **Placement Component:** | No |

**Supplementary Assessment:**  Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

**Course Level:**

| Level of Unit in Course | AQF Level of Course | | | | | |
|---|---|---|---|---|---|---|
| | **5** | **6** | **7** | **8** | **9** | **10** |
| Introductory | | | | | | |
| Intermediate | | | ✔ | | | |
| Advanced | | | | | | |

## Learning Outcomes:

### Knowledge:

**K1.** Show an understanding of recent developments in information systems driven business process management.

**K2.** Understand the process identification and discovery methods and approaches.

**K3.** Discuss the meaning, syntactics and grammars of business process models, the benefits of using them and their limitations.

**K4.** Explain the soundness of the created process models.

### Skills:

**S1.** Identify key business processes for a business scenario and discover the key ingredients of the business processes.

**S2.** Explain the process governance needs and process roles and responsibilities.

**S3.** Utilise professional tools to model, comprehend and design business processes.

**S4.** Verify the soundness of a business process model and optimise its design.

### Application of knowledge and skills:

**A1.** Present a coordinated, coherent and independent exposition of knowledge and ideas in dealing with business process modelling for IS in general.

## Unit Content:

Topics may include:
1. Business Process Management Lifecycle;
2. Process Modelling;
3. Industrial Standard Process Modelling Languages and Tools;
4. Process Discovery;
5. Principles of Process Design;
6. Process Documentation;
7. Process Automation;
8. Process Verification.

## 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**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be 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: <br>• Using effective verbal and non-verbal communication <br>• Listening for meaning and influencing via active listening <br>• Showing empathy for others <br>• Negotiating and demonstrating conflict resolution skills <br>• Working respectfully in cross-cultural and diverse teams. | Not applicable | Not applicable |
| FEDTASK 2 Leadership | Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <br>• Creating a collegial environment <br>• Showing self -awareness and the ability to self-reflect <br>• Inspiring and convincing others <br>• Making informed decisions <br>• Displaying initiative | Not applicable | Not applicable |
| FEDTASK 3 Critical Thinking and Creativity | 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: <br>• Reflecting critically <br>• Evaluating ideas, concepts and information <br>• Considering alternative perspectives to refine ideas <br>• Challenging conventional thinking to clarify concepts <br>• Forming creative solutions in problem solving. | Not applicable | Not applicable |
| FEDTASK 4 Digital Literacy | 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: <br>• Finding, evaluating, managing, curating, organising and sharing digital information <br>• Collating, managing, accessing and using digital data securely <br>• Receiving and responding to messages in a range of digital media <br>• Contributing actively to digital teams and working groups <br>• Participating in and benefiting from digital learning opportunities. | Not applicable | Not applicable |
| FEDTASK 5 Sustainable and Ethical Mindset | 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: <br>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts <br>• Committing to social responsibility as a professional and a citizen <br>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses <br>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others <br>• Implementing required actions to foster sustainability in their professional and personal life. | Not applicable | Not applicable |

**Learning Task and Assessment:**

| Learning Outcomes Assessed | Assessment Tasks | Assessment Type | Weighting |
|---|---|---|---|
| K1, K2, K3, K4, S1, S2, S3, S4, A1 | Students will analyse how a given organisation conducts its business, create business process models using professional tools, analyse the created business process models, optimise them, and present the results to related stakeholders. | Assignment(s) | 50%-70% |
| A1 | Students will present their business process work to related stakeholders in a simulated workplace context. Students will self reflect their learning journey, achievements, lessons learnt, etc. | Presentation and Reflection | 20%-40% |
| K1, K2, K3, K4, S1, S2, S3, S4 | Review and practice of skills and knowledge. | Quiz and test | 10-30% |

**Adopted Reference Style:**

APA  ()

Refer to the library website for more information

Fed Cite - referencing tool